



ROYAL  
Global School  
Guwahati



# Scriptoria

**YEAR BOOK  
2025-26**

**VOLUME VI**

*Trinity '25*





*Education is the most powerful weapon which you can use to change the world." – Nelson Mandela*

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“The purpose of education is to make good human beings with skill and expertise.” — A. P. J. Abdul Kalam

Esteemed Parents, Students, Faculty, and Alumni,

In reflecting upon the year gone by, one is filled with profound pride and gratitude. Royal Global School continues to stand as a beacon of excellence, fostering holistic education within an environment that nurtures and inspires young minds. Our endeavour remains steadfast: to cultivate a learning ecosystem that harmonizes knowledge, instills enduring values, and celebrates the distinct individuality of every child.

Education, in its truest sense, transcends academic attainment. It is the art of awakening curiosity, fortifying resilience, and shaping principled leadership. Within our vibrant scholastic community, students are encouraged to think beyond conventional boundaries, embrace innovation, and confront life's challenges with confidence and grace. Their accomplishments bear testimony to the dynamic and progressive pedagogical practices we uphold.

At the heart of this institution lies the collective spirit of our devoted educators, aspirational students, and steadfastly supportive parents. Our teachers extend their guidance far beyond the confines of textbooks, inspiring learners to explore, question, and create. Their unwavering commitment ignites intellectual vitality and empowers students to realise their fullest potential.

Yet, the essence of true education rests in shaping individuals who are compassionate, inventive, and resilient. As Nelson Mandela wisely observed, “Education is the most powerful weapon which you can use to change the world.” These words continue to guide our mission and reaffirm our purpose.

As we advance into the future, there is every confidence that Royal Global School will continue to set new benchmarks in educational excellence. United by a shared vision and strengthened by our collective resolve, we remain committed to shaping a future defined by integrity, innovation, and distinction. We extend our heartfelt gratitude for your trust and unwavering support. Together, we are building a legacy of excellence.

Dr. A. K. Pansari  
Chairman  
Royal Global School

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“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela

Dear Parents, Students, and Faculty,

It is with immense pride and heartfelt joy that I present this edition of our school magazine. As we reflect upon the year that has passed, we recognize it as a period defined by resilience, discovery, and collective achievement. Each challenge we encountered became an opportunity to grow stronger, and every milestone reached stands as a testament to the spirit of our school community.

Our institution remains steadfast in its commitment to nurturing not only academic distinction but also integrity, empathy, and innovation. True education extends beyond textbooks; it shapes character, ignites curiosity, and fosters the courage to think independently. This shared vision is brought to life through the dedication of our educators, the enthusiasm of our students, and the unwavering encouragement of our parents.

In this pursuit of meaningful learning, the words of Rabindranath Tagore resonate deeply:

“Don’t limit a child to your own learning, for he was born in another time.”

These words remind us that education must evolve with the world our children will inherit. At our school, we strive to create an environment where young minds are empowered to question, create, and lead with compassion and confidence. Our goal is not merely to prepare students for examinations, but to equip them with the wisdom and adaptability required in an ever-changing global landscape.

As we look to the future, let us continue to strengthen this partnership between home and school, embracing each new challenge as a pathway to excellence. With the collective resolve of our vibrant community, I am confident that we will continue to scale new heights and inspire generations to come.

Thank you for your trust, support, and continued collaboration in this remarkable journey.

A.K. Modi

Vice Chairman

Royal Global School





“Where Every Child’s Voice Becomes a Legacy.”

It gives me immense pride and joy to present Scriptoria, our annual chronicle — a vibrant testament to the imagination, inquiry, courage, and compassion of our students. This Year Book is not merely a publication; it is a living archive of young minds discovering their voice and shaping their world.

Within these pages, you will encounter poems that echo emotion, stories that reflect imagination, paintings that translate dreams into colour, and reflections that reveal leadership beyond years. Our students have explored ideas, challenged assumptions, and expressed themselves with authenticity — a true celebration of creative confidence.

At Royal Global School, we believe that education must extend far beyond classrooms. Through social service initiatives, Round Square collaborations, AFS engagements, adventure sports, and charity outreach, our learners experience the world as active participants, not passive observers. These experiences cultivate empathy, resilience, global-mindedness, and responsible leadership.

A significant milestone in this journey has been the successful introduction and strengthening of the Cambridge International pathway from our Early Years programme (Neev ) through Cambridge Primary. Rooted in the philosophy of Cambridge International Education(CIE) ,this framework has enabled our youngest learners to engage in inquiry-driven exploration, reflective thinking, and collaborative learning from the very beginning.

Scriptoria also chronicles the collective energy of our academic and co-curricular departments — their initiatives, innovations, achievements, and aspirations. From STEM explorations and inquiry-based projects to field trips that transform curiosity into understanding, from IA initiatives that promote academic integrity to pastoral programmes that nurture emotional well-being — every effort reflects our commitment to keeping the child at the centre of learning.

Our Founder’s Night celebrations, professional development journeys of our teachers, and the many out-of-classroom engagements recorded here reveal one consistent truth: Royal Global School is not a place where learning happens only within walls — it is a dynamic ecosystem of growth.

We are proud of the academic milestones our students have achieved, but even more proud of the character they demonstrate — courage in competition, compassion in service, integrity in action, and creativity in thought.

As you turn the pages of Scriptoria, you will see more than events and achievements. You will see a generation learning to think critically, act ethically, and lead responsibly.

Let this Year Book stand as a reminder that when we nurture curiosity, honour creativity, and trust young voices, we do not merely educate — we empower.

“The future belongs to those who are prepared not just to answer questions, but to ask better ones.”

With pride and hope,  
Dr Arup Mukhopadhyay  
Director



“An empowered future begins in classrooms that nurture confidence, creativity, and conscience.”

In an era of rapid transformation, the purpose of education extends far beyond academic scores and scholastic milestones. It lies in shaping young minds into articulate communicators, compassionate individuals, resilient problem-solvers, responsible citizens, and conscientious stewards of the environment. At Royal Global School, we believe that true excellence emerges from a harmonious balance between academic rigour and meaningful co-curricular engagement—together cultivating the foundation of a well-rounded personality.

We aspire not only to guide our students towards academic distinction, but also to instill in them dignity in conduct, courage in adversity, empathy in relationships, and respect for diversity. Education, in its finest form, must prepare learners to navigate complexity with clarity and conviction.

In today's dynamic world, intellectual ability alone cannot define success. While IQ—Intelligence Quotient—remains significant, equal emphasis must be placed on EQ—Emotional Quotient, SQ—Spiritual Quotient, CQ—Creativity Quotient, AQ—Adversity Quotient, and DQ—Digital Quotient. The true measure of growth lies in the balanced development of intellect, emotion, resilience, innovation, ethical grounding, and responsible digital citizenship. We remain deeply committed to nurturing these dimensions in an integrated and purposeful manner.

At the heart of our mission is the seamless blending of academic excellence with character formation. The most impressionable years of a child's life call for guidance rooted in discipline, integrity, empathy, and respect. Values are not delivered as lessons alone; they are experienced, practiced, and reinforced through every interaction and opportunity within the school environment.

As we continue this journey, we reaffirm our commitment to nurturing individuals who will not only achieve professional success, but also embody compassion, responsibility, and principled leadership in every sphere of life.

Binita Jain  
Vice Principal





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“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.” — Martin Luther King Jr.

Education today is not confined to the walls of a classroom, it is a journey that extends far beyond the boundaries of textbooks and examinations. At Royal Global School, we believe in nurturing knowledge that empowers our students to think critically, act responsibly, and embrace the world with curiosity and compassion.

Our vision is to shape young minds into responsible citizens, both nationally and globally, who understand that their actions have the power to influence communities and the environment. In a rapidly changing world, it is essential that children grow not only as achievers in academics but also as empathetic individuals who value diversity, respect cultures, and contribute meaningfully to society.

We encourage our students to explore knowledge across disciplines, to question, to innovate, and to collaborate. This spirit of learning beyond boundaries prepares them to meet challenges with confidence and creativity. At the same time, we instill in them a deep sense of responsibility towards their peers, their nation, and the planet. Whether through eco-friendly initiatives, social outreach programs, or everyday acts of kindness, our children learn that true education lies in service and stewardship.

As mentors, our role is to guide, inspire, and walk alongside them in this journey. Together, we aim to create a generation that is not only academically accomplished but also socially aware and environmentally conscious.

Let us continue to celebrate learning that transcends limits, and nurture young hearts and minds to shine as responsible citizens of the world.

Anita Varma  
Vice Principal

# Editorial

Distinguished Readers,

It is with immense honour and refined delight that we unveil this year's edition of *Scriptoria*, a distinguished chronicle that mirrors the intellectual vitality, creative brilliance, and aspirational ethos of Royal Global School. Within these thoughtfully curated pages lies a harmonious confluence of ideas, achievements, and artistic expressions that exemplify the spirit of our scholarly community.

This publication transcends the conventional notion of a school magazine; it emerges as an anthology of insight, a sanctuary for expression, and a testament to the transformative potency of education. Each contribution—literary, analytical, or artistic—resounds with the fervour of inquiry and the courage to imagine realms beyond the familiar. Here, young voices articulate their understanding of the world with remarkable poise, sensitivity, and intellectual sophistication.

As you journey through this literary tapestry, you will encounter narratives that inspire introspection, perspectives that challenge inertia, and creations that celebrate the splendour of imagination. In an era marked by relentless change, *Scriptoria* stands as a beacon of reflective thought and cultivated expression, affirming that knowledge, when intertwined with creativity, becomes a force of enduring significance.

This edition is the fruition of collective dedication. The steadfast commitment of our students, the sagacious mentorship of our educators, and the unwavering support of our institutional leadership have together shaped a publication that exemplifies excellence in both form and substance.

May these pages evoke reflection, ignite meaningful discourse, and foster a lasting appreciation for the eloquence of youthful voices. We trust that *Scriptoria* will continue to inspire, enlighten, and serve as a timeless archive of aspiration and achievement.

With sincere regards,

Himadri Saikia  
Editor-in-Chief

# Milestones & Metamorphoses



# Neev-The Royal Kindergarten: Ushering in a New Era of Learning



## **A New Chapter in Early Years Learning**

NEEV, The Royal Kindergarten, proudly embraced the Cambridge International Early Years Curriculum, stepping into a new era of learning. Our dedicated team of teachers participated in a Cambridge Early Years training workshop at Sancta Maria International School, Hyderabad where they explored play-based and inquiry-led teaching approaches. They returned inspired, bringing fresh ideas and effective strategies to enrich classroom experiences and nurture each child's holistic growth. This milestone reflects our commitment to providing a joyful, engaging, and high-quality early years education. Our learning journey revolves around the learners attributes that Cambridge provides.

R - Responsibility , I - Innovative, C - Confident, E - Engaged, R - Reflective

## **Learning through Understanding**

As we dived into the curriculum, our young learners explored each topic in meaningful and creative ways. Storytelling, role-playing, and re-telling stories and rhymes in sequence helped build their confidence to speak and share ideas. Understanding the world around them was strengthened through field trips, real-life experiences, and art works, encouraging curiosity and deeper appreciation. On May Day, students expressed gratitude to the school's helpers, chefs, drivers, and caretakers. With smiling faces, they lined the corridors, clapped, and presented flowers and thank-you notes. A small classroom ceremony with songs of appreciation helped them learn respect and community values. Mathematical learning became engaging with the use of various hands-on tools that enhanced conceptual understanding. Children also participated in an innovative fireless cooking activity, preparing cookies, cupcakes, salads, and fresh juices. They later sold these items to learn the basics of buying, selling, and money transactions. At the School Exhibition, students proudly showcased their learning by explaining simple experiments like "Walking Water," building words with Montessori materials, storytelling, and participating in fun time-based games. Each experience made learning joyful, practical, and memorable.

## **Honouring Family and Culture**

Our school joyfully celebrated family and cultural bonds through a series of vibrant events. Grandparents Day brought the campus alive with music, dance, games, and shared meals, as grandparents and grandchildren enjoyed meaningful activities together. Father's Day was a cheerful occasion where our young learners sang songs and played interactive games, creating special memories. Mother's Day featured delightful pottery sessions, with mothers and children shaping clay side by side under the guidance of a local potter, filling the room with laughter and creativity. Our children also learned about Janmashtami and Navratri through creative storytelling sessions conducted by the Performing Arts Department. Adding to the excitement, our kindergarteners staged "Charlie's Chocolate Dream," a lively musical bursting with imagination and chocolate-themed dances. The festive spirit continued at Christmas with a special assembly of carols and recitations celebrating kindness and community. Each event nurtured confidence, creativity, and collaboration, making the year truly memorable for our children and families.

## **Conclusion**

The year has been a joyful journey of discovery, where learning went beyond the classroom and into real life. Through hands-on activities, celebrations, field trips, and meaningful interactions, our young explorers learned by doing, exploring, and experiencing. Each moment helped build confidence, curiosity, and social skills. As the year comes to a close, we proudly celebrate the growth of our young learners and the happy memories they created along the way, laying a strong foundation for a lifelong love of learning.

*Ms. Sushmita Chakraborty, EY Educator*



# Round Square: Connecting Communities

The Round Square activities at Royal Global School during the academic year 2025–26 were vibrant and actionpacked, providing students with diverse opportunities for leadership, service, intercultural understanding, and global engagement. Through conferences, postcards, labs, quizzes, and inhouse initiatives, our students meaningfully explored the Round Square IDEALS and applied them within and beyond the school campus.

## **Conferences, Forums and Mock Events**

From 23rd–27th April 2025, a delegation from Royal Global School participated in the Round Square Conference on the theme “Service: Empower, Engage, Elevate,” hosted by Step By Step School, Noida, under the guidance of Ms. Moushmi Bhattacharjee. The conference enabled students to understand service as an empowering tool, encouraging them to engage actively with their communities and elevate those in need through collaborative action and thoughtful reflection. To familiarise more students with the Round Square ethos, a twoday Mock Round Square Event was conducted in school on 28th and 30th June, led by Ms. Moushmi Bhattacharjee. Through simulated Baraza sessions, team activities, and themebased discussions, students experienced the structure and spirit of a real Round Square conference, strengthening their confidence and readiness for future national and international events.

A major highlight of the year was the Round Square Conference “EKTA,” hosted by Dhirubhai Ambani School, Mumbai, at Reliance Greens, Jamnagar. The conference brought together around 174 students and 30 teachers from India and abroad, offering a rich blend of Baraza discussions, keynote sessions, educational visits, and cultural immersion. A group of Grade VIII delegates from Royal Global School, accompanied by senior faculty member Ms. Seema Barooah, engaged with themes of diversity, sustainability, empathy, and coexistence through interactions, field experiences, and collaborative activities.

Students visited the Reliance Solar Energy Plant and Reliance Bioenergy Centre, gaining exposure to renewable energy and sustainability initiatives, while the Sustainable Innovation Solutions (SIS) presentations showcased youthled ideas addressing issues from tobacco awareness to environmental protection. Cultural experiences such as Garba and interactions with Kutch artisans displaying traditional crafts like bandhani textiles and lac bangles deepened appreciation for local heritage. A visit to the Vantara Animal Welfare Centre, followed by a nature walk and sapling plantation guided by naturalist Mr. Sandesh Guru, reinforced values of compassion, conservation, and connection with nature, leaving delegates inspired to pursue progress in harmony with the environment.

The school was also represented at the Round Square Forum – South Asia & The Gulf, hosted by Sunbeam School Lahartara, Varanasi, from 21st–23rd November 2025. Our Round Square Coordinator, Ms. Neha Sayal, attended sessions on the RS Discovery Framework, good practices in organising inhouse conferences, and the role of RS coordinators, along with opportunities for networking with principals and educators from the region. Cultural experiences, including a visit to Assi Ghat for the Ganga Aarti, added a reflective and enriching dimension to the forum. The event equipped the school with practical strategies and renewed motivation to further strengthen Round Square initiatives at Royal Global School.

## **Virtual Postcards, Labs and Global Dialogues**

Throughout the year, students participated in several Round Square Zoom Postcards, thematic labs, and global discussions. On 14th May 2025, our students attended a Postcard hosted by Maria’s Public School, India, on the theme “Should Empathy Edit Our Expression?” under the guidance of Mr. Nikhil Ladha, reflecting on how to balance honest expression with empathetic communication.

On 2nd July 2025, students joined two impactful online sessions. The first, “EcoAnxiety and Student Activism: Harnessing Emotions for Positive Change,” coordinated by Dr. Himashree Kalita, helped students channel environmental concerns into constructive activism and solutionoriented projects. The second, “Preserving Our Cultural Heritage,” led by Ms. Pooja Bhattacharjee, encouraged students to recognise, value, and safeguard both tangible and intangible cultural traditions.

On 15th October 2025, Royal Global School students took part in two different Postcard sessions. The first, hosted by The Cathedral and John Connon School, explored “Local



Roots, Global Goals: SDGs in Our Cities,” with Dr. Kiran Gogoi as Teacher Incharge, prompting students to connect the Sustainable Development Goals with issues in their own urban contexts. The second, led by Ms. Banita Das Sarma, focused on “How can being involved in different sports at school help us grow not just as athletes, but as people?”, highlighting sportsmanship, resilience, teamwork, and character building.

The school also registered for several academic-themed Round Square Labs and exchanges. Students enrolled for the Round Square Geography Lab on “Tourism: Boon or Burden?” under the supervision of Ms. Mahua G. Kanungoe, designed to help them critically analyse the economic benefits alongside the environmental and cultural impacts of tourism. We also registered for an RS Zoom Postcard hosted by Indian High School, Dubai, on “Youth Activism and Social Change,” with Ms. Himadri Saikia as Teacher Incharge.

In early 2026, Royal Global School students participated in a series of global online Round Square events that further enriched their learning experience. On 21st January, students aged 13–15 took part in a thought-provoking session on “AI: Friend or Foe?”, under the charge of Mr. Santanu Kumar Saikia, where they explored both the opportunities and ethical challenges associated with artificial intelligence. On 3rd February, they joined the Round Square World Wide Show & Tell session on “What We Do During Breaktime,” guided by Ms. Nayana Das, which fostered informal cultural exchange and helped students appreciate everyday life in different parts of the world. On 5th February, they attended the Round Square History Lab on “Rethinking Heroes: Should we celebrate historical figures without question?”, led by Ms. Pooja Bhattacharjee, encouraging participants to critically analyse historical narratives and reflect on the values attached to public figures.

### ***In-School Initiatives and Student Achievements***

Within school, the Round Square ethos was promoted through a series of structured activities and student-led initiatives. A Discovery Round Square board activity was assigned to all middle wing classes, with respective class teachers informed and involved, giving students regular exposure to the Round Square IDEALS and encouraging them to connect classroom learning with real-world issues through displays, reflections, and collaborative work.

The Round Square Committee students took the lead in organising Environment Day celebrations on campus. Through various activities such as making paper bags, conducting theme-based discussions, and leading awareness-building sessions, they encouraged their peers to reflect on sustainable living and their individual responsibility towards the environment.

Royal Global School students also excelled in interschool competitions. In the Round Square Maths Quiz “PiMpossible,” our team secured 3rd position in the final round, after scoring 129 out of 160 marks in the first round despite negative marking. Notably, in the final round, ours was the only team with all participants joining online, which created challenges during rapid discussion segments due to occasional internet delays, yet the team displayed remarkable perseverance, presence of mind, and teamwork, earning appreciation for their commendable performance and resilience.

### ***Conclusion***

The year under review has been rich with opportunities for our students to engage with the Round Square IDEALS of Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service. Through conferences, forums, online postcards, academic labs, in-house events, and competitions, Royal Global School has continued to strengthen its commitment to holistic education and global citizenship. The enthusiastic participation of students, the dedicated mentorship of teachers, and the consistent support of the school management have together ensured that Round Square remains a vibrant and transformative component of school life.

*Ms. Neha Sayal, TGT, Social Science  
Round Square Rep*



# AFS International Programs

August 22-24, 2025, two volunteer students of Grade 11, Vridhi Harlalka and Saumyaa Sikaria along with AFS Coordinator Dr. Karabi Das of Royal Global School attended the AFS India Regional Meet East Zone Member Schools at Sai International Residential School Cuttack and Sai International School Bhubaneswar. The AFS India Regional Meet – East Zone 2025 meet offered a rich blend of hands-on activities, creative thinking, skill development workshops, street play, historical exploration, cultural performances, inspiring talks, and community engagement helped participants to explore the true meaning of the theme and the way to solve the global issues locally along with maintaining culture and heritage of the country. It was a well-rounded experience that combined learning with adventure, leaving students broadened prospective, lasting memories, and new insights and return as motivated, responsible, and active global citizens.

On 18th December, 2025, 8 volunteers of Royal Global School, Guwahati visited Assam Sishu Kalyan Sadan, Sundarbari, Guwahati, as a part of Mutthi Bhar Anaaj 4.0 – A Handful of Grains initiative under the aegis of the AFS Community Service Program. The donation of dry rations (rice, wheat, pulses, maida, ata, sugar, salt, flattened rice, semolina, gram flour, etc.) addressed their practical needs. The initiative was a testament to the transformative power of empathy and human connection, leaving a profound impact, inspiring others to contribute, such initiatives can lead to substantial positive change in the community and all to nurture bonds of care and kindness in their lives.

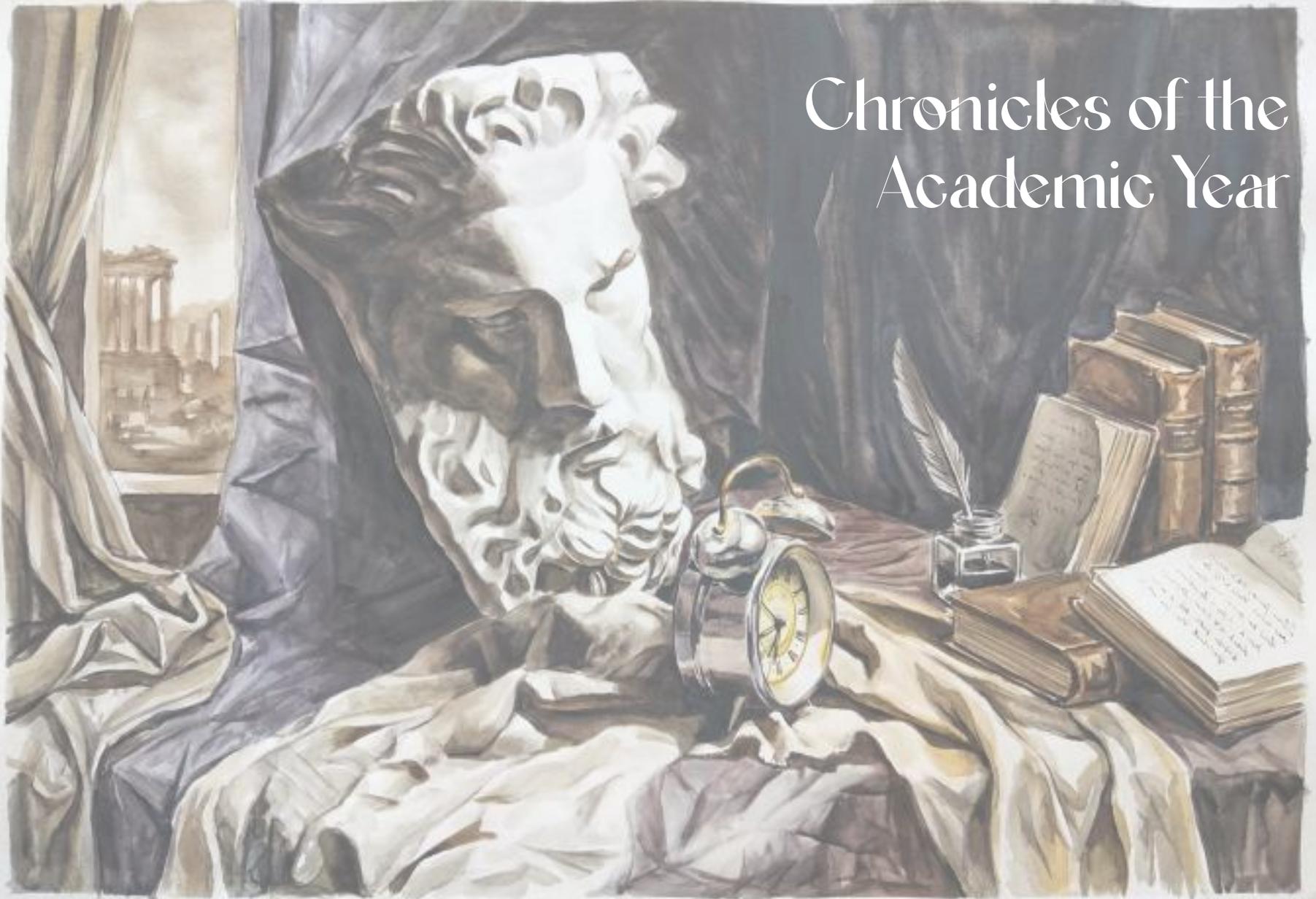
On 10th January 2026, four volunteer students from grade 11 Commerce, Prince Kumar Prasad, Jeritt Yanglem, Md. Mahfuzur Rahman Moni and Nujasar Brahma along with their teacher coordinator Dr. Karabi Das visited Sukleswar Temple. The objective was to start the New Year with noble deeds. Therefore as a community service program, students have donated dry rations to the needy people residing outside the temple. The visit helped the students to understand the stark reality of society and strengthen our commitments towards it.

*Dr. Karabi Das, PGT, Economics  
AFS Coordinator*





# Chronicles of the Academic Year



The academic session 2025–2026 marked another year of steady progress and achievement for Royal Global School. Thirteen years after its establishment by the founders, Dr. A. K. Pansari and Shri A. K. Modi, the institution continues to uphold its vision of excellence across academics, co-curricular activities, and holistic education.

The academic performance of students during the session remained strong. In the Class XII Board Examinations, the school recorded an average of 82.77 percent. Bhavya Tusnial emerged as the school topper with 98.2 percent, and more than fifteen students achieved perfect scores of 100 in various subjects. The Class X results showed notable improvement, with the school average increasing by four percent over the previous year. Prayash Kalita secured the top position with 98.8 percent, while five students achieved full marks in different subjects.

The achievements of the school's alumni continued to reflect the academic standards of the institution. Alumni secured placements in reputed institutions such as the Indian Institutes of Technology, Lady Shri Ram College, National Institute of Design, UC Berkeley, Columbia University, University of Toronto, King's College London, University of Edinburgh, Purdue University, and Trinity College Dublin. Ex-Royalite Nishtha Bothra brought further recognition to the school by securing All India Rank 2 in the CA Final Examination.

Royal Global School received several institutional and leadership recognitions during the year. The Chairman, Dr. A. K. Pansari, was conferred the EducationWorld Extraordinary Achievement in Education Leadership Award 2025–26. The school was ranked first in the Co-educational Day-cum-Boarding School category in Guwahati and Assam by EducationWorld, and thirteenth nationally in the same category.

Faculty members also received notable recognition. Ms. Pooja Bhattacharjee was awarded the Sahodaya Shiksha Samman Award. At the 25th EduLeaders Summit and Awards, Director Dr. Arup Mukhopadhyay was honoured as Education Icon of the Year 2025. Vice Principal Ms. Binita Jain received recognition in the school leaders' category, while Ms. Pooja Bhattacharjee and Mr. Pankaj Deb were awarded in the school teachers' category.

Experiential learning remained a key focus throughout the year. Three students successfully completed the Robben Island Relay Swim in Cape Town, South Africa.



Students participated in educational tours to Japan, as well as to Bangalore, Chikkamagaluru, Hampi, and Goa. The school hosted its largest exhibition to date, Triveni, showcasing projects across Science, Mathematics, Commerce, Humanities, languages, and the performing and visual arts. Royal Global School also hosted CBSE sports events in Table Tennis and Athletics and served as co-host for the 12th Nanhi Chhaan National School Essay Contest, with Shri Jyotiraditya Scindia as the Chief Guest.

The debating and Model United Nations culture at the school witnessed significant growth, with student participation in CHUCKS, JEDI, Locked Horn Debates, Shri Debates, the 19th East India Debates, AVS MUN, and ISG MUN. The school also secured a rank in the CBSE Cryptic Crossword Contest.

Sports achievements during the session were noteworthy. Royal Global School secured a gold medal at the CBSE Far East Zone Cricket Tournament, victories at the R. R. Das Memorial Swimming Competition and the All Assam Speed Skating Championship, silver medals at the National Pickle Ball event and the State Equestrian Championship, and representation at the 68th SGFI National Chess Championship.

The school continued to promote global citizenship through active participation in Round Square and AFS programmes. Students attended the Round Square Conference at Step by Step School, Noida, hosted a two-day Mock Round Square Meet on environmentalism, participated in the EKTA Conference at Reliance Green Township, Jamnagar, and engaged in Zoom Postcard exchanges. A student exchange programme was conducted with The Shri Ram School, Aravali. As an AFS member, the school participated in the AFS India Regional Meet hosted by Sai International Residential School and undertook related developmental activities. Students also enrolled in The International Award for Young People, formerly the Duke of Edinburgh's Award.

Social responsibility remained integral to student life at Royal Global School. Initiatives included the Children's Day donation drive, outreach visits by the Social Outreach Club to the Northap village adopted by the school on Menstrual Hygiene Day, and the Nurturing Futures programme, through which Humanities students mentored underprivileged children. Festive outreach during Raksha Bandhan, Diwali, and Christmas involved visits to orphanages and old age homes, with students distributing food items and gifts. Hostellers also contributed winter supplies for the school's support staff.

Leadership development continued through the prefect council, comprising twenty-three members, including eleven school captains and twelve house captains, who actively contributed to the school's decision-making processes. The DEAR Programme, Drop Everything and Read, was continued during the year. New initiatives included evenings dedicated to the performing arts for parents, morning reflection meetings, and designated days for traditional attire to promote cultural diversity.

In conclusion, the achievements of the academic session 2025–2026 reflect Royal Global School's continued growth and commitment to excellence. With strong leadership, dedicated faculty, supportive parents, and motivated students, the institution remains focused on setting higher benchmarks and moving forward with clarity of purpose.

*Devangi Jalan, XII B (Head Girl)*  
*Shaurya D. Khemka, XII A (Head Boy)*

# Cambridge Curriculum Implementation: A Landmark Year (2025–26)



The academic year 2025–26 marked a significant milestone for the school with the adoption of the Cambridge Curriculum for Early Years to Primary. As one of the oldest and most scientifically researched international curricula, Cambridge places strong emphasis on learner-centred education, critical thinking, and holistic development. To ensure a smooth and effective transition, the school invested in structured planning and continuous professional development, offering sustained academic and pedagogical support to teachers through a series of physical and virtual training programmes.

The journey began on 31st January 2025 with an on-site orientation conducted by Ms. Arpita Mukherjee, who introduced the faculty to the Cambridge Primary framework. The session familiarised teachers with the Cambridge approach to teaching and learning, highlighting the importance of active learning, 21st-century skills, and metacognition. Educators gained insights into engaging learners through inquiry-based methodologies, fostering creativity, collaboration, and communication, while encouraging students to reflect on their own learning processes. The training also strengthened teachers' understanding of language instruction by clearly explaining the distinction between First Language English and English as a Second Language within the Cambridge framework.

The orientation further introduced teachers to Cambridge's digital and academic support platforms such as Cambridge GO and the School Support Hub, enabling them to access curriculum resources, teaching tools, and structured planning support to enrich classroom practices. Discussions on Checkpoint Years and assessment practices provided clarity on Cambridge's systematic approach to monitoring learner progress, with emphasis on Assessment for Learning and unit-end evaluations.

Building on this foundation, a virtual training session on 12th February 2025, led by Ms. Barnali Mukhopadhyay Mazumder, offered detailed guidance on navigating the Cambridge International website, effectively utilising the Support Hub, and leveraging the e-platform to support high-quality teaching and learning.

The professional learning journey was further strengthened by the visit of Dr. Akash Raut on 4th March 2025, whose interactive workshop reinforced the Cambridge philosophy of learner-centred education. The session highlighted the role of metacognition in self-regulated learning, the importance of 'play' as a powerful medium for cognitive and social development, and the need to align curriculum, pedagogy, and assessment to create meaningful and coherent learning experiences.

In July 2025, as part of leadership capacity building, the Primary Coordinator, Ms. Doli Barman, attended an intensive on-site training programme at Kapol International School. The programme offered valuable insights into Cambridge's vision of nurturing lifelong learners and reflective educators, while underscoring the critical role of coordinators in guiding pedagogy, mentoring teachers, and ensuring alignment of classroom practices with Cambridge values. The training reaffirmed that effective teaching is rooted in active engagement, purposeful questioning, and metacognitive strategies.

The professional development journey continued in September 2025 with subject-specific Professional Development Programmes aligned with the Cambridge curriculum. These focused sessions enabled teachers to deepen their understanding of subject frameworks, learning objectives, progression pathways, and assessment expectations. Emphasis was placed on effective lesson planning, differentiation, skill integration, and subject-specific classroom strategies. The programme empowered teachers to translate curriculum intent into impactful classroom practices while maintaining Cambridge's core principles of inquiry, reflection, and learner agency.

Further strengthening this journey, in December 2025, Mr. Satyajit Sarkar visited the school and conducted an interactive session with the facilitators. The session provided valuable insights into effective classroom practices, reflective teaching, and alignment with the Cambridge philosophy. Facilitators actively engaged in discussions, shared experiences, and gained clarity on refining instructional strategies to enhance learner engagement and outcomes.

In addition to these structured initiatives, teachers actively participated in a series of subject-focused webinars throughout the academic year, addressing teaching methodologies, lesson planning, assessment strategies, and best classroom practices. Collectively, these sustained professional development efforts significantly transformed teaching and learning practices, firmly aligning classrooms with the Cambridge way of learning and enriching the overall educational experience of our students.

*Doli Barman*  
Coordinator Grades I & II



Early Years & Grade I & II Teachers

## Annual Report of Grade I-II

The academic year 2025–26 commenced on a warm and welcoming note with a Meet and Greet session for parents on 2nd April 2025, fostering open dialogue, exchange of ideas, and shared goal-setting for the year ahead. The much-loved DEAR (Drop Everything And Read) programme continued with renewed enthusiasm, beginning on 4th April 2025, nurturing a strong reading culture among our young learners.

Celebrating India's rich unity in diversity, the school introduced Traditional Dress Day on the first Tuesday of every month. The vibrant beginning of this initiative was witnessed on 8th April 2025, when children proudly showcased traditional attire from different regions. The same day also marked the first Morning Meeting, a thoughtfully structured interactive session that helped students build a sense of belonging, reflection, and community.

On 11th April 2025, students enthusiastically participated in the Rongali Bihu celebrations through a special assembly along with the rest of the school. World Book Day was celebrated on 23rd April 2025, where students of Grades 1 and 2 spoke about their favourite characters, presented a group song, and participated in engaging activities throughout the week in the junior library—our very own treasure trove of knowledge.

With the aim of fostering a strong partnership between parents, teachers, and the school community, Teacher-Parent Meetings (TPMs) were initiated in the month of May, wherein teachers visited students and parents at their homes to exchange feedback and ideas for continuous improvement in the learning process. These interactions proved highly effective in supporting the holistic development of our young learners.

The month of May also witnessed a heart-warming Mother's Day celebration on 15th May. Students of Grade 1 enjoyed hands-on clay modelling and pottery activities, while Grade 2 celebrated Mother's Day with a special theme, "Mom's Little Picasso". Mothers and children joyfully came together to create paintings by placing their painted hands forward, symbolising love, bonding, and creativity.

The month of June remained academically focused with the first round of Evaluations conducted from 6th to 17th June 2025, supported by structured revision sessions. Alongside academics, students of Grades 1 and 2 celebrated Father's Day by expressing their love and gratitude through heartfelt postcards and letters written for their fathers.

Enhancing experiential learning, Grade 1 students visited Meghdoot Bhavan on 5th June 2026, where they experienced the complete journey of communication—from writing postcards to personally posting them—making learning meaningful and memorable.

June also witnessed the celebration of International Yoga Day, where students joined the rest of the school in promoting physical and mental well-being. This was followed by the first round of intra-class competitions, including Poem Recitation and Show and Tell, which provided a platform for students to build confidence, creativity, and self-expression.

On 23rd August 2025, our young learners proudly participated in Triveni – The Royal Global School Exhibition, presenting a variety of creative and academic exhibits that showcased their learning and curiosity. On 19th September 2025, students of Grades 1 and 2 immersed themselves in a captivating storytelling session by Ms. Nupur Aggarwal, which transported them into a magical world of imaginative creatures, epic quests, and timeless lessons.

Our little chefs enthusiastically participated in the much-awaited Eat-Q Cooking Competition on 25th October 2025, promoting healthy eating habits through hands-on culinary experiences. Learning beyond the classroom continued with an educational visit to the Guwahati Planetarium on 29th October 2025, where students of Grades 1 and 2 explored the wonders of space, sparking curiosity and scientific thinking.

Grandparents' Day was celebrated with warmth and gratitude on 15th November 2025, honouring the love, wisdom, and guidance of grandparents. The celebration of Children's Day was meaningful and value-driven, as students contributed a minimum amount of their pocket money towards a community service initiative. Children also participated in essay writing, poem composition, and painting competitions on 18th November 2025, paying tribute to the legendary singer Zubeen Garg on his birth anniversary.

The onset of December began with a 15-day Random Acts of Kindness Initiative, encouraging empathy, responsibility, and compassion among students. The enthusiastic participa-

tion of our young learners reflected strong character and values. The month concluded with Royal Symphony on 14th December 2025, a memorable celebration of students' talents and a testament to the collaborative efforts of students, teachers, and parents.

The new year began with Pre-Bhogali Bihu celebrations on 13th January 2026, where students learned about the cultural significance of Bihu while fostering joy, unity, and traditional values. Educational trips held on 22nd January 2026 further enriched experiential learning—Grade 1 students visited the *Botanical Garden*, Fancy Bazar, while Grade 2 students explored *Sualkuchi Bastra Udyan*, gaining insight into the world around them.

The academic year culminated with the Annual Sports Day on 5th February 2026 for Early Years to Grade 2, celebrating strength, teamwork, sportsmanship, and the true spirit of participation.

Overall, the year was a vibrant journey filled with academic growth, cultural enrichment, value-based learning, and joyful experiences, laying a strong foundation for the holistic development of our young learners.

*Doli Barman*  
Coordinator Grades I & II



# Annual Report of Grade III-V

The academic year was a vibrant and enriching journey for the students of Grades III, IV and V, marked by meaningful learning experiences, creative expression, and holistic development. A wide range of academic, co-curricular, and cultural activities were thoughtfully planned and successfully conducted to nurture curiosity, confidence, and social responsibility among students.

## **Night Spent in School by the Students of Grade III**

The students of Grade III had an exciting and memorable experience when they spent a night at school. The event was organized to encourage independence, teamwork, and bonding among students in a safe and joyful environment.

The evening began with fun activities and games, followed by storytelling and group interactions that filled the campus with laughter. Students enjoyed a simple dinner together and participated in calm indoor activities before settling down for the night.

The experience helped students build confidence, responsibility, and stronger friendships. The night spent at school was a unique learning opportunity and will be cherished as a special memory by all.

## **Educational Trip to Manas National Park for the students of Grade IV and V.**

An educational excursion to Manas National Park provided students with a memorable learning experience beyond the classroom. The trip offered a unique blend of nature exploration and experiential learning. Students observed diverse flora and fauna, gaining first-hand knowledge of biodiversity and environmental conservation.

The visit also included an interaction with the local community, where students learned about traditional weaving techniques and cultural practices. This trip enhanced their awareness of ecology, sustainability, and community life, leaving a lasting impression on young minds.

## **Encouraging the Culture of Debating and Public Speaking**

To strengthen communication skills and critical thinking, an Inter-Class English Debate Competition was organized for Grades IV and V. The debate topics focused on the impact of social media on children.

Students participated with great enthusiasm, presenting well-researched arguments and confidently expressing their viewpoints. The competitions fostered logical reasoning, teamwork, and effective public speaking. Outstanding speakers were recognized with “Savvy Speaker” badges, motivating students to continue honing their oratory skills.

## **Round Square Worldwide Show & Tell Session**

Students of Grades IV and V actively participated in the Round Square Worldwide Show & Tell Session themed “How do we spend our breaktime in school?”

The session was interactive as students across the country shared their thoughts about their breaktime, rules to be followed and activities they do generally during the break.

## **DEAR Session Every Friday**

The school conducted a DEAR (Drop Everything And Read) Session every Friday which encouraged a love for reading among students. During this time, students paused all activities and engaged in quiet reading of books of their choice.

The weekly session helped improve reading habits, concentration, and vocabulary while fostering a calm and focused learning environment. DEAR sessions have become a much-loved routine, nurturing imagination and a lifelong interest in reading.

## **Traditional Wear Day**

Traditional Wear Day is celebrated on the 1st Tuesday of every month. Primary students wear traditional dresses and look colourful and cheerful. They learn about Indian culture, customs, and values in a fun way. The day helps students respect diversity and feel proud of our heritage.

### **Morning Meetings on Tuesdays**

During the morning meetings, various important topics were discussed such as discipline, good manners, cleanliness, health and hygiene, respect for teachers and elders, punctuality, and awareness of current events. Students were encouraged to follow positive habits and moral values in their daily life. The discussions helped students become more responsible, confident, and attentive throughout the school day.

### **Grandparents' Day: A Day of Stories, Smiles, and Special Memories**

Grandparents' Day was celebrated with great warmth and joy at the school. Students from Nursery to Grade V took part in welcoming grandparents with various sports, performances and interactive activities.

The event featured games, music, dance performances, and creative corners such as painting, pottery and robotics demonstrations. A special highlight was the opportunity for grandparents to engage with the AI teacher robot, **IRIS** which fascinated visitors of all ages.

The celebration strengthened intergenerational bonds and created cherished memories, making it a truly meaningful occasion for students and their families.

### **Triveni Exhibition, 2025**

The Triveni Exhibition showcased the creativity and learning of students through diverse sections covering Science, Mathematics, Performing Arts, STEM projects, and real-life applications. The exhibition highlighted the integration of academic knowledge with practical understanding.

Students confidently explained their models, performances, and projects, demonstrating critical thinking, creativity, and innovation. The event encouraged experiential learning and reflected the holistic development of students across subjects.

### **One Year of the Cambridge Curriculum**

The school successfully completed one year with the Cambridge Curriculum, marking an important milestone in its academic journey. Over the year, students engaged in inquiry-based learning that promoted critical thinking, creativity, and conceptual understanding.

Teachers implemented innovative teaching strategies and assessments aligned with global standards, ensuring holistic development of learners. This year-long experience has strengthened academic practices and reaffirmed the school's commitment to providing a high-quality, internationally benchmarked education.

### **Primary School Concert**

The Royal Symphony, a musical extravaganza, was held on 14th December 2025 at our primary school, showcasing the talents of our young students. Titled "Charlie's Chocolate Dream", the concert was a delightful treat for the audience.

The event featured a range of melodious songs and captivating performances by the students, bringing to life the magical world of Charlie and the Chocolate Factory. The performances were well-received by the audience, with many praising the confidence and talent displayed by the young performers.

### **Annual Sports day**

The Annual Sports Day at Royal Global School was celebrated with great enthusiasm and excitement. The entire school campus was filled with energy as students from all classes participated wholeheartedly in the event. The spirit of sportsmanship and teamwork was clearly visible across the school.

The programme included a variety of track and field events, fun races, obstacle races and group activities, ensuring mass participation. Students showcased their strength, speed and coordination, while cheering for their peers. Mass participation by parents and grandparents was a sight to behold.

The event concluded on a joyful note, leaving behind memorable moments and a sense of achievement among the participants.

### **Conclusion**

Throughout the year, students of Grades III, IV, and V actively participated in a wide range of learning experiences that fostered academic excellence, creativity, collaboration, and values-based education. Each initiative played a vital role in shaping confident, responsible, and inquisitive learners.

The year stands as a testament to the collective efforts of students, teachers, and parents in building a nurturing, supportive, and inspiring learning environment.

*Ms. Jhumur Gupta*  
Co-ordinator Grades III-V



# Annual Report of Grade VI–VIII

The academic session 2025–2026 was a dynamic and enriching year for the Middle School Section comprising Grades VI, VII, and VIII. The year was marked by academic rigor, experiential learning opportunities, value-based education, and vibrant co-curricular participation. The section remained committed to nurturing confident, responsible, and inquisitive learners through a balanced and holistic approach to education.

## **Academic Excellence and Classroom Engagement**

The academic programme was implemented systematically in accordance with the prescribed curriculum. Emphasis was placed on strengthening conceptual clarity, analytical thinking, communication skills, and collaborative learning. Teachers adopted learner-centric methodologies including group discussions, project-based assignments, presentations, and activity-driven lessons to make learning interactive and meaningful. Periodic assessments, class tests, and subject enrichment activities were conducted to monitor academic progress. Constructive feedback and remedial support were provided to ensure that each student progressed according to their individual learning needs.

## **Educational Field Trips – Learning Beyond the Classroom**

Grade VIII students visited the State Museum, Dighalipukhuri, Guwahati, where they explored historical artefacts, sculptures, manuscripts, and exhibits reflecting the rich cultural heritage of Assam and India. The visit enhanced their understanding of history, art, and archaeology. Grade VII students visited the Science Museum, where they engaged with interactive scientific models and demonstrations. The visit strengthened their conceptual understanding of scientific principles through observation and hands-on exposure. Grade VI students visited Daffodil Nursery, gaining practical knowledge about plant species, gardening techniques, and environmental sustainability. The visit fostered environmental awareness and appreciation for nature.

## **DEAR Programme – Cultivating Reading Habits**

The DEAR (Drop Everything And Read) Programme was conducted regularly to nurture a strong reading culture among students. During these sessions, students engaged in independent reading of books of their choice. The initiative significantly contributed to improving vocabulary, comprehension skills, concentration, and imagination, while fostering a lifelong love for reading.

## **Traditional Wear Day – Celebrating Cultural Diversity**

Traditional Wear Day was observed to promote cultural awareness and pride in heritage. Students participated enthusiastically by wearing traditional attire representing diverse regions of India. The celebration encouraged respect for cultural diversity and strengthened students' connection with Indian traditions and values.

## **Morning Meetings – Building Character and Values**

Morning Meetings were conducted regularly to address important themes such as discipline, punctuality, cleanliness, respect for elders, empathy, and awareness of current events. These structured interactions played a vital role in shaping students' character, reinforcing moral values, and encouraging responsible citizenship.

## **Grandparents' Day – Strengthening Intergenerational Bonds**

Grandparents' Day was celebrated with warmth and enthusiasm. Students showcased their talents through cultural performances and interactive activities, expressing gratitude and respect towards their grandparents. The celebration created meaningful moments and strengthened the bond between generations.

### **Triveni Exhibition – Showcasing Innovation and Creativity**

The Triveni Exhibition served as a platform for students to display their academic projects, models, research work, and creative expressions across various subjects. Students confidently presented their ideas, demonstrating critical thinking, teamwork, and innovative skills. The exhibition reflected the integration of theoretical knowledge with practical application.

### **Annual Sports Day – Promoting Fitness and Team Spirit**

The Annual Sports Day was celebrated with great enthusiasm and active participation from students. A variety of track and field events, fun races, and team activities encouraged physical fitness, resilience, and sportsmanship. The event fostered teamwork, determination, and healthy competition among students.

### **Conclusion**

The academic year 2025–2026 stands as a testament to the collective efforts of students, teachers, and parents in fostering a supportive and inspiring learning environment. The Middle School Section successfully achieved its objectives of academic excellence and holistic development. With continued dedication and collaborative spirit, the section aspires to reach greater milestones in the coming years.

**Tarak Karmkr**  
**Coordinator Grades VI-VIII**



# Annual Report of Grade IX–X

## 1. Curriculum Planning & Implementation

All departments of Grades IX and X implemented the CBSE curriculum in alignment with the annual academic plan and competency-based learning objectives. Academic planning ensured balanced coverage of syllabus, integration of life skills, and interdisciplinary connections through projects, exhibitions, debates, research work, reading programs, and subject-specific enrichment initiatives.

## 2. Teaching–Learning Practices

A learner-centric, experiential and inquiry-based approach guided classroom instruction. Teachers used group discussions, project-based learning, debates, model-making, storytelling, presentations, ICT tools, and smart boards to make learning meaningful and engaging.

A significant pastoral initiative was the Weekly Tuesday Morning Meetings, where students met their Homeroom Teachers in small groups. These sessions provided a safe and supportive space for students to openly discuss academic stress, emotional concerns, peer relationships, goal setting, current issues, and personal challenges. These interactions strengthened teacher-student bonding, emotional well-being and guided mentoring.

## 3. Assessment & Student Progress

Continuous assessment through tests, projects, practicals, presentations, worksheets and competency-based questions was followed. Remedial classes, doubt-clearing sessions and focused revision were provided for students needing support, while enrichment tasks challenged high achievers. Strong Grade X Board results, including a highest score of 98 in English, reflected the effectiveness of this structured academic support.

## 4. Activities, Achievements & Accolades

Students of Grades IX and X participated actively and successfully in a wide range of academic, leadership and social engagement platforms:

- Young India Parliament – All India Level Debating Competition The Doon School and Shri Ram School
- Round Square Conferences.
- Model United Nations (MUN)
- SEWA Projects
- Nortap Village Outreach Programme
- Utsarg Programme
- Technova IT Fest
- CBSE Regional Science Exhibition: scientific representation at regional level
- Triveni Exhibition & Whispers from Harappa
- Eco-Pitch (Green Entrepreneurship)
- **Inter-school Hindi & Sanskrit competitions** – multiple prizes won
- **Round Square Global Postcard Sessions** – global awareness and communication

These platforms enhanced creativity, leadership, research skills and confidence.

Students won several prizes and accolades in debating, diplomacy, innovation, sustainability and leadership, bringing national-level recognition to Royal Global School.

## 5. Teacher Professional Development

Teachers participated in workshops, academic conclaves and sustainability-focused training such as the **WWF-India One Planet Academy**, ensuring integration of contemporary pedagogy, environmental education and global citizenship into classroom practices.

## 6. Challenges & Improvement Measures

Key challenges included:

- Diverse learning levels among students
- Need for deeper conceptual understanding
- Time management in completing activity-based curriculum

These were addressed through:

- Differentiated instruction and remedial support
- Guide books, revision modules and worksheets
- Integration of technology and peer learning
- Continuous monitoring and mentoring by teachers

## 7. Best Practices & Innovation

Key best practices included:

- Mathematics Guide Books for Class X
- DEAR & READ literacy programs
- Inquiry-based and research based Social Science learning
- Science working models and exhibitions
- National-level debates, MUNs and Parliament simulations
- Weekly Tuesday Morning Mentoring Meetings

These initiatives promoted critical thinking, emotional well-being, leadership, and academic excellence.

## 8. Future Action Plan

The coming year will focus on strengthening competency-based learning, spoken English, research projects, national and international exposure, sustainability education, and targeted academic mentoring for Board classes.

## Conclusion

The session 2025–26 has been a year of remarkable academic growth, leadership development and emotional nurturing for Grades IX and X. Through strong departmental coordination, national-level exposure and pastoral care, students have emerged as confident, compassionate and capable global citizens.

*Mousumi Bhattacharjee*  
Co-ordinator Grades IX-X

# Annual Report of the English Department (2025–2026)

## Introduction

The academic year 2025–2026 marked a period of remarkable productivity and academic advancement for the **English Department of Royal Global School**. Throughout the year, the department undertook a wide range of thoughtfully curated academic, literary, and co-curricular initiatives designed to enrich students' linguistic competence and deepen their literary appreciation.

Guided by its enduring commitment to nurturing articulate communicators and perceptive thinkers, the department emphasized the development of creativity, critical analysis, and confident self-expression among students. Through sustained efforts and carefully structured pedagogical practices, the department succeeded in fostering enthusiastic student participation, strengthening academic performance, and cultivating a genuine appreciation for the richness of English language and literature across all grades.

## Academic Endeavours and Achievements

The English Department recorded commendable academic accomplishments during the year, both in internal assessments and external examinations. Students across all grades displayed consistent progress in reading, writing, and analytical abilities, reflected in their overall academic outcomes. A special focus was laid on practice of Idioms and phrasal verbs as they have the ability to enhance one's writing. A comparative analysis with the previous academic year revealed a notable increase in success percentages, underscoring the effectiveness of the department's structured teaching methodologies and strategic academic planning.

In the Board Examinations, students delivered exceptional results, with the highest score reaching an impressive 98 marks, while the subject average for Grade 10 stood at an outstanding 85.6%. A substantial number of students secured distinctions, bringing pride and recognition to both the department and the institution.

These achievements were the result of systematic formative assessments, meticulously planned revision schedules, targeted practice sessions, and individualized academic support. Teachers consistently addressed learning gaps and encouraged students to cultivate disciplined study habits, thereby ensuring steady academic growth throughout the year.

## Co-Curricular Activities

Recognizing reading as the cornerstone of language acquisition and intellectual growth, the department placed significant emphasis on cultivating robust reading habits among students. The DEAR (Drop Everything and Read) Program was implemented with notable success, providing students with dedicated periods to immerse themselves in reading. Utilizing the diverse collection of books made available by the school, students explored a wide spectrum of genres, thereby enriching their vocabulary, enhancing fluency, and strengthening comprehension skills. The program also nurtured independent reading practices and created a tranquil, reflective learning atmosphere.

Complementing this initiative, the READ Program continued to function effectively throughout the year. Under this programme, students were introduced to four carefully selected books annually. After completing each text, students submitted written reviews and reflections, an exercise that significantly sharpened their comprehension, analytical thinking, and literary sensibilities. The activity also encouraged students to articulate their perspectives with clarity and confidence.

During Triveni, the school's annual exhibition, the English Department showcased the multifaceted talents of students across various grades. Primary students captivated audiences through storytelling and puppetry, demonstrating how narrative arts can serve as powerful pedagogical tools. Meanwhile, middle school students brought literature to life by enacting iconic authors and poets, offering an engaging and imaginative interpretation of literary personalities. This year we have successfully published the newsletter Mirror which chronicles all the events and activities taking place in the school, in the first week of every month.

## Public Speaking

Public speaking has assumed a central and transformative role within the English curriculum. Recognizing its significance in building confidence and communication skills, a dedicated public speaking period has been incorporated into the timetable for Grades 1 to 7.



Department of English

From an early age, students are provided opportunities to speak confidently at the podium, articulate their viewpoints during debates, participate in extempore speaking, and engage in structured presentations. These enriching experiences gradually instill poise, clarity of thought, and rhetorical skill. Consequently, even the youngest learners demonstrate remarkable confidence while addressing audiences. It is increasingly common to witness our junior students gracefully handling microphones and anchoring major school events with admirable composure and maturity, reflecting the success of this initiative.

### **Innovative Teaching Practices**

The English Department consistently embraced innovative, student-centric, and experiential pedagogical approaches to make learning both meaningful and intellectually stimulating. As part of the Summer Holiday Assignment, students undertook a comprehensive study of various phobias experienced by individuals, examining their origins, characteristics, and psychological implications. This research-oriented task not only enhanced students' analytical and investigative skills but also encouraged interdisciplinary exploration, connecting language studies with psychology and real-life contexts.

In another enriching academic exercise, students conducted a comparative study of the works of two eminent Romantic poets, John Keats and William Wordsworth. Through this assignment, learners explored similarities and differences in themes, poetic style, treatment of nature, and emotional expression. The exercise deepened their appreciation of Romantic literature while sharpening their interpretative and evaluative abilities. Furthermore, collaborative learning strategies such as group discussions, student presentations, and project-based learning were widely integrated into classroom practices, fostering intellectual engagement and teamwork.

### **Future Goals**

Building upon the success of the literary initiative Triveni, the English Department has charted an ambitious roadmap for the coming academic year. The department plans to reintroduce "Akshara," the Literary Fest, providing students with a vibrant platform to showcase their literary creativity and oratorical skills. Efforts will also be undertaken to revitalize various literary and language clubs, thereby encouraging sustained engagement with language and literature beyond the classroom. In addition, the department aspires to establish Royal Global School as a dedicated English Speaking Zone, creating an immersive linguistic environment that will further strengthen students' spoken communication skills and confidence. With an unwavering commitment to linguistic excellence and a profound reverence for literature, the department looks forward to building upon these achievements and striving for even greater milestones in the years to come.

*Binita Jain*  
VP & HOD English

# Annual Report of the Mathematics Department (2025–2026)

## Introduction

The Department of Mathematics at Royal Global School has consistently strived to promote mathematical excellence and holistic development among students. Throughout the academic year, the department focused on nurturing critical thinking, problem-solving abilities, conceptual clarity, and real-life applications of mathematics. A variety of academic and co-curricular initiatives were undertaken to make mathematics engaging, meaningful, and learner-centered.

## Vision and Objectives

The primary objectives of the Department of Mathematics are: -

- To develop strong foundational understanding of mathematical concepts.
- To enhance higher-order thinking skills among students.
- To promote problem-solving, logical reasoning, and analytical abilities.
- To encourage real-life application of mathematics through experiential learning.
- To foster curiosity, creativity, and collaborative learning among students.

## Academic Activities and Initiatives

### Annual Mathematics Exhibition

The department successfully organized the Annual Mathematics Exhibition, which witnessed enthusiastic participation from students across all classes. The exhibition showcased mathematical models, charts, projects, and interactive activities highlighting real-life applications of mathematical concepts. Students demonstrated creativity, innovation, and clarity of understanding while explaining their exhibits, making the event both informative and engaging for the entire school community.

### Classroom Practices and Teaching Strategies

The Mathematics Department for Classes I to V has consistently focused on nurturing strong numerical skills, logical and reasoning abilities, problem-solving competencies, and deep conceptual understanding among students. Throughout the academic year, the department has worked with the vision of making mathematics meaningful, engaging, and applicable to real-life situations. Our teaching approach has been carefully structured according to the developmental needs of each group of students, ensuring a smooth progression from concrete experiences to abstract thinking.

### Classes I & II – Experiential Learning through Play and Practice.

For our youngest learners, mathematics was introduced through joyful, hands-on experiences. The emphasis was on building number sense and confidence through: Play-based learning activities Use of manipulatives (blocks, beads, number cards) Rhymes, games, and storytelling Practice through worksheets and guided activities Students actively participated in counting games, pattern-making, simple measurements, and basic operations. This experiential approach helped reduce math anxiety and built a strong foundational understanding in an enjoyable environment.

### Class III – Exploring Concepts Creatively.

In Class III, the focus shifted toward creative exploration of mathematical concepts. Students were encouraged to think, question, and discover through: Concept-based activities Math puzzles and brain teasers Group work and peer discussions Visual representations such as charts and models Learners developed improved reasoning skills and began connecting mathematical ideas with everyday situations. Creative exploration strengthened their confidence in handling more structured problem-solving tasks.



Department of Mathematics

#### **Classes IV &V – Applying Mathematics Beyond the Classroom**

For senior primary students, the department emphasized the practical application of mathematics. The curriculum was enriched through:

Real-life word problems

Project-based learning

Data handling and interpretation

Mental math challenges

#### **Math labs and activity-based worksheets**

Students applied mathematical concepts to real-world contexts such as budgeting, measurement in daily life, time management, and data analysis. This approach enhanced analytical thinking and prepared them for higher-level mathematical learning. To strengthen students' conceptual understanding and interest in mathematics, the department adopted innovative and student-centric teaching methodologies such as: - Experiential Learning: Hands-on activities, projects, and real-life problem situations were integrated into daily classroom teaching. - Collaborative Learning: Group discussions, peer learning, and team-based problem-solving activities were encouraged to enhance communication and cooperation among students. -

Mathematical Modeling: Students were introduced to mathematical modeling to connect abstract concepts with practical scenarios. -

Vedic Mathematics: Regular classroom sessions on Vedic Mathematics were conducted to improve mental calculation skills, speed, accuracy, and confidence.

#### **Development of Critical and Higher-Order Thinking Skills**

The department consistently worked towards developing students' critical thinking and problem-solving abilities. Special emphasis was laid on: - Logical reasoning and analytical thinking - Application-based and competency-based questions - Encouraging multiple approaches to problem-solving - Promoting inquiry-based learning

#### **Guide Book Preparation for Classes X and XII**

A significant academic initiative of the department was the preparation of guide books for Classes X and XII. These guide books were designed to: - Strengthen conceptual clarity - Provide graded questions for different levels of learners - Develop higher-order thinking and problem-solving skills - Support students in examination preparation and self-study

#### **Student Engagement and Interest Building**

The department made continuous efforts to cultivate interest and curiosity in mathematics by creating an interactive and supportive learning environment. Through activities such as puzzles, quizzes, mathematical games, and classroom challenges, students developed a positive attitude towards the subject.

#### **Conclusion**

The Department of Mathematics at Royal Global School has had a productive and successful academic year. Through well-planned activities, innovative teaching practices, and a strong focus on skill development, the department has contributed significantly to students' academic growth and intellectual development. The department remains committed to continuous improvement and looks forward to introducing more enriching programs and initiatives in the coming academic year.

*Ms. Geetha Srivastava  
HoD Mathematics, I-V  
Mr. Subrata Goswami  
HoD, Mathematics, VI-XII*

# Annual Report of the Social Science Department (2025–2026)

The all round Social Science activities for Grades 1-5 and grades 6-10 focused on building environmental awareness, cultural appreciation, civic understanding, and hands-on learning. It was a year filled with experiential activities that helped students connect classroom concepts with the world around them. A quick journey into the activities that students were engaged throughout the academic year 2025-2026:

## 1. Environmental Awareness Activities

Recycling Projects-Students made simple crafts from waste materials explaining the importance of the 3Rs-Reduce, Reuse, Recycle encouraging responsible waste management from an early age.

Green Diwali Celebration focused on eco-friendly ways, focusing on reducing noise and air pollution and the importance of celebrating festivals responsibly to protect the environment.

On World Environment Day, students prepared posters that reflected creativity and a strong sense of environmental responsibility.

- ❖ Saving the Earth
- ❖ Reducing pollution
- ❖ Conserving water
- ❖ Planting trees

## 2. Learning Through Experiences

Grades IV and V-Field Trip to Manas National Park provided students with firsthand exposure to wildlife conservation. Students observed flora and fauna, learned about endangered species, and understood the importance of protecting natural habitats.

Brahmaputra Heritage Centre Experience-Students explored the cultural and natural significance of the Brahmaputra River. This activity encouraged students to stay connected with local culture and environment.

Grade-I visited Meghdoot Bhawan to learn how the postal system functions.

Grade II explored the Sualkuchi Museum and a weaving centre, learning about Assam's silk heritage and traditional weaving. These experiences strengthened their bond with nature and supported textbook learning.

## 3. Art & Cultural Activities

Grade III participated in a tie-and-dye activity using eco-friendly dyes, promoting traditional craftsmanship. Students also learned about various Indian festivals, rulers through stories, and discussions, fostering unity and cultural diversity. Students conducted research on regional foods, water conservation, and different types of Indian pottery.

## 4. Civic Awareness

A Mock Election for Grade V was held which helped students understand democracy, voting processes, rights, and responsibilities. This activity-built leadership and critical thinking skills.

**Journey Through Time-** During the school exhibition- Triveni, students transformed the school hall into a vibrant living museum. Students did not merely learn about the ancient civilisation they recreated it with creativity and precision.

**Architectural Wonders:** Students presented detailed scale models of pyramids and ancient Egyptian houses, showcasing the engineering and architectural brilliance of the civilisation. Replicas of hieroglyphic tablets, papyrus scrolls, jewellery, and everyday tools highlighted Egyptian craftsmanship, and cultural expression.

**Living History:** Interactive stations brought history alive with demonstrations of mummification techniques, the significance of the Nile River, and displays of Egyptian art,

symbols, and daily life. Alongside the Ancient Egypt displays, the exhibition featured a diverse range of Social Studies themed models created by students from various grades like Models depicting traditional crafts, monuments, festivals, languages, music, and cultural practices. This exhibit highlighted the richness and diversity of India's cultural identity. A visually engaging model demonstrated the evolution, lifestyle, tools, shelters, and discoveries of early humans. Students illustrated how early humans adapted to their environment and developed skills essential for survival.

**Smart City Model:** A futuristic model displayed the concept of a sustainable smart city, complete with renewable energy sources, green spaces, digital connectivity, efficient transportation, and waste management systems. This project encouraged students to imagine eco-friendly urban living.

**3D Model of India's Landforms:** Students created an impressive 3D representation of India's physical features, including mountains, plateaus, plains, deserts, coasts, and islands. The model helped viewers understand the geographical diversity of the country.

These initiatives throughout the academic session nurtured responsible, culturally aware, and environmentally conscious young citizens. The coming academic year will focus on encouraging age-appropriate research and simple project-based learning across the junior classes, enabling young learners to explore through observation, creativity, and hands-on engagement. This academic year, for Grades 6-10 students were even more engaging. Students stepped beyond the classroom to become historians, innovators, and advocates. The three pillars: critical thinking, environmental stewardship, and cultural pride were focused upon.

### **Art with a Purpose**

We challenged students to see the potential in the discarded. Through the "Best Out of Waste" project, plastic and scrap metal were reimagined as bird feeders and functional art. Our corridors also served as a rotating gallery, featuring student-led displays on Unity in Diversity and tributes to Women in Action.

### **Democracy & Global Voices**

To bring civics to life, we held Ballot Box Elections. Students experienced the full democratic process—from campaigning to secret ballots—learning that every voice matters. Beyond our walls, students participated in Global Postcard Sessions, exchanging multimedia messages with peers worldwide to discuss local climate solutions and sustainability.

### **The "Green Copy" Project**

Sustainability moved into the core curriculum this year. Students researched and designed theoretical "Green Blueprints," including:

Renewable Energy: Designs for solar-powered grids and Government assistance towards green energy.

Eco-Health: Plans for governmental assistance to make health care available to all.

Conservation: Mapping of local flora and fauna.

### **Bringing History to Life**

Our flagship event, "Whispers from Harappa," turned the school hall into a living museum. Students didn't just study the Indus Valley; they built it.

Urban Engineering: Scale models of ancient grid systems and drainage.

The Marketplace: Replicas of terracotta seals and standardized weights.

Living History: Interactive stations exploring the Great Bath and iconic Harappan art.

### **The Grand Finale: The Eco-Pitch**

We ended the year on an entrepreneurial high note, students acted as green CEOs, pitching sustainable product lines like biodegradable stationery and upcycled fashion. This project bridged the gap between digital literacy and ethical marketing, focusing on the triple bottom line: People, Planet, and Profit.

### **Grade 8 Integrated Project**

An integrated project on zero waste management, green economy, clean energy and the economic presence of the government helped connecting classroom learning with real-life practices.



Department of Social Science

Students maintained a day-wise “waste diary” to record how much waste (paper, plastic, food, etc.) was generated at home and in school each day. This helped them observe their own habits, identify avoidable waste and think of simple ways to reduce, reuse and recycle.

Creation of colourful posters on the theme “ Each Drop Counts.” In these posters, students used slogans, drawings and symbols to show that every small action—like carrying a water bottle, using cloth bags and segregating waste—contributes to a cleaner and healthier environment.

They also prepared a short project report on the green economy and clean energy. Through this activity students learned how using renewable energy sources, saving electricity and promoting eco-friendly technologies can protect nature while still supporting economic growth and jobs.

Towards the end of the session, students began working on PPT presentations on the “Economic Presence of the Government.” They selected different topics such as railways, roadways and five-year plans to understand how the government builds infrastructure, plans development and supports the country’s progress.

Through all these activities, the Grade 8 students developed awareness about sustainability, responsible citizenship and the important role of the government in building a clean, green and economically strong nation.

### **Political Science Projects and Student Participation**

In Political Science, students of Grade 10 conducted a research-based project on Political Parties of India wherein they found their electoral performance and status through history, etc. Grade 9 students carried out a research-based presentation on Fundamental Rights, using case studies and showing how these rights are relevant in the present day.

A few students participated in the Youth India Mock Parliament held in school. They also represented the school in various debates and round table conferences across countries and received laurels for their performances.

### **History and Geography Project Engagements:**

The Grade 9 embarked more on an inquiry based learning on the topic Hidden History of Nazism. Students explored books, old newspapers, journals etc.

The 10th Graders engaged themselves in Spin A Yarn. Few topics were given from India’s Struggle for Independence and students expressed in their own way.

Different classroom activities related to the Geography lessons taught introduced students of Grades IX and X to presentations of Travel Brochure on the Wildlife Sanctuaries, Bird Sanctuaries of Assam and Andhra Pradesh etc making learning even more interesting. The Grade IX students also participated in a series of Geography Lab Sessions as a part of the Round Square Postcard sessions on topics like “ Tourism- A Boon or a Burden”, Impact of disasters in our region, etc. The 2025-2026 session proved that our students are ready to blend ancient wisdom with future solutions. They are graduating this year not just as scholars, but as conscious global citizens.

### **Teacher Training and Exhibitions**

Teachers were given training on CBP of CBSE. The department also conducted an exhibition displaying Assam and its history, showcasing the rich cultural and historical heritage of the region.

### **Future Goals**

The Social Science Department aims to continue strengthening experiential learning, sustainability education, and civic awareness. In the coming academic year, the focus will be on: Expanding research-based and project-based learning across all grades.

Encouraging greater student participation in national and international forums.

Integrating more environmental, economic and political awareness projects.

Using digital tools and ICT to make learning more engaging and interactive.

The department remains committed to nurturing informed, responsible and globally aware citizens for the future.

*Tanima Das Chatterjee, HOD (Grade 1-5)*

*Mahua Guha Kanungoe*

*PGT, Geography /HOD, Social Science (6-10)*

# Annual Report of the Hindi Department (2025–2026)

The Hindi Department of Royal Global School is that bright pillar of the school's educational, cultural and moral consciousness which, through language, nurtures values; through literature, cultivates sensitivity; and through education, shapes a vision for life. The department continuously works with the belief that language is not merely a medium of expression, but also a strong link for personality development and cultural inheritance.

From the initial years of the school until today, the department has consistently demonstrated progress, innovation and quality teaching-learning practices, taking the school's prestige to new heights. In the teaching of language, it has kept academic excellence at the center along with moral values, Indian literary and cultural traditions, and human sensitivity.

In the school, Labour Day, Independence Day, Republic Day, Sharadiya Navratri, Saraswati Puja, Hindi Diwas and other cultural festivals have been celebrated with great enthusiasm, dignity and joy. On these occasions, the department organized activities such as drama performances, poetry recitation, speeches, creative writing and cultural presentations, which strengthened the development of patriotism, cultural awareness and self-confidence among students.

During the summer vacation of this session, the "Bhasha Summer Camp 2025" organized by the Central Board of Secondary Education (CBSE) was successfully conducted in the school. Students from the Hindi, Assamese and Sanskrit departments participated with great enthusiasm and active involvement. Through various language-related creative activities, dialogue practice, reading sessions and cultural presentations, students strengthened their linguistic abilities. This summer camp not only became a medium of knowledge enhancement but also proved to be an enjoyable and inspiring learning experience for students. This event played an important role in promoting multilingual coordination, cultural harmony and interest in languages.

## Teaching Methodology and Academic Activities

For effective and interesting teaching of the Hindi language, teachers adopted various activity-based teaching methods, such as—

- a. Development of imagination through story narration and story writing.
- b. Language games, quizzes and riddles to make vocabulary and grammar simple.
- c. Group discussions and dramatic presentations based on lessons to develop value awareness.
- d. News reading, dialogues and poetry recitation for listening, reading and pronunciation skills.
- e. Creative competitions such as essay writing, letter writing and dialogue writing.
- f. Use of smart boards and multimedia to present inspiring and educational content.

## Competitions and Achievements

The department participated in inter-school competitions from time to time. In the Hindi inter-school competitions organized by Sarala Birla School and Gyan Jyoti School, our students performed excellently. In addition, students also recorded active and commendable participation in the competition organized by "Maria's Public School." These achievements are a golden testimony to the hard work of the students, the guidance of the teachers and the dedication of the department.

## Educational Philosophy and Value Orientation

The Hindi Department considers education as the medium for the highest development of human consciousness. The department firmly believes that—

The purpose of education is to refine the animality within a human being and elevate the personality to the heights of divinity. Education is a sacred means of harmony among mind, speech and action, and is also another name for the journey from the Annamaya Kosha to the Vijnanamaya Kosha.

The Hindi Department continuously strives to ensure that its students become an ocean of knowledge and virtues, in whom along with intellectual sharpness, there is a balanced development of moral strength, national and cultural consciousness, and human sensitivity.

We hope that in the future as well, the Hindi Department will continue to serve language, literature and culture with the same dedication, energy and enthusiasm. Our resolve is to make students not only academically capable but also to shape them into creative citizens enriched with Indian values and refined with a global outlook.

*Uday Shankar Dev*

*Head of Department – Hindi Department*

# Annual Report of the Assamese Department (2025–2026)

The Assamese Department of Royal Global School has consistently strived to uphold and celebrate the linguistic, literary, and cultural heritage of Assam while ensuring meaningful language learning for students. The academic year was marked by purposeful instruction, cultural engagement, and creative expression, all of which contributed to the holistic development of learners.

## Academic Growth and Language Enrichment

Throughout the academic year, systematic classroom instruction was undertaken to enhance students' reading, writing, speaking, and comprehension skills in Assamese. Focused practice in grammar, vocabulary, and creative writing enabled learners to gain clarity of expression and confidence.

Assamese was offered as both Second and Third Language, and students in both categories showed remarkable improvement. The Third Language curriculum maintained a consistent academic standard across all grades, while a student-centric and inclusive approach, aligned with learners' levels, enabled many non-Assamese students to develop keen interest and achieve commendable proficiency in the language.

In the Board Examination, students achieved outstanding results, with the highest score being 99%, while many others secured marks between 80% and 90%. These results reflect the department's structured teaching strategies and consistent academic monitoring.

## Cultural Celebrations and Festive Observances

Rongali Bihu was celebrated with enthusiasm through traditional dances, folk songs, and a skit, helping students experience the cultural spirit of Assam. Similarly, Magh Bihu (Bhogali Bihu) was observed with traditional fervour, featuring the construction of a Bhela Ghar and Meji, along with cultural performances, and the celebration concluded with students sharing traditional ladu-pitha.

## Tributes to Saints and Cultural Figures

A special tribute ceremony was also organized in honour of the legendary singer of Assam. On 18 November 2025, Royal Global School observed the **53rd birth anniversary of the late Zubeen Garg** with deep respect and emotion. More than a singer, he was the pride and voice of Assamese culture, whose legacy continues to inspire generations. To honour his creative spirit, the school organized activities in music, painting, poetry, and essay writing, offering students a meaningful platform to express their talents. Through this tribute, the school paid homage to an iconic artist who truly rules the hearts of the people of Assam and stands as a living embodiment of Assamese pride and identity.

The school also observed the sacred Tithi of the great Vaishnavite saint Sri Sankar Dev. Additionally, the department observed significant cultural days including Bhupen Hazarika's death anniversary, and Silpi Divas. Silpi Divas was commemorated on 17th January by paying homage to the legendary artist Jyoti Prasad Agarwala. These observances provided students with valuable insights into the lives and contributions of legendary figures who enriched Assamese art, music, and literature.

Language Workshop – Bharatiya Bhasha Summer Camp (CBSE Initiative)

The Bharatiya Bhasha Summer Camp, a CBSE Language Workshop, was hosted at Royal Global School, with active participation from the Assamese Department. Through activities such as drawing, singing, recitation, skits, and T-shirt painting, students were exposed to multiple Indian languages and cultures. The workshop enhanced students' communication skills and fostered a deeper appreciation of India's rich linguistic diversity.

## School Exhibition – Triveni

The Assamese Language Department actively participated in the school exhibition "Triveni," where students showcased Assam's rich cultural heritage through five themes: হিয়াৰ আপোন গাওঁখন (Pastoral Rhythm of Assam), আধ্যাত্ম (Spiritual Culture of Assam), জুতি (Flavour of Assam), বংকাৰ (Symphony of Music), and কাজিৰঙা (The National Park). Classical art forms such as Sattriya dance, Borgeet, and Mukha Shilpa were also presented, offering a platform for experiential learning and cultural expression.

### **Creative and Literary Activities**

To nurture creativity and self-expression, students were engaged in a variety of activities such as role-plays, storytelling, poetry recitation, clay modelling, paper cutting, and extempore speech. These activities encouraged active participation and helped students develop confidence in expressing their thoughts in the Assamese language.

### **Assamese Language Development through Newsletter**

Students regularly enhanced their writing abilities by contributing reports to Mirror, the school newsletter. Their contributions focused on reporting various school activities and events, thereby fostering creativity, confidence in expression, and proficiency in the Assamese language.

### **Conclusion**

The accomplishments of the Assamese Department during this academic year reflect the collective dedication of students and teachers. We express our sincere gratitude to the Principal, fellow teachers, and parents for their continuous support and encouragement. With renewed enthusiasm, the department looks forward to another year of meaningful learning, cultural celebration, and linguistic excellence.

*Ms. Deepa Choudhury*  
*HoD Assamese, I-V*  
*Ms. Bhumika Nath*  
*HoD, Assamese, VI-XII*



**Language Department**

# Annual Report of the Sanskrit Department (2025–2026)

The Sanskrit Department of Royal Global School had a productive and joyful academic year filled with meaningful learning activities, competitions, and creative participation by students across classes.

Our Class 3 students happily began their journey into Sanskrit. They were introduced to basic shlokas and chanting practices, which helped them develop correct pronunciation and rhythm. They also started learning the Sanskrit alphabet and simple words through interactive and activity-based methods. Their enthusiasm and participation have been highly encouraging.

Students of all other classes continued their regular Sanskrit curriculum along with shloka learning and recitation. Emphasis was given to correct pronunciation, understanding of meanings, and practical usage of simple Sanskrit expressions. Regular chanting sessions helped improve confidence and interest in the language.

During our annual exhibition “Triveni”, students showcased their talents in Sanskrit through various creative presentations. They prepared different models, charts, and interactive games in Sanskrit, demonstrating both language learning and innovative thinking. The exhibition received great appreciation from visitors and parents.

Our students also participated in an interschool Shloka Chanting Competition held at Sarala Birla Gyan jyoti School and achieved commendable success.

Primary students were taken to our school Bagicha (garden), where they observed various trees and plants and learned their Sanskrit names. This experiential learning activity helped them connect language with the environment.

Overall, students across all classes are learning Sanskrit with great happiness and interest. The department remains committed to promoting Sanskrit through joyful learning, cultural activities, and value-based education.

*Ms. Gītārthi Goswami*  
*HoD, Sanskrit*

## Annual Report of the French Department (2025–2026)

The Department of French at Royal Global School had a productive and enriching academic year. French language has been introduced from class 1 onwards under the Cambridge Board. The aim of the department is developing an interest in French languages and francophone studies. The department maintained 95% average in the class X, CBSE board exam last year.

The department is being more active among the students with the help of Interactive teaching methods such as role plays, dialogues, audio-visual aids, worksheets, and activity-based learning. All four language skills—listening, speaking, reading, and writing have been introduced in the class and in the exam pattern. Students actively participated in several co-curricular activities like French Exhibition, Poster making, Short skits, Round square virtual exchange to foster creativity and team work.

Students completed the certificate course of DELFA1 level organized by Alliance française, Kolkata. Our students also completed the certificate course in spoken French language from Arya Vidyapeeth College, Skill Department, Guwahati.

The Bhasa workshop organized in collaboration with the language department helped the students to understand the beauty of language learning and intercultural language exchange. The French rendezvous was organized in the month of November. During this meeting the students showed their enthusiasm to present themselves in French language and communicate with Julia Martin, the French Education Attachée, Govt of France, India.

The department also encouraged value-based learning by promoting cultural sensitivity, global citizenship, and mutual respect. The visit of French nationalities like Florian Magne, the wildlife conservationist always helped the students to understand the global culture and value. The department has also tried to provide more opportunities to students by attending French Education Fair organized by campus France in Gauhati University.

The Department of French language is sincerely thankful to the school management for their support and cooperation. The department is grateful to the students for their enthusiasm and dedication. We look forward to another year of joyful learning and cultural exchange.

*Mr. Debapratim Bharali*  
*HoD, French*

# Annual Report of the Computer Science Department (2025–2026)

The Computer Science Department had a successful academic year in 2025–2026. The main aim of the department was to improve students' computer knowledge, logical thinking, and practical skills.

The department organized an inter-school IT event called Technova IT Fest. Many schools took part in this event. Different competitions such as Coding Using Python, Logo Design, Mini Hackathon, AI Model Presentation and Theme-Based Videography were conducted. The event helped students show their talent and learn new skills. It also encouraged teamwork and healthy competition among students.

During the year, regular computer classes and lab sessions were held. Students learned programming, web designing, and basic database concepts. They were also taught about cyber safety and the proper use of technology. Teaching was made interesting with the help of projects, presentations, and smart classroom tools.

To conclude, the Computer Science Department completed its goals successfully for the session 2025–2026. The Technova IT Fest was an important achievement of the department. The department will continue to work towards better learning and more activities in the coming years.

*Tarak Karmkr*  
HOD, Computer Science  
(In-charge)



Department of Computer Science

# Annual Report of the Science Department (2025–2026)

## 1. Introduction

The Science Department of the school has had a highly productive and enriching academic session during 2025–26. The department remained committed to fostering scientific temper, experiential learning, innovation, and research-oriented thinking among students. A balanced emphasis was laid on curriculum delivery, hands-on exposure, interdisciplinary learning, and participation in academic forums beyond the classroom. The following report highlights the major activities, initiatives, and achievements of the department during the session.

## 2. Academic Enrichment Activities

### 2.1 Educational Visit to University Biochemistry Laboratories

To bridge the gap between theoretical knowledge and real-world applications, an educational visit was organized to the laboratories of the **Department of Biochemistry of Royal Global University** for students of **Classes XI and XII (Science stream)**.

**Objectives of the Visit:** To expose students to advanced laboratory infrastructure and research-oriented environments. - To understand the practical applications of concepts from **Physics, Chemistry, and Biology**. - To familiarize students with modern scientific instruments and their working principles.

**Learning Outcomes:** Students gained first-hand knowledge of sophisticated instruments such as spectrophotometers, centrifuges, electrophoresis units, and chromatography systems. - Interdisciplinary connections among different branches of science became clearer through demonstrations and expert interactions. - The visit inspired students to explore higher studies and careers in scientific research and applied sciences.

The visit proved to be an enriching experience and significantly enhanced students' conceptual clarity and scientific curiosity.

## 3. Participation in School Exhibition “Triveni”

The Science Department actively participated in the annual school exhibition “Triveni”, showcasing innovative, functional, and concept-based science models prepared by students under the guidance of teachers.

Exhibits Displayed:

- Pedal Power – Bicycle Generator Concept

A working model demonstrating the conversion of mechanical energy into electrical energy using human effort, highlighting renewable and sustainable energy solutions.

- Newton's Cradle (Improved Display Version)

An enhanced visual and structural model explaining the laws of conservation of momentum and energy.

- Wind Turbine Generator (Functional Model)

A practical demonstration of wind energy conversion into electrical power, emphasizing clean energy generation.

- Application of Piezoelectricity (with Multiple Sensors)

A model showcasing electricity generation from mechanical stress using piezoelectric materials, with multiple real-life sensor applications.

- Mars Exploration and Colonization (Diorama with Lights)

A creative and informative diorama depicting future possibilities of human habitation on Mars, integrating concepts of space science and technology.



Department of Science

- International Space Station (Realistic Model)

A detailed and realistic model explaining the structure, functioning, and importance of the ISS in space research and international collaboration.

- Artificial Photosynthesis (Working Setup)

A working setup illustrating the concept of artificial photosynthesis as a potential solution for sustainable energy production.

### **Special Achievement:**

The exhibition was a major success, and it is a matter of great pride that a teacher from the Physics Department was awarded the “Best Teacher Award” for the excellent design, innovation, and explanation of the science exhibits. This recognition reflects the dedication and academic excellence of the department.

## **4. Student Achievements**

### **4.1 Research Publication**

The department takes immense pride in the outstanding academic achievement of **Shaurya D. Khemka, a Class XII Science student**, who successfully published a research paper in a reputed international journal:

- Journal: IOSR Journal of Computer Engineering
- Volume & Issue: 27(3), Pages 77–91
- DOI: 10.9790/0661-2703037791

This achievement is a remarkable example of research aptitude and independent scientific inquiry at the school level and serves as a strong inspiration for other students to pursue innovation and scholarly excellence.

### **5. Participation in CBSE Regional Science Exhibition**

Students of the Science Department also represented the school in the CBSE Regional Science Exhibition held during the session. Their participation reflected strong conceptual understanding, creativity, and confidence.

Key Outcomes: - Students gained exposure to a competitive academic environment at the regional level. - Interaction with peers from other schools encouraged exchange of ideas and collaborative learning. - The experience helped students develop presentation skills, critical thinking, and problem-solving abilities.

### **6. Professional Development of Teachers**

In order to remain updated with contemporary educational practices and global sustainability goals, a teacher from the Science Department participated in an Educators’ Conclave organized by WWF-India under the “One Planet Academy” initiative.

Highlights of Participation: - Exposure to innovative pedagogical approaches related to environmental education and sustainability. - Deeper understanding of climate change, biodiversity conservation, and responsible citizenship. - Insights gained from the conclave are being integrated into classroom teaching and project-based learning activities.

This participation has strengthened the department’s commitment to holistic education aligned with environmental responsibility and sustainable development.

### **7. Conclusion**

The academic session 2025–26 has been highly rewarding for the Science Department. Through well-planned educational visits, innovative exhibitions, research accomplishments, and participation in prestigious platforms, the department has successfully nurtured scientific awareness and excellence among students.

The continued support and guidance of the school management, Director, teachers, and students have been instrumental in achieving these milestones. The Science Department looks forward to further strengthening experiential learning, research culture, and academic achievements in the coming sessions.

*Mr. Arup Deka*  
Co-ordinator XI-XII (Science)

# Annual Report of the Humanities Department (2025–2026)

## PGT History and Coordinator

The Department of Humanities is committed to nurturing reflective, culturally aware, and socially responsible learners by transforming Humanities into an experiential and interdisciplinary space. Moving beyond rote learning, the department emphasizes critical thinking, empathy, creativity, and real-world engagement, enabling students to meaningfully connect past and present human experiences.

## Department of History- Reimagining the Past through Creativity and Inquiry

Under the mentorship of Ms. Pooja Bhattacharjee (PGT History & Humanities Coordinator), the History Department brought history alive through innovative, student-centric initiatives. *Era of the Epic* encouraged comparative understanding of civilizations through presentations on the Mahabharata and the Epic of Gilgamesh. *Rhythms of Devotion*, an art-integrated initiative, deepened students' engagement with the Bhakti and Sufi movements through classical dance, student explanations, and audio-visual interpretations. *My Tribe – My Pride* highlighted indigenous cultures and sustainable traditions while aligning learning with the Sustainable Development Goals. Additionally, *Virasat Volumes – VII* featured an insightful lecture on Netaji Subhas Chandra Bose by Dr. Susmita Banerjee, fostering critical reflection on nationalism and patriotism.

## Department of Political Science- Understanding Society, Power, and Citizenship

Through thematic integration and interdisciplinary collaboration, the Political Science Department, under the mentorship of Ms. Mousumi Bhattacharjee (PGT Political Science and Coordinator, Classes IX–X), strengthened students' understanding of democratic values, socio-political structures, and historical processes as per the CBSE curriculum. A focused interdisciplinary session on the *Partition of India – Quest for Identity*, conducted in collaboration with the History Department, enabled students to critically examine the political, social, and historical implications of Partition, including issues of nation-building, identity, and citizenship. Learner-centric pedagogies such as *peer learning* and the *Socratic method* were consistently employed, while experiential activities like *Russian cuisine exploration and traditional doll-making* enriched comparative and global perspectives in Political Science.

## Department of Psychology- Exploring Minds, Mapping Futures

The **Psychology Confluence**, conducted under the guidance of Dr. Himashree Kalita (PGT Psychology), with Dr. Prince C. P. as the resource person, aimed to familiarize students with the scope and relevance of Psychology. The session provided valuable insights into academic pathways and career prospects, enhancing students' awareness and enabling informed future choices.

## Department of Mass Media- From Classroom to Camera

The first batch of Mass Media students participated in an academic exposure visit to the Studio Floor of the Mass Communication Department, Royal Global University, under the mentorship of Sattyakee D'com Bhuyan. Students gained hands-on experience with studio equipment and production techniques. This learning culminated in a campus-based media project on World Environment Day, where students independently executed all stages of media production—pre-production, production, and post-production—strengthening technical skills, teamwork, and environmental sensitivity.

## Collaborative and Social Outreach Initiatives

### Humanities with a Social Conscience

The Department of Humanities actively promoted collective learning and social responsibility through collaborative and outreach-driven initiatives. The department's participation in *Triveni*, a school-wide exhibition, enabled students to explore the historical, geographical, socio-political, and psychological dimensions of the Partition of India through an interdisciplinary lens. Further extending learning beyond the classroom, Grade XI Humanities students initiated *Nurturing Futures* under the guidance of Ms. Pooja Bhattacharjee, a social outreach programme aimed at supporting education, skill development, and community welfare through meaningful engagement with Ananda Marga Ashram, a home

for underprivileged and orphaned children. Additionally, the *Mock Youth Indian Parliament*, hosted by Grade XI Humanities students under the guidance of Ms. Mousumi Bhattacharjee in the month of January, provided a dynamic platform for students to experience democratic processes, parliamentary procedures, and responsible citizenship firsthand.

The Humanities Department's initiatives throughout the academic year reflect a holistic and purpose-driven learning journey—one that seamlessly integrated academic rigor with creativity, critical thinking, and social engagement. By encouraging interdisciplinary inquiry, experiential learning, and civic consciousness, the department successfully transformed Humanities into a living discipline that empowers students to understand society, appreciate cultural diversity, and engage responsibly with contemporary challenges. This fulfilled Humanities journey has not only enriched students' intellectual growth but has also nurtured empathetic, informed, and socially conscious individuals prepared to contribute meaningfully to the world around them.

*Ms. Pooja Bhattacharjee*  
Co-ordinator XI-XII (Humanities)



Department of Humanities

# Annual Report of the Commerce Department (2025–2026)

## Learning Beyond Ledgers: A Year of Exploration in Commerce

The Commerce Department of Royal Global School believes that learning truly comes alive when students step beyond textbooks—and this year was a perfect example of that vision in action.

Class 12 Commerce students got a rare behind-the-scenes look at the corporate world during an **industrial visit to Bikaji Foods International Ltd., Amingaon**. Walking through the production floors, students observed how namkeen and chips are manufactured using advanced machinery, strict hygiene standards, and quality control systems. Seeing theory transform into practice helped students connect concepts from Accountancy, Business Studies, Economics, and Entrepreneurship with real-life business operations.

Creativity and curiosity took centre stage during the **Commerce Exhibition**, where students showcased innovative models and research-based projects. From **consumer rights and e-commerce to infrastructure development, defence economics, emerging industries of Assam, and the interdependence of economic sectors**, each display reflected thoughtful analysis, teamwork, and originality. The exhibition attracted teachers, parents, and students from other departments, earning widespread appreciation.

Adding a global and sustainability-focused dimension to learning, **five Class 11 students proudly represented the school at the 13th Eastern Himalayan Naturenomics Forum 2025**. Engaging with ideas on climate change, natural capital, innovation, indigenous wisdom, and sustainable entrepreneurship. Students pledged to act as responsible guardians of the Eastern Himalaya and contribute to a better future.

Through industrial exposure, creative exhibitions, and global forums, the Commerce Department continues to empower students to think critically, act responsibly, and prepare confidently for the world beyond the classroom.

*Mr. Pankaj Deb*  
Co-ordinator XI-XII (Commerce)



Department of Commerce

# Annual Report of Department of Special Education Needs

The Department of Special Education at Royal Global School remains deeply committed to fostering an inclusive, supportive, and nurturing learning environment for students with Specific Learning Disabilities (SLD) from Grades 1 to 12. In the primary section (Grades 1–5), focused early intervention and structured academic support ensure timely identification of learning needs and appropriate care. Our guiding philosophy continues to be simple yet powerful — every child can learn when provided with the right support, patience, understanding, and belief.

Our vision centers on providing individualized and structured assistance to Children With Special Needs (CWSN), enabling them to grow into confident and independent learners. We aim to bridge academic gaps through differentiated instruction tailored to individual learning profiles. Alongside academic development, equal emphasis is placed on social participation and emotional well-being. For senior students, systematic preparation for board examinations is carried out with necessary accommodations to ensure equitable opportunities.

Throughout the academic year, regular remedial classes were conducted in alignment with the school calendar. Individualized Education Plans (IEPs) were designed and implemented to address specific learning challenges. One-to-one sessions allowed focused attention, while simplified instructions, scaffolded learning, repeated practice, and reinforcement strengthened conceptual understanding. Activity-based methods and worksheet-driven practice further supported comprehension and retention. Whenever students faced difficulty coping within mainstream classrooms, additional support mechanisms were put in place to help them adapt and progress confidently.

Holistic development was achieved through consistent collaboration among educators and families. Regular interaction with class teachers ensured academic continuity, while ongoing communication with parents facilitated structured support at home. Continuous monitoring of worksheets, notebooks, and assessments helped track progress. Students were also guided and encouraged to participate in craft activities, assemblies, debates, and other school events, ensuring they remained integrated within the larger school community.

Co-curricular engagement played a significant role in confidence building. Students actively participated in sports, music and cultural programs, debates, elocution competitions, and celebrations of important national and international days. Such participation greatly enhanced their self-esteem, social skills, and stage presence. Many students who were initially hesitant demonstrated remarkable growth and gradually began participating independently and confidently.

To ensure fairness during assessments, examination accommodations were provided as per board guidelines, including extra time, writers or scribes when required, and prompters. We are proud to share that two batches of students have successfully passed the Grade 10 Board Examinations with First Division marks. In the current academic year, our Grade 12 students are appearing for their Board Examinations, well-prepared and guided through structured academic support.

While notable progress has been achieved, certain challenges continue to require consistent attention. These include slow processing speed, comprehension gaps, low self-esteem, examination anxiety, irregular practice habits, and difficulty sustaining focus for extended periods. Strengthening parental follow-up at home also remains essential. In the upcoming year, we aim to further strengthen foundational literacy and numeracy skills, introduce regular counseling sessions for emotional regulation, develop structured home-support plans for parents, ensure early identification and intervention in lower grades, and enhance board examination readiness programs.

The holistic development of our students is made possible through the collaborative efforts of special educators, school counsellors, subject teachers, and parents. Together, we strive to nurture academic growth alongside emotional, social, and behavioral development. Our goal is to promote every child to the next level of learning with dignity, confidence, and independence.

Being a Special Educator extends beyond academic instruction; it is about believing in every child's potential, nurturing resilience, celebrating small achievements, and empowering learners to recognize their own strengths. As we step into the coming academic year, we reaffirm our commitment to holistic growth, inclusive practices, and excellence in education.

*Ms. Piya Sarma  
(Special Educator)*



Department of Special Education Needs

# Annual Report of Performing Arts Department

The academic session at Royal Global School was a vibrant and enriching journey marked by cultural celebration, intellectual exploration, and holistic development. Throughout the year, the school consistently upheld its vision of nurturing confident, compassionate, and well-rounded learners by providing meaningful experiences that blended tradition with innovation, and academics with creativity.

The year commenced on a colourful and culturally rich note with the celebration of **Bohag Bihu (Rongali Bihu)**, signifying the advent of spring and the Assamese New Year. A special assembly set the tone for the festivities, during which students from Grades IV to VIII presented an energetic **Jeng Bihu dance**, beautifully reflecting the traditions of Assam's indigenous communities. The celebration was further enriched by a traditional **Lohori performance** students adding authenticity and deep cultural resonance to the occasion.

Encouraging a strong reading culture among young learners, the **Junior School Reading Week**, observed from **21st to 25th April**, proved to be a resounding success. A special assembly on **World Book Day (23rd April)** brought students together for a collective Reading Pledge, introductions to various literary genres, and engaging presentations. Activities such as Meet My Favourite Character, a skit based on Charlie and the Chocolate Factory, and cheerful reading rhymes created an atmosphere of enthusiasm. Throughout the week, students participated in thoughtfully designed activities including Spin a Story, Book Tasting Sessions, literary quizzes, and a Story Relay Puzzle, fostering creativity, collaboration, and a lifelong love for reading.

The importance of health and well-being was highlighted through the celebration of the **11th International Day of Yoga**. Students from **EY-1 to Grade V** observed the occasion on **20th June**, followed by **Grades VI to XII on 21st June**. The RGS management team, along with teachers, staff, and students, actively participated in the yoga session led by a trained Yoga Instructor. The session emphasised the physical, mental, and emotional benefits of regular yoga practice and reinforced the importance of a balanced and mindful lifestyle.

A deep sense of patriotism permeated the campus during the celebration of the **79th Independence Day**. Despite an overcast sky, the unfurling of the National Flag by **Chairman Dr. A. K. Pansari and Vice-Chairman Mr. A. K. Modi**, accompanied by a soulful flute rendition, filled the atmosphere with pride and reverence. In his address, **Director Dr. Arup Mukhopadhyay** reflected on India's journey since independence and underscored the importance of inclusivity, human values, and responsible citizenship. Patriotic performances, including Ma Tujhe Salaam, a keyboard recital of Sare Jahan Se Achha, vibrant dances, and the skit Flames of Freedom, captivated the audience.

Academic excellence and creative inquiry were prominently displayed at **TRIVENI – the School Exhibition**, held on **23rd August**, where all departments showcased interdisciplinary learning through innovative and thought-provoking exhibits that enthralled visitors.

Royal Global School regularly paid tribute to cultural icons and national luminaries through thoughtfully curated assemblies. A special assembly dedicated to **Zubeen Garg**, the Heartthrob of Assam, featured a floral tribute, a soulful rendition of Mayabini, and heartfelt performances by students and the Performing Arts Department, celebrating his enduring artistic legacy.

The school also observed and celebrated significant days and occasions such as **Father's Day, Mother's Day, Environment Day, May Day, Teachers' Day, Children's Day**, and other nationally and internationally important days. These celebrations were marked by special assemblies, awareness programmes, creative activities, and student-led presentations, fostering values of gratitude, respect, environmental responsibility, and social awareness among learners.

Celebrations at Royal Global School extended to strengthening intergenerational bonds through **Grandparents Day**, which was observed with warmth and joy as students expressed their love and appreciation through music, dance, art, and heartfelt performances.

One of the most anticipated events of the year was the **Junior School Symphony – Royal Symphony**, a grand celebration of creativity and expression. Graced by **Chief Guest Ms. Rima Das**, acclaimed filmmaker, the event also witnessed the presentation of the prestigious **Chairman's Medal**, honouring students who demonstrated excellence in literature, international Olympiads, debates, and the **Assam Book of Records**. The symphony, *Charlie's Chocolate Dream*, inspired by *Charlie and the Chocolate Factory*, transported the



Department of Activities & Performing Arts

audience into a world of imagination through vibrant performances, music, and storytelling by the Early Years and Junior School students.

**Founders' Day** was observed as a poignant and reflective occasion, blending remembrance with artistic expression. The celebrations included a captivating performance by the School Orchestra, *Akashor Bukut*—a tribute to **Dr. Bhupen Hazarika** on his centenary year—and the musical Chanakya, presented in the presence of **Chief Guest Ms. Sunita Khaund Bhuyan**.

Marking a significant milestone, Royal Global School hosted its **first Alumni Meet on 22nd December 2025**. Graced by **Chairman Dr. A. K. Pansari**, the event featured an interactive session with the Director and an engaging musical performance by the band **Malkouns**, rekindling fond memories and strengthening alumni connections.

The academic year concluded on an emotional and inspiring note with the **Graduation Ceremony** for the **Grade XII students**. The ceremony began with an academic procession and the lighting of the **Lamp of Continuity**, symbolising legacy and leadership. Inspirational addresses by the Chairman, the Director, and **Chief Guest Smt. Keerthi Jalli, IAS**, encouraged students to pursue lives of purpose, integrity, and resilience. The symbolic handing over of the Lamp to the newly elected **Head Boy and Head Girl** marked a meaningful transition of responsibility.

Beyond the campus, students actively participated in external academic and cultural platforms. Participation in “**Echoes of Civilization**” at **The Assam Royal Global University**, organised by **INTACH**, enriched students’ understanding of India’s architectural heritage and cultural diversity. Under the **Virasat Volumes Lecture Series**, several enlightening sessions—including an interactive lecture on **Netaji Subhas Chandra Bose** conducted on **22nd January 2026**—deepened students’ understanding of patriotism, ethics, and responsible citizenship.

Democratic values were further reinforced through a **Mock Youth Parliament** held on **24th January**, where students engaged in informed debates on environmental issues, demonstrating confidence, critical thinking, and parliamentary discipline.

The **77th Republic Day** was celebrated with dignity and patriotic fervour, featuring a disciplined march past, cultural presentations, and insightful addresses highlighting constitutional values.

Inter-house and inter-section competitions in quiz, music, dance, debate, and instrumental performances sustained the spirit of healthy competition throughout the session, with **Tagore House** emerging as the overall winner. Various school clubs remained active across the year, ensuring continuous engagement and the holistic development of students.

In essence, the academic session stood as a testament to Royal Global School’s unwavering commitment to academic excellence, cultural heritage, creativity, leadership, and holistic education, preparing students to emerge as responsible global citizens rooted in strong values.

As the academic session draws to a close, Royal Global School looks back with pride on a year enriched by learning, cultural immersion, creativity, and community engagement. Each celebration, academic initiative, and co-curricular endeavour reflected the school’s unwavering commitment to holistic education—where intellectual growth is balanced with cultural awareness, ethical values, and emotional well-being. Through these diverse experiences, students were encouraged to think critically, express creatively, act responsibly, and remain rooted in strong moral values. The year stood as a meaningful chapter in the school’s journey, reaffirming its vision to shape confident, compassionate, and socially responsible individuals prepared to meet the challenges of the future with resilience, purpose, and integrity.

*Mr. Susanta Choudhury*  
*Dean of Activities*

# Annual Report of Sports Department

Royal Global School believes in offering equal opportunities for both academics and co-curricular activities. The school has always prioritized the holistic development of its students, and sports play a crucial role in this vision.

The 2025-26 academic session saw an active and vibrant sports calendar; filled with competitions, events, and new initiatives, ensuring that students are given the platform to excel in various sporting disciplines.

## **Sports Activities in 2025-26:**

### **1. Inter-House Competitions:**

RGS continued its tradition of organizing Inter-House Competitions for students in Grades III-XII across multiple sports. These competitions fostered healthy rivalry, teamwork, and discipline among students. The wide range of sports, including cricket, football, basketball, archery, athletics, skating, table tennis, taekwondo, squash, badminton and swimming, allowed students to showcase their talents and represent their respective houses.

The inter-house sports competitions for Grade: III-XII was held throughout the academic year. These events helped in building school spirit and camaraderie among students.

### **2. Intra-Class Competitions for Grade Nur-II:**

For the younger students in Grades Nursery to II, the school organized intra-class competitions for selected games. These activities aimed to introduce children to the basics of sportsmanship, teamwork, and coordination in a fun and engaging way. The games held included races, relay events, and chess and swimming. The intra-class competitions for Grade: Nur-II encouraged early involvement in sports, helping students build motor skills and enjoy active participation from a young age.

### **3. Annual Sports Day Date: 5th& 6th February, 2025**

Success is no accident. It is hard work, perseverance and passion. To us participating is important and each student who participates is a winner. The Annual Sports for students of Ey1 to Grade-2 was held on 5th February & Grade-III to IX, XI held on 6th February, 2026 at the Royal Garden. The program commenced with the Marching in of the students led by the Placard holders dressed in the traditional attire of the North - East which was followed by the hoisting of the School flag by the Chief Guest Mr A.K. Modi on the first day and the chief guest for the Second day was Mr Shambhu Yadav Deputy Director of Sports Authority of India, Guwahati center. The program commenced with the March past by the students' setting a tone of unity and team work and thereafter that torch relay was conducted which added a sense of pride and energy to the ceremony. The flag hoisting and declaration of the meet open by honorable dignitaries marked the formal beginning of sports meet. The release of balloons symbolized freedom, aspiration and the spirit of sportsmanship. The unbridled energy of the young participants was infectious. Dressed in the vibrant hues of the colors representing the four houses, Gandhi, Mother Teresa, Tagore and Vivekananda they were ready to be a part of the Gala event. The agenda was brimming with an array of events like track & field competitions and races for the parents. There was Yog to calm the soul, rhythmic gymnastics that captivated the audience, Taekwondo performance that enchanted the gathering. There was the young jockey Jay Vardhan of Grade VI in his majestic horse Morom, Mriganka Kostov Bora of Grade XI on Lemarc and Purav Aditya Kasyap of Grade IX on I10 who cast a spell on the audience with their horse-riding skills. A colorful mass drill by the students that mesmerized one and all. The prize distribution ceremony honoured the achievers for their outstanding performances, followed by the declaration of the Best House, acknowledging teamwork and collective effort. The event concluded with a vote of thanks, retreat of the flag, and the National Anthem, filling everyone with pride and joy. The Annual Sports Day was a grand success, reinforcing the importance of physical fitness, teamwork, discipline, and perseverance. It truly reflected the school's commitment to the holistic development of its students.

The Chief Guest appreciated the parents for supporting the young students by participating in enjoyable segments such as parents and grandparents races with added fun excitement and strengthened the bond between the school and families. The ideas were echoed by the Director of Royal Global School, Dr. Arup Mukhopadhyay who appreciated the students for the hard work that they have put in. Sports is an integral part of the RGS curriculum, he said as it helps in developing life skills and in creating well rounded individuals. He concluded his speech by saying that every goal gained and every medal won is a step towards becoming a better individual.

#### **4. CBSE Cluster - I Table Tennis Championship 2025-26:**

In a major accomplishment, RGS had the honor of hosting the CBSE Cluster - I Table Tennis Championship 2025-26 which was held on 8-10 July, 2025. This event saw the participation of students from different states. They competed in this reflex driven fast pacing game. RGS provided a platform for students to demonstrate their speed along with the fast reactions, with the event being a great success in terms of both participation and organization.

#### **5. CBSE Cluster – I Athletics meet 2025-26:**

In a major accomplishment, RGS also had the honor of hosting the CBSE Cluster – I Athletics meet 2025-26 which was held from 1-3 August, 2025. They competed in speed, endurance and strength related games. RGS provided a platform for students to demonstrate their skills, with the event being a great success in terms of both participation and organization.

#### **6. Royal Premier Cricket League (Season-2):**

\* RGS continued the Royal Premier Cricket League (Season-2), an exciting initiative that brought together students, teachers, and staff in a thrilling cricket competition. The league featured 12 teams, with nearly 96 participants, making it a significant event for the school community. The teams were a mix of students, teachers, and staff, promoting bonding and unity across different groups within the school. The Royal Premier Cricket League offered a platform for students to display their cricketing skills while promoting the values of teamwork, sportsmanship, and perseverance.

The sports activities organized throughout the 2025-26 session at Royal Global School have proven to be successful in promoting physical fitness, teamwork, and intellectual growth. The school remains committed to providing diverse opportunities for students to participate in and excel at sports, ensuring a well-rounded education that extends beyond academics.

The academic year 2025-26 has been a remarkable one in terms of sports participation and achievements. Our students have demonstrated exceptional talent, dedication, and perseverance across various sports at district, state, national, and international levels. Below is a summary of their outstanding accomplishments:

#### **Swimming**

- 2nd All Kamrup District Inter School Competition 2025 at Sarusujai Stadium (18 May) :  
Bronze : Rynaa Das (25m Backstroke), Abeesha Goswami (50m Breaststroke), Mayuresh Hazarika (200m Freestyle), Arshan Sharma (50m Freestyle)
- Inter School Swimming Competition at Sanskriti The Gurukul (28 May) :  
Bronze : Mayuresh Hazarika (50m Freestyle), Relay Girls Team(4X50m Freestyle - Aariana Kashyap, Abeesha Gosami, Khushi Sethia and Bumi K Gao.
- 4TH RR DAS MEMORIAL INTER SCHOOL SWIMMING COMPETITION at NPS International School (6-7 November)  
Gold : Rynna Das (25m Butterfly, 25m Breaststroke)  
Silver : Yuvika Kalita (25m Freestyle, 25m Butterfly), Nahia Caberello (25m Freestyle), Ryan Das (25 Breaststroke, 25m Butterfly), Rynna Das(25m Freestyle, 25m Backstroke)

#### **Equestrian**

- Assam State Equestrian Championship Junior Show Jump, 2025, Mriganka Bora secured 2nd Position

#### **Pickle Ball**

- Utpalakshee Saikia represented Assam Team and won Silver medal in the Teams Event in the National Pickle Ball Championship at Bengaluru from 13-16 November 2025.

#### **Tennis**

- 28TH INDIA CLUB OPEN TENNIS CHAMPIONSHIP (19-25 January 2026)
- Vivaan Pansari secured 2nd Position in Boys Singles.
- ALL ASSAM TENNIS JUNIOR RANKING CHAMPIONSHIP (Silchar)
- Barlin Naaz Ahmed SECURED 1st PLACE IN GIRLS UNDER-10 CATEGORY



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- Vivaan Pansari SECURED 1st PLACE IN BOYS UNDER-12 CATEGORY

### **Taekwondo**

- THE OPEN STATE TAEKWONDO CHAMPIONSHIP 2025 (11 January)
- Zishan Hussain SECURED GOLD MEDAL IN BELOW 60KG CATEGORY
- BOSCO OLYMPICS TAEKWONDO CHAMPIONSHIP 2025 (29 August)
- Zishan Hussain SECURED GOLD MEDAL IN THE CADET UNDER-57KG (BOYS)

### **Squash**

- 6TH ALL ASSAM STATE CLOSE SQUASH CHAMPIONSHIP 2025 (12-13 June 2025)
- Krishiv Garodia SECURED BRONZE MEDAL IN UNDER-17 BOYS CATEGORY

### **Skating**

- 17TH JUNIOR ROLL BALL NATIONAL CHAMPIONSHIP (Jammu & Kashmir, 29dec-1st January)  
Mishka Singhal and Sia Sonthalia REPRESENTED ASSAM TEAM WHICH BECAME THE CHAMPIONS  
Sia Sonthalia was AWARDED THE BEST PLAYER OF THE TOURNAMENT
- 8TH MINI INTER DISTRICT ROLL BALL CHAMPIONSHIP (21-22 June)  
Purab D Lunawat and Shlok Sonthalia REPRESENTED GUWAHATI DISTRICT AND BECAME CHAMPION
- ALL ASSAM SPEED SKATING CHAMPIONSHIP (Guwahati, 8-9 November)  
Shivaay Bajaj SECURED TWO GOLD MEDALS IN 300M & 500M RING RACE in the Under-6 Boys category  
Reshma Chand SECURED TWO GOLD MEDALS IN 300M & 500M RING RACE in Under-12 Girls Category

### **Chess**

- PORTO SANT'ELPIDIO WEEKEND TOURNAMENT (Italy, 24-25 January)  
Viraj Sarawgi secured 1st Place in the Under-1600 rated category
- 2nd NECI Inter School Chess Tournament 2025 (The Green School, 4 May)  
Upto Category II – Prapya Indu Gayan (Silver), Ahaana Agarwal (3rd Position), Akshat Bhuwania (Youngest Player of the Tournament)
- 48th All Assam Under 15 Girls Chess Championship 2025 (Don Bosco School Silchar, 10-12 May 2025)  
Ritisha Myra Rajbongshi secured 3rd Position
- 48th All Assam Under 7,9 & 11 Chess Championship 2025 (AAU Jorhat, 16-18 May 2025)  
Chaitanya Siotia secured 2nd Position in the Under 11 Category
- 2ND MES INTER SCHOOL CHESS CHAMPIONSHIP 2025 (Modern English School, 7-8 June 2025)  
Akshat Bhuwania secured 4th Position in Boys Pawn Group, Chaitanya Siotia was Champion in Boys knight Group  
Jisha Jain was Champion in Girls knight Group, Ritisha Myra Rajbongshi 2nd in Girls Knight Group

### **Cricket**

- CBSE National Girls Cricket Tournament 2025–26 (25Oct-2nd Nov)  
Ananya Khatuwala, Kaashvi Sarda, Sanaya Maheswari and Heer Periwal Represented the CBSE Far East Zone team at the CBSE National Girls Cricket

### **Gymnastics**

- 34TH ALL ASSAM INTER DISTRICT ARTISTIC GYMNASTICS CHAMPIONSHIP 2025-26 (Mirza 18 Jan)  
Jayraj Debnath SECURED 2 GOLD MEDALS IN PARALLEL BAR AND POMEL HORSE Jayashish Debnath SECURED 1 GOLD MEDAL IN FLOOR EXERCISE, 2 SILVER IN HIGH BAR AND POMEL HORSE AND 2 BRONZE MEDAL IN VAULTING TABLE AND PARALLEL BAR

Mr. Ashok K Talukdar  
Head of Sports

## Annual Library Report (Session 2025–26)

During the academic session 2025–2026, the School Library functioned as a vital academic and literacy support centre, catering to students from Early Years to Grade XII. It actively promoted reading habits, independent learning, and curriculum support through structured programmes, regular library engagement, and diverse literary activities. With a collection of 16500+ books and 24 subscribed periodicals, the library provided a rich blend of picture books, graded readers, fiction, non-fiction, biographies, subject reference materials, and competitive exam resources aligned with CBSE curriculum requirements. The facility was optimally utilised, with an average daily circulation of 150 books and 4-5 library periods conducted each day for guided reading, silent reading, storytelling sessions, reference work, and curriculum-based activities. Reading promotion remained a central focus throughout the year. The DEAR (Drop Everything And Read) Programme was conducted every Friday from 8:00 to 8:20 a.m. as a school-wide silent reading initiative, ensuring sustained reading practice and discipline, with the Best Reader of the Month recognised from each section. The READ Programme was implemented across Grades I–XII, where age-appropriate book sets were distributed classwise to encourage guided and continuous reading, strengthening comprehension, vocabulary, and reading confidence. The AVID Readers (Grade 1-5) Initiative further motivated students by selecting grade-wise AVID Readers of the Month based on books issued, participation in activities, and book review writing. The Treasure Trove (Junior Library) initiatives for Early Years and Grades I–V focused on nurturing foundational literacy and a love for books. Weekly library visits with storytelling sessions helped develop early reading interest, while classwise activities such as author reading, book talks, group storytelling, and reading response tasks enhanced engagement. World Book Day was celebrated with a Special Assembly followed by week-long literary activities, and students benefited from an interactive session with children's author Nandini Nayar. Regular weekly library periods ensured consistent exposure to books and reading practices. For Grades VI–XII, the library served as a strong academic support system by providing reference assistance for projects, assignments, and examinations, along with subject-specific and enrichment resources. It also promoted ethical use of library materials and proper reading etiquette. The consistently high circulation of books reflected strong student engagement, and the reading programmes significantly enhanced interest in books while supporting literacy development and academic excellence in alignment with NEP guidelines. Looking ahead to the 2026–27 session, the library aims to expand its reference and competitive exam resources, introduce student-led book talks and reading clubs, integrate library periods more closely with subject learning, and strengthen early literacy and reading initiatives across all grades. Overall, the School Library played a pivotal role in fostering a vibrant reading culture and supporting holistic education, and it remains committed to nurturing lifelong learning habits among students

*Ms. Jutika Nanda Das*  
*Senior Librarian*  
*Prema Devi,*  
*Junior Librarian*





## योग : एक जीवन दर्शन

भारतीय दर्शन की सनातन परंपरा में "योग" केवल शरीर को स्वस्थ रखने की विधि नहीं, बल्कि आत्मा को परम सत्य से जोड़ने वाली महान साधना है। यह मनुष्य के बाह्य जीवन और आंतरिक चेतना के बीच सेतु का कार्य करता है। आधुनिक विश्व योग को स्वास्थ्य विज्ञान के रूप में स्वीकार कर रहा है, किंतु हमारे ऋषियों ने इसे जीवन की पूर्णता प्राप्त करने का राजमार्ग माना था।

संस्कृत की "युज्" धातु से उत्पन्न योग शब्द का मूल अर्थ है — संयोग, एकत्व और समन्वय। अमरकोश में कहा गया है —

### "योगः संयोगे च साधने"

अर्थात् योग मिलन भी है और साधना भी। यह शरीर, मन और आत्मा की एकसुलता का प्रतीक है।

महर्षि पतंजलि योग की सर्वोच्च दार्शनिक परिभाषा देते हुए कहते हैं —

### "योगः चित्तवृत्ति निरोधः" (योगसूत्र 1.2)

अर्थात् मन की चंचल वृत्तियों का निरोध ही योग है। जब इच्छाएँ, विक्षेप और अशांति शांत हो जाती हैं, तब साधक अपने स्वरूप में स्थित होता है —

### "तदा द्रष्टुः स्वरूपेऽवस्थानम्" (योगसूत्र 1.3)

यही आत्मबोध की अवस्था है, जहाँ दुःख का क्षय और शांति का उदय होता है।

### भगवद्गीता में योग का महत्व

भगवद्गीता में योग को जीवन के कर्मक्षेत्र में प्रतिष्ठित किया गया है। श्रीकृष्ण अर्जुन से कहते हैं —

### "योगः कर्मसु कौशलम्" (गीता 2.50)

अर्थात् कुशलता और समत्व से किया गया कर्म ही योग है।

इसके अतिरिक्त श्रीकृष्ण यह भी उपदेश देते हैं —

### "समत्वं योग उच्यते" (गीता 2.48)

सफलता और असफलता में समान भाव रखना योग का मूल तत्व है। इस प्रकार, योग केवल साधु-संन्यासियों तक सीमित न रहकर गृहस्थ जीवन में भी महत्वपूर्ण है।

हठयोग परंपरा में योग को शरीर और प्राण शक्ति के स्तर पर समझाया गया है। हठयोग प्रदीपिका में कहा गया है —

### "हृकारेण उच्यते सूर्यः ठकारेण उच्यते चन्द्रमाः ।

### सूर्यचन्द्रमसोर्योगो हठयोगः प्रकीर्तितः ।"

अर्थात् चंद्र (इड़ा) और सूर्य (पिंगला) नाड़ियों के संतुलन का नाम हठयोग है।

जब प्राण और अपान का संयोग होता है, तब कुण्डलिनी शक्ति जागृत होकर साधक को उच्च चेतना की ओर ले जाती है।

हठयोग के अभ्यासों का उद्देश्य केवल लचीलापन नहीं, बल्कि शरीर को साधना का योग्य माध्यम बनाना है। इसलिए कहा गया —

### "शरीरमाद्यं खलु धर्मसाधनम्"

"निश्चित रूप से शरीर ही सभी धर्मों (कर्तव्यों) को पूरा करने का पहला साधन है।" आज के तनावग्रस्त समाज में योग केवल रोग निवारण का साधन नहीं, बल्कि मानसिक संतुलन और सकारात्मक जीवन दृष्टि का आधार बन चुका है। विद्यार्थी जीवन में योग एकाग्रता, अनुशासन और आत्मबल को विकसित करता है। नियमित योगाभ्यास से शरीर स्वस्थ, मन प्रसन्न और बुद्धि प्रखर होती है।

अतः योग कोई एक दिन का अभ्यास नहीं, बल्कि संपूर्ण जीवन शैली है। यह हमें स्वयं से जोड़ता है, समाज से जोड़ता है और अंततः परम सत्य से जोड़ता है। यही कारण है कि योग भारत की महानतम आध्यात्मिक देन है, जिसे आज सम्पूर्ण विश्व श्रद्धा के साथ अपनाता जा रहा है।

## भारत के महान योगी और योग परंपरा

भारत भूमि योगियों की तपोभूमि रही है, जहाँ योग केवल सिद्धांत नहीं, बल्कि जीवन में उतरा हुआ सत्य रहा है। यहाँ अनेक महापुरुषों ने योग द्वारा शरीर, मन और चेतना की ऐसी ऊँचाइयाँ प्राप्त कीं जिन्हें सामान्य बुद्धि "चमत्कार" कहती है, किंतु योग परंपरा उन्हें सिद्धियाँ मानती है।

### 1. महर्षि पतंजलि

योग दर्शन के प्रवर्तक पतंजलि ने योग को एक व्यवस्थित विज्ञान का रूप दिया। उनके अष्टांग योग — यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान और समाधि — ने मनुष्य को आत्मज्ञान का वैज्ञानिक मार्ग प्रदान किया। उन्हें त्रिमल नाशक ऋषि कहा जाता है, क्योंकि उनके ग्रंथों ने मन, वाणी और शरीर की शुद्धि की दिशा में मानवता को प्रकाश दिया।

### 2. महायोगी गोरखनाथ

नाथ संप्रदाय के प्रवर्तक गोरखनाथ ने हठयोग को जनसाधारण तक पहुँचाया। कहा जाता है कि वे वर्षों तक हिमालय की गुफाओं में समाधि में लीन रहे और शरीर पर पूर्ण नियंत्रण प्राप्त कर लिया था। रोग, वृद्धावस्था और भय उनसे कोसों दूर रहते थे।

### 3. स्वामी विवेकानंद

स्वामी विवेकानंद ने योग को विश्व मंच पर प्रतिष्ठित किया। अमेरिका के शिकागो धर्म सम्मेलन में वेदांत और योग की महिमा से पश्चिमी जगत को परिचित कराया। उनके अनुसार योग मनुष्य में निहित दिव्यता को प्रकट करने का उपाय है।

### योग की सिद्धियाँ और प्रभाव

योगग्रंथों में वर्णित है कि गहन साधना से साधक को अद्भुत क्षमताएँ प्राप्त होती हैं। इनमें शामिल हैं:

- असाध्य रोगों से मुक्ति
- वृद्धावस्था पर नियंत्रण
- मानसिक शक्ति की वृद्धि
- अत्यंत एकाग्रता
- भय, क्रोध, मोह पर विजय

### 11वाँ अंतरराष्ट्रीय योग दिवस

हमारे विद्यालय, **रॉयल ग्लोबल स्कूल**, में 11वाँ अंतरराष्ट्रीय योग दिवस हर्षोल्लास से मनाया गया। इस वर्ष का योग दिवस का थीम था — "एक पृथ्वी, एक स्वास्थ्य के लिए योग", जो इस तथ्य को रेखांकित करता है कि व्यक्ति का स्वास्थ्य और पृथ्वी का स्वास्थ्य परस्पर गहराई से जुड़े हुए हैं।

विद्यालय में आयोजित कार्यक्रम में सभी विद्यार्थियों ने योग की विभिन्न आसनों, प्राणायाम, नाड़ी-शोधन, और विशेष रूप से सूर्य नमस्कार का अभ्यास किया। विद्यालय के चेयरमैन डॉ. पंसारी ने योग के जीवनपर्यंत प्रभावों पर जोर देते हुए दो महत्वपूर्ण श्लोकों का उल्लेख किया:

#### "योगोऽस्ति परमो लाभः, योगो हि परमं सुखम्।

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#### "योगोऽस्ति परमो लाभः, योगो हि परमं सुखम्।

#### योगेन सहितं चित्तं, व्याधि दुःखं च नश्यति।"

अर्थात् योग परम लाभ है, योग ही परम सुख है। योगयुक्त चित्त वाला व्यक्ति रोग और दुःखों से मुक्त होता है।

योग न केवल शरीर को स्वस्थ रखने का माध्यम है, बल्कि यह मानसिक, आत्मिक और सामाजिक स्वास्थ्य की भी कुंजी है। योग के नियमित अभ्यास से हम अपने जीवन को दिव्य और संतुलित बना सकते हैं।

"नियमित योगाभ्यास करो; सदा प्रफुल्लित रहो!!"

श्रीजयेश योग

# RGS STEM and AI Department Report 2025 to 2026

## A Year of Practical Innovation and Meaningful Learning

This year, the RGS STEM and AI Department focused on one clear idea. Learning should solve real problems. Instead of working only on theory, we selected issues that exist in our school and city and built practical systems around them. Every project was designed in a way that students could understand, build, test, and improve. Our aim was simple to make AI and STEM meaningful, teachable, and useful.

## Turning Satellite Data into City Intelligence

One of our most ambitious projects was the Guwahati Ward Level Surface and Runoff Study. The goal was to understand how water flows across different parts of the city and how land conditions affect rainwater recharge. Things like whether rain soaks into the ground or rushes off into floods.

To do this, we built a large-scale geospatial system using Google Earth Engine. The system processes satellite data and produces GeoTIFF map outputs for detailed visual analysis, along with ward wise CSV summaries that boil everything down to clear, actionable numbers for each neighborhood. It analyzes vegetation cover, surface water presence, and built up areas using straightforward indices like NDVI for greenery, NDWI for wetness, and NDBI for concrete and roads. We layered in radar data from Sentinel 1, which cuts through clouds to give a reliable view even in heavy monsoon rains. From elevation models, it pulls in slope and land concavity details. Steep hills that speed up runoff versus bowl like dips that trap water. And it classifies soil textures, since sandy ground drinks up rain differently than sticky clay. We also added backup logic to handle cases where terrain data was missing, so the system keeps running without glitches. Along the way, we corrected band naming issues in the satellite feeds, fixed data lookup errors that were throwing off classifications, and optimized the system so it would not crash when handling large areas like an entire city.

This pipeline became the foundation of what we call the Rain Recharge Radar. Most importantly, students saw the complete journey. From raw satellite data to meaningful city level insights. They learned that real world systems require patience, testing, and careful correction, turning messy data into tools that can actually guide better urban planning and water management.

## Real Time Air Quality Monitoring

Environmental awareness became hands-on through our AQI Monitoring Project. Students worked with air quality sensors and recorded readings over time. They discovered an important lesson. Data behaves differently outside the lab. Real world readings contain noise, fluctuations, and drift. Students learned how to clean and validate data and understand it in context. Instead of focusing on one time numbers, the project produced a live style monitoring flow that shows how air quality changes over time. This helped students understand that data is meaningful only when interpreted carefully.

## Improving School Operations with Smart Systems

A major part of our work focused on improving daily school processes.

## Digital Admissions Workflow

Earlier, admissions and inquiry records were managed manually in registers. Staff had to search through pages, verify details, and rewrite updates. We replaced this system with a Google Apps Script web application connected to structured Google Sheets.

Now new inquiries are stored instantly. Records can be searched within seconds. Status updates happen with one click. Dashboards update automatically. This shift has reduced repetitive manual work and improved efficiency.

Scan for Projects



### **Multi Class Attendance App**

We also designed a mini attendance app for 32 classes. Each class updates attendance in real time. A consolidated sheet automatically generates summary views. This eliminated manual consolidation work and helped students understand how real time updates and data aggregation function in practical systems.

### **AI Powered Media for School Events**

Technology also enhanced our cultural events.

For Royal Symphony and Chanakya The Kingmaker, we built an AI driven media pipeline that produced nearly four hours of stage backdrop visuals. Each scene required careful planning. Prompts had to maintain a consistent style. Transitions had to match stage cues. The final visuals ran smoothly on a 24 by 10 foot LED wall. This was not just about generating images. It was about creating a stable, coordinated system that delivered a powerful live audience experience.

### **Automating Slides Creation**

For the Class 12 Graduation Day, we faced a major challenge. Creating personal slides for over 200 students. Each slide required student photographs, structured details, a short summary, and a consistent presentation format. Manually preparing these would have taken days. Instead, we automated the process. The system cropped and arranged images, generated summaries, and produced ready to use slides within hours. The entire project was completed in time for the programme.

This demonstrated how automation saves time while maintaining quality.

### **Working with Local AI Systems**

This year, students also explored local AI systems using modern open source models. They worked in controlled local setups and learned how to configure chatbot systems properly, create clean virtual environments, use GPU based speech transcription, test face recognition systems with local databases. These projects taught an essential lesson. Successful AI work requires proper setup, debugging, testing, and evaluation. It is not just about generating results. It is about building reliable systems.

### **CleanIndia MVP From Idea to Deployment**

We developed and deployed the CleanIndia MVP web application, linking environmental awareness with a functional digital tool. Students learned about deployment workflows, branch management, environment configuration, production alignment. They understood that software is not complete when it runs once. It is complete only when it can be safely deployed, maintained, and updated.

### **Mathematics Through Simulation**

For the Mathematics Exhibition, we introduced advanced yet approachable topics such as Monte Carlo simulation, conformal prediction, and algorithmic trading frameworks.

The focus was on probability and uncertainty, simulation based thinking, confidence bounds, evaluation and testing.

Students learned that mathematics is not just formulas. It is a powerful tool for measuring uncertainty and making informed decisions.

### **Strengthening Documentation and Data Structure**

Behind the scenes, we improved school documentation systems. Orientation content was carefully structured across curriculum, discipline, attendance, transport, and policy areas.

We also worked on APAAR related data structuring and reporting logic. Clean and organized student data ensures accuracy, clarity, and long term usability.

## Royal MakerCamp

In addition to our core projects, we ran the Royal MakerCamp, a hands-on STEM workshop at Royal Global School in Guwahati, to give students aged 8-16 a real taste of innovation. Over three days, kids built remote-controlled robots, programmed line-followers with Arduino and Python, designed circuits for traffic signals and logic gates, explored 3D printing for prototypes, and even dabbled in aeromodelling and basic AI agents. They started with foundation skills like physical interfacing and coding basics, moved to advanced projects like automated systems and neural networks, and wrapped up with showcases where they presented their creations. The program included take-home kits, meals, and teaching that is not just tech but problem-solving and teamwork.

## Our Guiding Principle

Across every project, we followed one simple rule. AI is a tool inside a system. Students were trained to define inputs, set rules, define outputs, test results in real conditions. This disciplined approach kept all projects practical, grounded, and useful.

## Looking Ahead

The work does not stop here. Next year, we will strengthen existing systems and build new solutions that directly benefit the school community. The RGS STEM and AI Department remains committed to meaningful innovation, where technology serves learning, systems serve people, and students become confident problem solvers ready for the real world.

*Mr. Nabojyoti Gupta  
RGS STEM and AI Department*



# Sanskriti – History and Heritage Club

## Bringing History Alive Through Young Minds

The Sanskriti – History and Heritage Club serves as a dynamic platform where students engage with history as a living and evolving legacy rather than a static subject. The club aims to foster historical awareness, cultural pride, and research-oriented thinking through creative, experiential, and inquiry-based activities. By participating in competitions, seminars, dramatizations, and exhibitions, students are encouraged to connect the past with the present and develop a deeper appreciation of India's rich cultural heritage.

On 9th April, two students represented the school in the INTACH Heritage Poster Making Competition, creatively expressing ideas of heritage conservation and historical awareness through art.

On 10th May, students of Grades 9 to 12 prepared the club display board on “Sualkuchi – The Manchester of Assam,” highlighting its historical development, silk industry, and cultural significance, thereby showcasing their research skills and regional heritage awareness.

On 15th August, students from Grades 8 to 12 presented a skit titled “Dawn of an Era,” depicting the role of social reform movements in India's nationalist struggle. The performance brought history alive and was widely appreciated for its depth and emotive appeal.

On 14th October, club members participated in the INTACH Heritage Quiz held at Assam Royal Global University, gaining exposure to competitive academic platforms and enriching their knowledge of Indian heritage.

On 3rd December, two students of Grade 11 Humanities attended a seminar on “Cartoons as Cultural Knowledge: Gandhi, Visual Politics and the Making of Modern India,” delivered by Dr. Ritu Gairola Khanduri, Associate Professor of Cultural Anthropology, University of Texas at Arlington. The session offered an interdisciplinary perspective on history and visual culture.

On 19th January, 24 students participated in the Model Display cum Traditional Dwelling House Making Competition at Assam Royal Global University. A team from Grade 8 secured Third Position for their model of the Brihadeshwar Temple, while a team from Grade 9 won Third Position in the Traditional House Making Competition.

On the occasion of the birth anniversary of Netaji Subhas Chandra Bose, Royal Global School organised an interactive session on 22nd January 2026 under the Virasat Volumes Lecture Series. The session was conducted by Dr. Susmita Banerjee, Assistant Professor of History and Indian Knowledge Systems, on the theme “Netaji Subhas Chandra Bose: The Rebel Who Redefined Patriotism.” The lecture offered students a deeper understanding of patriotism as envisioned by Netaji—rooted in courage, discipline, sacrifice, and unwavering commitment to the nation. Students were encouraged to look beyond symbolic nationalism and embrace patriotism as a responsible and ethical way of life, making the session both inspiring and thought-provoking.

On 26th January, the club presented a drama titled “The Spiritual Birth of a Nation,” highlighting the emotional and cultural dimensions of India's freedom struggle. The performance, centred on Vande Mataram and Bharat Mata, marked 150 years of Vande Mataram and beautifully blended patriotism with historical consciousness.

Throughout the year, the Sanskriti – History and Heritage Club provided students with meaningful opportunities to explore history beyond textbooks. By integrating creativity, research, and performance, the club successfully nurtured curiosity, confidence, and a deep respect for India's heritage, making history engaging and relevant for young learners.

*Ms. Pooja Bhattacharjee*  
*Club In-Charge*



Senior Leadership Team

# House Reports



# Gandhi House Report (2025–2026)

The year 2025–2026 was a journey of persistence and self-discovery for Gandhi House. The house entered the session with determination and ended it with stronger unity, confidence, and pride. Students participated actively across academic, literary, and cultural events, treating every competition as an opportunity to learn rather than only to win. In the initial months, House Board activities encouraged cooperation and planning. Students shared ideas, divided responsibilities, and worked together to complete tasks on time. This helped younger members learn from seniors and created a sense of belonging within the house. Language-based events such as extempore, declamation, and debates challenged students to think independently and speak with clarity. Preparation for these events improved research skills, articulation, and stage confidence. Many participants experienced public speaking for the first time and gradually overcame hesitation through repeated practice.

Students invested long hours in rehearsals for solo songs, band performances, and dance events. These sessions taught discipline, coordination, and mutual support, as every performance depended on collective effort rather than individual talent alone. A proud achievement for Gandhi House was the first position in Hindi Solo Song for Classes 9 to 11, which highlighted the musical talent of the senior students.

The defining moment of the year was the Inter-House Dance Competition for Classes 6 to 8. After four years without success, Gandhi House finally claimed victory. The announcement of the results was met with disbelief, cheers, and tears of joy. For many students, this win symbolised patience, resilience, and the reward of not giving up. It remains one of the most powerful memories of the session.

The Gandhi Jayanti programme added depth and meaning to the house's identity. Students took responsibility for speeches and presentations that reflected Mahatma Gandhi's principles of truth, non-violence, simplicity, and service. The event encouraged students to reflect on values beyond competition and inspired them to practice these ideals in daily life. Consistent guidance from teachers and house mentors played an important role throughout the year. Their encouragement motivated students to participate confidently and to view mistakes as part of growth.

The 2025-26 session was a strong learning experience for Gandhi House. The house emerged more united and self-assured, carrying forward lessons of teamwork, perseverance, and belief. The achievements and memories of 2025–2026 will continue to motivate Gandhi House in the years ahead.

*Kreesha Jain, Gandhi House, Vice Captain*



# Mother Teresa House Report (2025–2026)



The academic year 2025–26 was a year of consistent effort, participation, and learning for Mother Teresa House. Guided by the values of compassion, humility, courage, and service to humanity, the house took part actively in academic, cultural, literary, and co-curricular activities throughout the year. The year remained meaningful and productive, marked by teamwork, resilience, and steady progress.

At the beginning of the academic session, the House Council was formed, and the house functioned under a structured student leadership system. Under their leadership, the house functioned in an organised and disciplined manner, encouraging responsibility, cooperation, and active involvement among all members. Mother Teresa House took part in a wide range of inter-house academic, literary, and cultural activities conducted during the year, with students showing sincere involvement and commitment. The house secured first position in Inter-House Declamation for Classes 6–8, achieved second position in Hindi Solo Song for Classes 9 and 11, and secured second position in the Inter-House Quiz for Classes 9–11. In other literary and cultural events such as quizzes, debates, English Solo Song, dance, and band competitions, students participated actively and represented the house with confidence and discipline. These co-curricular engagements contributed to the holistic development of students and strengthened teamwork within the house.

In the field of sports, Mother Teresa House demonstrated strong performance and competitive spirit. The house secured first position in Football for Classes 6–8 and emerged first in Basketball for Classes 9 and 11. Students also achieved first position in Swimming Relays and secured second position in Cricket for Classes 9 and 11, along with several other commendable finishes across different sporting events. These performances contributed positively to the house's overall points tally and reflected teamwork, discipline, and determination. A major highlight of the year was the Observation of Mother Teresa's Birthday on 26th August 2025, held near the Mother Teresa Statue. The programme was conducted with reverence and dignity and included a welcome address, lighting of incense sticks and garland offering as a mark of tribute, a student speech delivered by the House Captain highlighting Mother Teresa's life and humanitarian values, a melodious song presented by students, and an address by the Director. The event reinforced the house's commitment to compassion, humility, and selfless service.

Throughout the year, Mother Teresa House fulfilled its duties sincerely during school assemblies and events. Senior students supported and guided juniors, fostering a positive, inclusive, and cooperative environment within the house. Despite challenges, the house maintained discipline, unity, and a constructive outlook, focusing on growth and improvement. Overall, the academic year 2025–26 was a valuable and enriching experience for Mother Teresa House. While the house finished fourth overall, the skills developed, values strengthened, and spirit of service upheld throughout the year have laid a strong foundation for future progress. With continued dedication, reflection on this year's experiences, and stronger preparation, the house looks forward to improved performance and greater success in the coming year.

*Ayaan Bhartia, Mother Teresa House, Vice Captain*



# Tagore House Report (2025–2026)



The academic year 2025–26 has been a year of enthusiasm, dedication, and achievement for Tagore House. Guided by the values of discipline, unity, leadership, and sportsmanship, our house members actively participated in a range of academic, cultural, literary, and sports activities throughout the year. With teamwork and determination, Tagore House consistently displayed excellence and brought pride to the school.

At the beginning of the session, the House Captain, Vice-Captain, and Prefects were selected. Under their leadership and with the constant support of our House Mistress, the house functioned smoothly. Regular meetings were conducted to plan strategies and encourage participation from all students. Every member worked together with cooperation and responsibility, strengthening the spirit of unity within the house.

Tagore House actively participated in inter-house competitions such as debates, quizzes, extempore speeches, music, dance, and drama. Our students showcased remarkable talent and confidence in these events. The literary team performed exceptionally well in debate and quiz competitions, while the cultural team impressed everyone with their creativity and stage presence during cultural programmes and celebrations. In the field of sports, Tagore House demonstrated great energy and determination. Students participated in badminton, football, basketball, relay races, and indoor games. Our athletes secured several positions and contributed valuable points to the house. The spirit of fair play and teamwork was clearly visible in every match, reflecting true sportsmanship. Tagore House also showed active involvement in co-curricular activities. These activities helped students develop leadership skills, responsibility, and moral values. The house maintained discipline during assemblies and school events and fulfilled all assigned duties sincerely. Apart from competitions, special efforts were made to motivate juniors and create a friendly environment where everyone felt included. Senior students guided their juniors, strengthening bonds and promoting cooperation. This supportive atmosphere helped improve overall participation and performance.

Our consistent efforts and outstanding performances helped Tagore House secure the First Position in CCA activities with an impressive total of 550 points, marking a significant achievement for the house and reflecting the hard work of every member. Overall, this year has been a successful and memorable journey for Tagore House. Though we celebrated many achievements, we also learned valuable lessons from challenges, which will help us grow stronger in the coming years. With continued hard work, dedication, and unity, we aim to achieve even greater success next year.

*Pratiksha Das, Tagore House, Vice Captain*



# Vivekananda House Report (2025–2026)



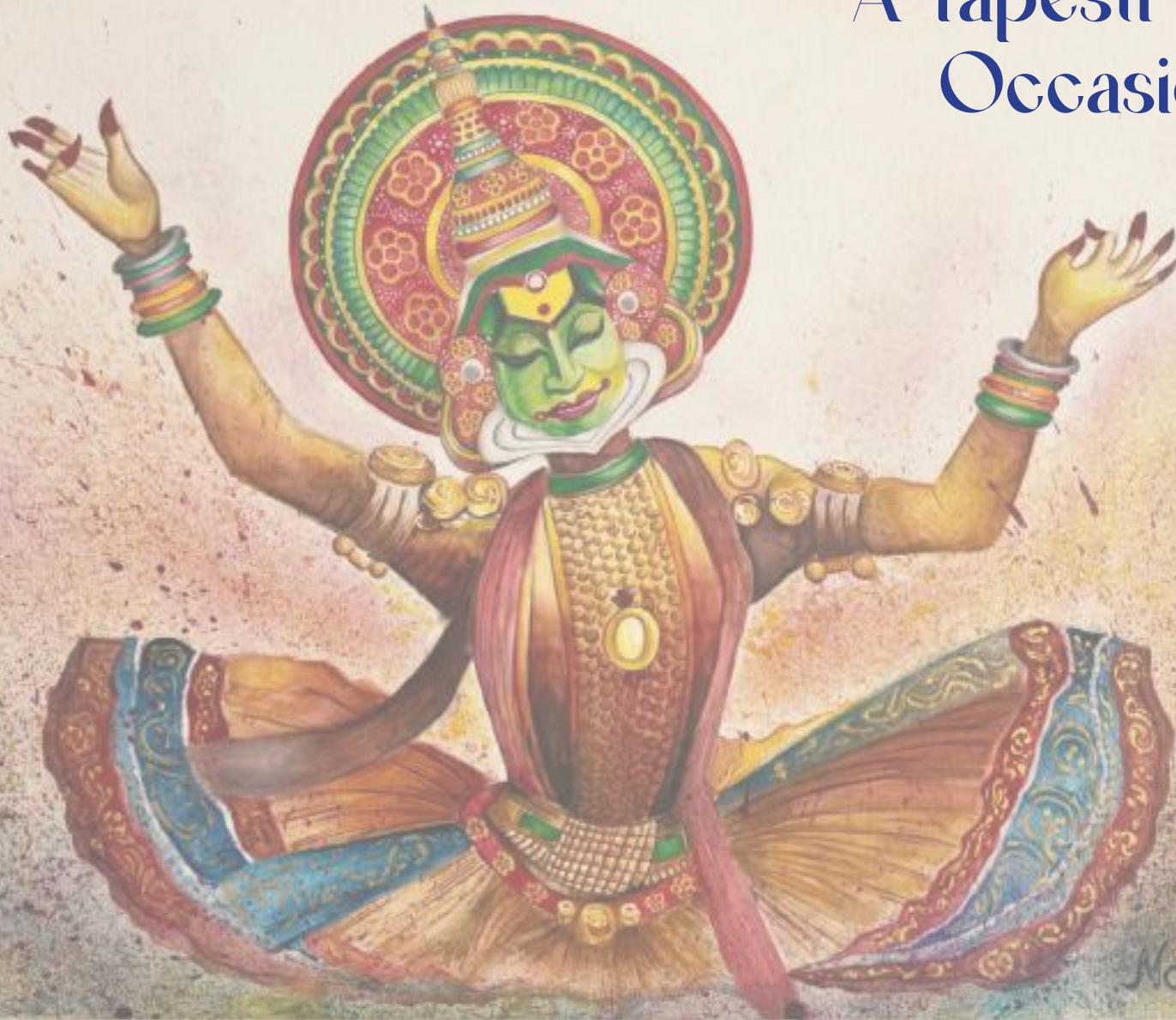
Vivekananda House had a rich and wellrounded year in cocurricular activities in 2025–26, with students engaging actively in almost every event on the school calendar. The house consistently fielded enthusiastic participants across different classes, ensuring that Vivekananda was visible and involved throughout the year rather than only in a few select competitions. This steady participation helped build strong house spirit and gave many students opportunities to discover and showcase their talents. The year began with creative work on the House Boards, where Vivekananda students collaborated to design attractive and meaningful displays that reflected the values of their house. As the months progressed, members of the house took part in interhouse quizzes, extempore, and declamation competitions, which strengthened their general awareness, quick thinking, and public speaking skills. Students worked closely with teachers to refine their language, voice modulation, and confidence on stage, gaining valuable experience in expressing their ideas clearly and respectfully. The performing arts segment was equally vibrant for Vivekananda House. In Hindi and English solo song events, students prepared a range of pieces, focusing on melody, expression, and stage presence. Dance events gave them another platform to shine, as they rehearsed choreographies, coordinated movements, and learned to perform as disciplined teams. Band and group performances further developed collaboration, rhythm, and musical harmony, with seniors often mentoring juniors during rehearsals. Debate and other literary activities added an important intellectual dimension to the house's participation. Debate teams engaged with contemporary issues, researched arguments, and learned to present their views logically while listening to and responding to opposing perspectives. These experiences nurtured critical thinking, respect for diverse opinions, and the ability to communicate with clarity and composure. The celebration of Vivekananda Jayanti on 12th January was a remarkable highlight for Vivekananda House. The programme included speeches, cultural performances, and studentled presentations that brought alive Swami Vivekananda's message of selfdiscipline, service, and fearless pursuit of knowledge. House members took active roles as speakers, anchors, performers, and organisers, ensuring that the event was both wellcoordinated and deeply inspiring. The celebration not only strengthened their pride in the house but also motivated students to embody his ideals in their daily lives.

Throughout the year, teachers, house mentors, and student leaders supported participants by organising practices, sharing feedback, and encouraging wider involvement from all classes. As a result, participation from Vivekananda House remained broadbased, with many students trying new activities for the first time and gaining confidence from the experience. Overall, 2025–26 was a year of growth and confidencebuilding for Vivekananda House. Students gained exposure to public performance, collaborative work, and healthy competition, while also strengthening essential life skills such as leadership, time management, resilience, and respect for others. Their collective effort helped to make the cocurricular life of Royal Global School lively and inclusive, and reflected the house's commitment to allround development in academics, arts, and character.

*Vridhi Harlalka, Vivekananda House, Vice Captain*



# A Tapestry of Occasions



Navyaa '25

# Professional Development Program: Strengthening School Culture and Reimagining Teaching-Learning Practices

In our continuous pursuit of academic excellence and holistic development, an enriching faculty development session was conducted by our esteemed Director. The session, comprehensive in scope and visionary in approach, addressed some of the most pressing and transformative themes in contemporary education—ranging from improving school culture to designing 21st-century classrooms rooted in competency-based learning.

The deliberations were not merely theoretical; they were reflective, research-oriented, and deeply aligned with the evolving needs of learners and educators alike.

## Building a Positive and Progressive School Culture

The session began with an insightful discussion on how to improve school culture. The Director emphasized that school culture is not built through policies alone but through shared values, collaborative practices, and consistent modeling of respect and integrity. A positive school culture fosters trust, inclusivity, student voice, and professional collaboration among teachers.

We were reminded that culture is reflected in everyday interactions—how we greet students, how we handle conflicts, how we celebrate diversity, and how we respond to challenges. The Director highlighted that when teachers demonstrate empathy, fairness, and enthusiasm for learning, students naturally imbibe these values.

## Designing an Effective Lesson Plan

A significant portion of the session was devoted to lesson planning. The Director underscored that a well-designed lesson plan is the backbone of effective teaching. It must begin with clearly defined learning outcomes, followed by thoughtfully selected teaching-learning activities, assessment strategies, and opportunities for reflection.

The emphasis was on clarity of objectives, alignment with competencies, differentiation for diverse learners, and integration of formative assessments. Teachers were encouraged to shift from content-heavy lessons to outcome-oriented planning, ensuring that each activity directly supports the intended learning goals.

## Kolb's Learning Styles and Experiential Learning

Drawing upon the work of David A. Kolb, the Director elaborated on Kolb's Experiential Learning Cycle—Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. The session highlighted the importance of engaging learners in experiences that encourage reflection and application rather than rote memorization. Kolb's learning styles—Divergers, Assimilators, Convergers, and Accommodators—were discussed in relation to classroom diversity. Teachers were urged to design lessons that incorporate discussion, observation, hands-on activities, and problem-solving tasks, ensuring that every learner finds an entry point into understanding.

## Assessment vs. Evaluation

The Director thoughtfully distinguished between assessment and evaluation. Assessment was described as an ongoing, formative process aimed at improving learning, while evaluation was defined as a summative judgment of performance.

Teachers were encouraged to view assessment as a tool for feedback and growth rather than merely grading. The integration of rubrics, peer assessments, self-reflections, and performance-based tasks was suggested as a means to promote deeper learning and student accountability.

## Competency-Based Education

In alignment with contemporary educational reforms, the session stressed the significance of competency-based education. This approach focuses on mastery of skills and application of knowledge rather than completion of syllabus content.

The Director explained that competency-based learning requires clearly articulated outcomes, real-world applications, and measurable performance indicators. It shifts the focus from "What was taught?" to "What has been learned and demonstrated?"



### **Effective Teaching Tools and Multiple Intelligences**

Referencing the theory of Howard Gardner, the concept of Multiple Intelligences was explored in depth. The Director encouraged teachers to recognize linguistic, logical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic intelligences among students.

By incorporating storytelling, debates, visual aids, music, role-play, collaborative projects, and reflective writing, teachers can create inclusive classrooms that honor diverse talents and strengths.

### **What Great Teachers Do Differently**

The session concluded with an inspiring reflection on what distinguishes great teachers. Great teachers build relationships before delivering content. They set high expectations, provide constructive feedback, remain lifelong learners, and adapt their methods to meet students' needs.

They cultivate curiosity, encourage critical inquiry, and create safe spaces for intellectual risk-taking. Above all, they believe in the potential of every child.

The faculty development session conducted by our Director was not merely an academic exercise; it was a call to reimagine our roles as educators. It reinforced that effective teaching is intentional, reflective, and student-centered.

As we move forward, these insights will undoubtedly shape our pedagogical practices, strengthen our school culture, and enrich the learning experiences of our students. The session reaffirmed our collective commitment to excellence and to nurturing learners who are competent, confident, and compassionate citizens of the future.

“Education is not the filling of a pail, but the lighting of a fire.”

*Dr. Neha Ray*  
*PGT English*

## 'Triveni' 2025: Where Curiosity, Creativity and Knowledge Converged

The campus of Royal Global School came alive with colour, curiosity and celebration as the much-anticipated school exhibition, *Triveni*, unfolded on 23 August 2025. True to its name—symbolising the confluence of streams—the exhibition brought together science, mathematics, arts, language and media into a vibrant showcase of student talent and intellect.

The event commenced with a formal inauguration by Chief Guest Mr. R. C. Jain, Chairman of the Board of Secondary Education, Assam, and Guest of Honour Prof. Rupam Jyoti Sarma, Head of the Chemistry Department at Gauhati University. Their presence lent prestige to the occasion, inspiring students to continue striving for excellence and innovation.

Visitors were welcomed into a world of ideas, imagination and inquiry as they explored the diverse departments, each thoughtfully curated to offer a unique experience. The Scintillating Science section stood out with its impressive array of working models and projects. From renewable energy solutions and robotics to thought-provoking displays on environmental sustainability, students demonstrated not only scientific knowledge but also a keen awareness of global challenges. The exhibits reflected a generation eager to innovate for a better tomorrow.

Equally captivating was Magical Maths, where numbers transformed into fascinating puzzles, patterns and practical applications. Through interactive displays and engaging demonstrations, students revealed the beauty and relevance of mathematics in everyday life. Complex concepts were simplified with clarity, proving that maths can indeed be both fun and functional.





The Passionate Performing Arts arena radiated energy and artistic flair. Music, dance and theatrical snippets echoed across the venue, showcasing the depth of talent nurtured within the school. Meanwhile, the English Department struck an emotional chord with a compelling slam poetry presentation, where students recited their self-composed poems exquisitely. Through rhythm, rhyme and raw expression, students voiced their reflections on identity, society and aspirations, leaving the audience deeply moved.

A special highlight was presented by the Mass Media vanguards, who curated a meaningful tribute commemorating the centenary celebration of the legendary Dr. Bhupen Hazarika. Their segment blended research, creativity and multimedia storytelling, honouring the cultural icon's enduring legacy.

The primary section added a delightful touch with a charming puppet show that captivated young and old alike. Beyond its visual appeal, the performance reflected the perseverance, teamwork and imagination of the youngest learners.

Triveni 2025 was more than an exhibition—it was a celebration of holistic education.

It stood as a testament to Royal Global School's commitment to nurturing inquisitive minds, confident communicators and compassionate individuals, proving that when knowledge and creativity converge, brilliance follows.

*Ms. Rumi Bora  
PGT English*



# Roots of Love: Celebrating Grandparents' Day

Love that asks for nothing in return and gives without measure is rare. Yet, for many children, it is found effortlessly in the reassuring presence of their grandparents. With this spirit of gratitude and reverence, Royal Global School celebrated Grandparents' Day—an occasion thoughtfully designed to honour the wisdom, affection, and quiet strength that grandparents bring into every child's life.

From the very outset, the atmosphere on campus was one of joyous anticipation. The celebration commenced with a ceremonial red-carpet welcome, setting a tone of honour and gratitude. Students, proudly representing the diverse states of India in traditional attire, received their grandparents with folded hands, radiant smiles, and heartfelt greetings. This symbolic gesture not only reflected India's cultural richness but also underscored the deep respect that lies at the heart of our traditions.

As the day unfolded, the school premises transformed into a vibrant hub of intergenerational bonding. The campus buzzed with an array of thoughtfully curated activities designed to engage both young and old alike. Mini golf and bowling lanes echoed with laughter, while painting corners blossomed with creativity as grandparents and grandchildren collaborated on colourful masterpieces. Cultural performances added rhythm and grace to the celebration—energetic dances, including a spirited Rajsthani performance and a delightful ballroom sequence, captivated the audience and drew enthusiastic applause. The lively singing room resonated with melodies that transcended generations, as voices young and seasoned joined in harmonious celebration.

Outdoor activities brought an added sense of adventure and vitality to the day. Cycling tracks and horse-riding sessions sparked excitement, offering grandparents a chance to relive youthful moments alongside their grandchildren. Meanwhile, friendly matches in chess, carrom, badminton, table tennis, pool, and squash fostered healthy competition and camaraderie. These shared experiences, marked by playful banter and mutual encouragement, served as gentle reminders that the bond between generations is strengthened not only through words but also through shared moments of joy.

One of the most poignant highlights of the celebration unfolded in the junior library. In a quiet corner adorned with warmth and anticipation, children surprised their grandparents with lovingly handcrafted cards. Each card, though simple in design, carried profound sentiments—expressions of gratitude, admiration, and unconditional love. The sparkle in the grandparents' eyes and the tender smiles exchanged in that





space spoke volumes about the depth of this cherished relationship.

At the Bagicha, the festive spirit continued with professional dance presentations and an array of traditional food stalls that delighted every palate. As the event drew to a close, the school authorities delivered a heartfelt tribute, acknowledging the immeasurable role grandparents play in shaping the character, values, and dreams of every child. Their words resonated deeply, reminding all present that while education shapes the mind, it is often the love and guidance of grandparents that nurture the heart.

Grandparents' Day at Royal Global School was not merely an event on the academic calendar; it was a celebration of legacy, love, and lifelong bonds. It reaffirmed the belief that in honouring our elders, we honour the very roots that sustain and strengthen us. The day concluded not just with applause and photographs, but with renewed gratitude—a collective recognition that grandparents are, indeed, the guiding stars who light the path of every generation that follows.

*Dr. Neha Ray*  
PGT English



# Royal Symphony 2025: A Celebration of Talent and Excellence.

Royal Symphony 2025: A Celebration of Talent and Excellence. On the 14th of December 2025, Royal Global School, Guwahati, came alive with colour, music, and talent as it hosted its annual cultural extravaganza, Royal Symphony. A celebration of creativity, dreams, and excellence, the event was a beautiful showcase of the values that the school cherishes. Felicitations and Auspicious Beginnings The day commenced with the felicitation of the Chief Guest, Ms. Rima Das, acclaimed director and producer of *The Village Rockstar*, and Guest of Honour, Ms. Aparajita Bhargarh, a proud parent of the school. The ceremonial lighting of the lamp marked the inauguration of the event, followed by the serene and soulful Ganesh Vandana, a captivating performance that blended the elegance of Kathak, the grace of Bharatanatyam, and the vibrancy of Sattriya, invoking the blessings of Lord Ganesha and setting a tone of positivity and inspiration for the evening.

## Annual Report and Inspiring Addresses

The Head Boy, Astik Sharma, and Barlin Naaz Ahmed, presented the annual report, highlighting the school's notable achievements and milestones over the year. Dr. Arup Kumar Mukhopadhyay, Director of the school, spoke eloquently about the evening's play, underscoring how it reflected the school's ethos and demonstrated that courage, imagination, and strong character have the power to transform lives. Ms. Harsha Pansari, Executive Director, expressed her commitment to uphold the legacy of her father, Dr. A. K. Pansari, while commending the teachers for their steadfast dedication as the pillars of the institution. In her inspiring address, Ms. Rima Das encouraged students to remain steadfast in pursuing their dreams, assuring them that perseverance, passion, and creativity would always pave the way to success.

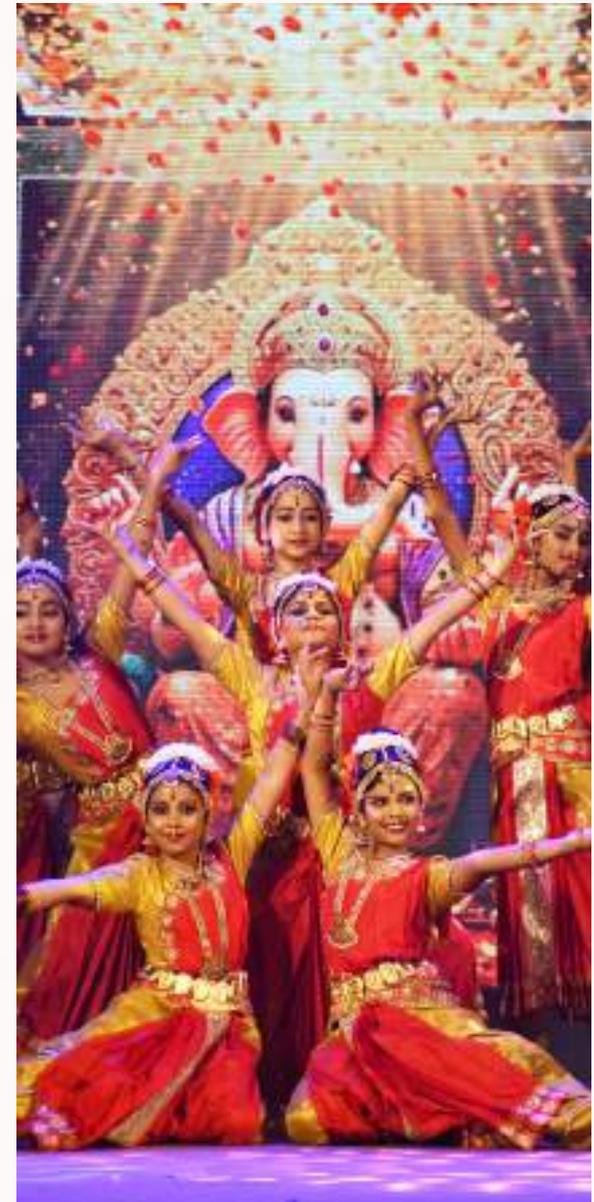
## Honouring Young Achievers

Royal Symphony also celebrated the young achievers of the junior wing, who have brought pride to the school through their talent, dedication, and hard work. The students recognised were: Saisha Jayant Saboo (Cambridge Stage IV), Manya Baid (3B), Ayansh Agarwal (2C), Sourav Mohata (4D), Hrudani Bhattacharjee (4D), Samar Siotia (5C), and Anveer Dev Choudhary (2B). Their accomplishments were applauded by the audience, highlighting the spirit of excellence fostered at Royal Global School. Theatrical Highlight: *Charlie's Chocolate Dream* "A little imagination can take you a long way." – Roald Dahl. The most awaited moment of the evening was the performance of "Charlie's Chocolate Dream", an adaptation of Roald Dahl's timeless classic *Charlie and the Chocolate Factory*, brought to life by students of Grades I to V. With enchanting expressions, mesmerizing dialogues, and vibrant choreography, the young performers captivated the audience, transporting them into Charlie's whimsical world. The programme began with a Prelude by the tiny tots of Neev, whose eloquence, graceful movements, and innocent charm won hearts instantly and set a jubilant, inspiring tone for the evening.

## A Celebration of Dreams, talent, and imagination

Royal Symphony 2025 was more than a school event; it was a grand celebration of dreams, imagination, and the boundless potential of young minds. The performances, speeches, and recognitions combined to create an experience that will remain etched in the memories of students, parents, and teachers alike—a testament to Royal Global School's commitment to nurturing talent, character, and excellence in every student.

Ms. Nabanita Baruah  
PRT





## Founder's Day celebration 2025

Royal Global School, Guwahati marked Founder's Day 2025 with grandeur and heartfelt reverence, celebrating the vision and legacy of its esteemed founders, Dr. A. K. Pansari and Shri A. K. Modi. The evening unfolded in a serene and spiritual ambience, as resonant Vedic chants filled the air, setting a reflective tone for the celebration.

The programme commenced with the gracious felicitation of the Chief Guest, Ms. Sunita Bhuyan, and Guests of Honour, Mrs. and Mr. Shiwji Gupta. The ceremonial lighting of the lamp symbolised the triumph of knowledge over ignorance, followed by a soulful Ganesh Vandana that invoked blessings for wisdom and prosperity.

A key highlight of the evening was the recognition of the school's outstanding achievers. The prestigious Chairman's Medal was conferred upon Shaurya D. Khemka, Huma Abia Kanta, Toshai, and Novyanna Bordoloi for their exemplary accomplishments and leadership. Academic excellence was applauded with awards presented to Aadi Pushpak Kanta, Gautam Jain, Nikita Bora, Saaransh Bansal, Shaurya Khemka, Priyanshi Mundhra, and Zaveri Tahsin.

The celebration also honoured students who excelled beyond the classroom. Samaira Jain was recognised for her achievement at the National Junior Individual Speech & Debating Championship, while Vani Baid earned accolades for securing a Silver award at the Queen's Commonwealth Essay Competition. Vihaan Upadhyay and Viraj Upadhyay were commended for their remarkable mathematical acumen, underscoring the school's strong academic culture.

The annual report, presented by Head Boy Shaurya Deepak Khemka and Head Girl Devangi Jalan, reflected a year of growth, innovation, and achievement. Ms. Sikha Modi Pansari, Executive Director, reaffirmed the institution's commitment to delivering global education deeply rooted in Indian culture, ethics, and social responsibility. Expressing gratitude to teachers and parents, she emphasised the collaborative spirit that continues to shape the school's success. Dr. Arup Mukhopadhyay, Director, highlighted the evolving landscape of education and reiterated Royal Global School's dedication to continuous improvement and mentorship-driven leadership.

The cultural segment of the evening was both vibrant and evocative. The Royal Orchestra captivated the audience with its harmonious presentation. A poignant tribute titled "Aakhakhor Bukut" honoured the legendary Dr. Bhupen Hazarika while fondly remembering Zubeen Garg. The powerful theatrical production "Chanakya – The Kingmaker" showcased strategic brilliance and moral resolve, culminating in a stirring finale, "Bharata Bhagya Bidhata," that left the audience inspired.

The memorable evening concluded with high tea, celebrating not just achievements, but the collective spirit, talent, and dedication that define the Royal Global School community.

*Ms. Rumi Bora  
PGT English*





# Annual Sports Day

Success is no accident. It is hard work, perseverance and passion. To us, participating is important and each student who participates is a winner. The Annual Sports for students of Ey1 to Grade-2 was held on 5th February & Grade-III to IX, XI held on 6th February, 2026 at the Royal Garden. The program commenced with the Marching in of the students led by the Placard holders dressed in the traditional attire of the North-East which was followed by the hoisting of the School flag by the Chief Guest Mr A.K. Modi on the first day and the chief guest for the Second day was Mr Shambhu Yadav Deputy Director of Sports Authority of India, Guwahati center. The program commenced with the March past by the students' setting a tone of unity and team work and the after that torch relay was conducted which added a sense of pride and energy to the ceremony. The flag hoisting and declaration of the meet open by honorable dignitaries marked the formal beginning of sports meet. The release of balloons symbolized freedom, aspiration and the spirit of sportsmanship. The unbridled energy of the young participants was infectious. Dressed in the vibrant hues of the colors representing the four houses, Gandhi, Mother Teresa, Tagore and Vivekananda they were ready to be a part of the Gala event. The agenda was brimming with an array of events like track & field competitions and races for the parents. There was Yog to calm the soul, rhythmic gymnastics that captivated the audience, Taekwondo performance that enchanted the gathering. There was the young jockey Jay Vardhan of Grade VI in his majestic horse Morom, Mriganka Kostov Bora of Grade XI on Lemarc and Purav Aditya Kasyap of Grade IX on I10 who cast a spell on the audience with his horse-riding skills. A colorful mass drill by the students that mesmerized one and all. The prize distribution ceremony honoured the achievers for their outstanding performances, followed by the declaration of the Best House, acknowledging teamwork and collective effort. The event concluded with a vote of thanks, retreat of the flag, and the National Anthem, filling everyone with pride and joy. The Annual Sports Day was a grand success, reinforcing the importance of physical fitness, teamwork, discipline, and perseverance. It truly reflected the school's commitment to the holistic development of its students.

The Chief Guest appreciated the parents for supporting the young students by participating in enjoyable segments such as parents and grandparents races with added fun excitement and strengthened the bond between the school and families. The ideas were echoed by the Director of Royal Global School, Dr. Arup Mukhopadhyay who appreciated the students for the hard work that they have put in. Sports are an integral part of the RGS curriculum, he said as it helps in developing life skills and in creating well rounded individuals. He concluded his speech by saying that every goal gained and every medal won is a step towards becoming a better individual.

*Sports Department*





# Royal Debating Society-Vox Populi: A Year of Voice, Vision, and Victory

The Royal Debating Society, popularly known as Vox Populi, has had an intellectually vibrant and rewarding session, upholding its commitment to nurturing articulate speakers, critical thinkers, and confident individuals. True to its name—the voice of the people—the society continues to provide a dynamic platform where ideas are expressed, challenged, and refined through meaningful discourse.

The core objective of Vox Populi is to cultivate the art of reasoned argument and respectful dialogue among students. By encouraging them to analyse contemporary issues, construct logical arguments, and express their views with clarity and conviction, the society plays a vital role in developing confidence, open-mindedness, and leadership skills that extend beyond the debating arena into everyday life.

Throughout the session, a range of engaging activities were organised to strengthen these goals. Events such as Battle of Wits and Battle of Words provided stimulating platforms for students to think critically, respond spontaneously, and defend their perspectives with poise. The Annual Inter-House Debate Competition witnessed a spirited display of talent, fostering healthy competition and motivating participants to refine their skills while upholding the values of respectful disagreement. These initiatives were further supported by structured training sessions that guided budding debaters in research techniques, argument construction, delivery, and effective rebuttal.

Vox Populi also represented the school with distinction at several prestigious inter-school platforms. Students participated in the 19th East India Debate hosted by The Assam Valley School, the Battle of Wits and Interschool Debate Championship at The Shri Ram School, Moulisari, and Locked Horns at Delhi Public School, Guwahati. At each of these esteemed forums, the debaters displayed remarkable eloquence, confidence, and intellectual depth, bringing laurels to the school and reinforcing its reputation for academic excellence.

The outcomes of this year's initiatives have been both measurable and transformative. Students have demonstrated significant growth in confidence and stage presence, along with an enhanced ability to think analytically and respond thoughtfully under pressure. The society has fostered a culture where informed discussion and respectful disagreement are valued, enabling students to appreciate diverse perspectives. Many participants have discovered their unique voices and emerged as leaders, ready to represent the institution at higher levels.

Looking ahead, Vox Populi remains committed to expanding opportunities for meaningful discourse. With plans to introduce more collaborative debates, model parliaments, and wider participation at national platforms, the society will continue to empower students to use their voices responsibly and effectively.

This session stands as a testament to the transformative power of words and ideas. Vox Populi continues to be a beacon of thoughtful expression, where courage meets conviction and young voices learn to shape the future.

Ms. Himadri Saikia  
TGT English



# MUN-The Diplomats' Desk

The academic session 2025–26 has been a remarkable year for the MUN Club at Royal Global School. With an overwhelming response from students, the club has grown stronger than ever, with more than 40 enthusiastic members actively participating in Model United Nations activities. The consistent interest shown by students reflects their passion for global issues, diplomacy, and leadership.

The session began with an Orientation Programme designed to introduce students to the fundamentals of Model United Nations. The orientation familiarized members with committee procedures, rules of debate, research methods, and the art of diplomacy. It laid a strong foundation for both new and returning delegates, preparing them to confidently participate in conferences throughout the year.

Our students proudly represented the school at several prestigious conferences, including:

IGS MUN (May 2025)

AVS MUN (July 2025)

South Point MUN (October 2025)

SFS MUN (November 2025)

Maria's MUN (October 2025)

At each of these platforms, our delegates demonstrated exceptional research skills, confident public speaking, and strong diplomatic abilities. Their dedication and preparation brought laurels to the school, with students securing several accolades such as Verbal Mentions, Special Mentions, and High Commendations.

To further strengthen their understanding, a Mid-Session Orientation was conducted. This advanced session focused on drafting working papers, preparing effective position papers, delivering impactful presentations, and understanding the finer nuances of committee dynamics. The workshop significantly enhanced students' analytical thinking and collaborative skills, ensuring continuous improvement and growth.

Overall, the MUN Club at Royal Global School continues to be a vibrant and dynamic platform that nurtures critical thinking, leadership, global awareness, and confidence among students. The enthusiasm, achievements, and teamwork displayed this year stand as a testament to the club's success. We look forward to many more milestones in the coming years as our young diplomats continue to make their mark on national and international platforms.



*Ms. Bala Meenakshi Rajkhowa*  
PGT Entrepreneurship/BST

# Crest of Glory



## Royal Global School: A Luminous Year of Excellence and Global Achievement

Royal Global School (RGS), Guwahati, continues to strengthen its stature as a premier educational institution where academic rigor seamlessly meets holistic development. This academic season has been particularly luminous, with students across all grade levels securing prestigious international ranks, publishing literary works, earning global recognition, and excelling across diverse domains.

### Literary Prodigies and Young Authors

The literary landscape at RGS is flourishing, with young writers proving that age is no barrier to intellectual depth and creative brilliance.

Saisha Jayant Saboo of Cambridge Stage IV showcased remarkable imagination through her book *The Enchanted Garden*, while Manya Baid of Grade 3B captivated readers with her creative work, *A Vintage Journey Beyond the Stars*. Adding to this distinguished list, Novyanaa Bordoloi delighted audiences with her charming book, *The Adventures of Casy the Dinosaur*.

Further elevating the school's pride, Vani Baid of Grade 7 earned a prestigious Silver Award at the renowned Queen's Commonwealth Essay Competition, demonstrating exceptional literary finesse on a global platform.

### Mathematical Geniuses and Record Breakers

Precision, speed, and intellectual prowess defined RGS students' achievements in competitive examinations and record-setting accomplishments this year.

Ayansh Agarwal of Grade 2C secured International Rank 1 in the International Mathematics Olympiad (2024–2025), while Sourav Mohata of Grade 4D achieved an impressive International Rank 5.

In a remarkable display of memory and presence of mind, Anveer Dev Choudhary of Grade 2B entered the Assam Book of Records by reciting the names of Booker Prize winners and their novels from the past decade in just 32 seconds.

Yunay Gupta of Grade 3 became the youngest kettlebell record holder at the age of six, earning recognition in both the Assam Book of Records and the World Record category.

Advay Jhunjhunwala of Class 3 also secured a place in the Assam Book of Records by completing the 100m sprint in 20 seconds and the 50m sprint in just 9 seconds—an extraordinary display of athletic prowess at a young age.



## Chairman's Medal and Athletic Triumphs

The Chairman's Medal, reserved for students demonstrating unparalleled dedication and excellence, was awarded to two outstanding achievers.

Shivaay Bajaj of Grade 1 emerged as a true powerhouse on wheels, securing two Gold Medals at the 12th Inter-District Roller Skating Championship and a Bronze Medal in the All India Roller Skating Relay Race in Chennai. Similarly, Virraaj Sarawgi of Grade 6 made remarkable strides in the chess arena. During the Italian International Open held in early 2026, he gained an impressive 122 rating points by defeating several opponents rated above 1700, reflecting his growing stature in competitive chess.

In the broader sporting arena, the school celebrated diverse talents across age groups. Among the primary students, Samaya Pansari (Chess), Hiya Gurbani (Hula Hoop), Akshay Bhuwania (Blindfolded Skating), and Rynaa Das (Swimming) demonstrated exceptional skill and dedication. Adding to the school's commendable achievements in skating, Reshma Chand of Grade VI (B), competing in the Under-12 category, clinched Gold Medals in both the 300-metre and 500-metre Ring Races, underscoring her exceptional speed, precision, and competitive spirit. In swimming, Yuvikaa Kalita of Grade II secured two Bronze Medals in the 25m Freestyle and 25m Butterfly events in the Grade I & II category, while Nahia Caberello of Grade IV earned a Silver Medal in the 25m Freestyle in the Grade III & IV category. Kavyansh Kejriwal further distinguished himself by setting a record for the maximum number of cartwheels performed in one minute.

In the senior categories, sporting excellence was upheld by Utpalakshee Saikia in Pickleball; Sia Sonthalia, Mishka Singhal, and Delesha Agarwal in Roll Ball; Ritisha Myra Rajbongshi in Chess; Vivaan Pansari and Barlin Naaz Ahmed in Tennis; and Jayraj Debnath and Jayashish Debnath for their commendable performance at the 34th All Assam Inter-District Artistic Gymnastics Championships. Adding to these laurels, Mriganka K. Borah of Grade XI brought pride to the institution by winning the Individual Silver Medal in Junior Show Jumping at the 5th Assam State Equestrian Championship, a testament to his dedication and refined skill in equestrian sports.



## Global Recognition and Social Impact

Expanding the school's international footprint, Vihaan Upadhyay of Grade 10 was selected to participate in Pariksha Pe Charcha, an interactive national programme with Prime Minister Narendra Modi, reflecting his academic promise and leadership qualities.

Vihaan further brought laurels to the institution by winning the Best Film Award for Sandwich at the 10th Global Road Safety Film Festival in Morocco under SDG-4 (Quality Education), demonstrating creative excellence aligned with global development goals.

In the sphere of chess-driven social innovation, the FIDE Social Commission conferred the FIDE Outstanding Social Award upon Vihaan Upadhyay (Grade 10) and Viraaj Upadhyay (Grade 8) for their pioneering initiative, Pawns to King, which highlights the transformative power of chess as a tool for community development and empowerment.



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It was the morning of 17th December when I got to know that I have been selected to be a participant in “Pariksha Pe Charcha”, the flagship annual event where Honourable Prime Minister of India Sri Narendra Modi interacts with school students and gives them valuable tips to ace the exams in a stress free environment. My joy knew no bounds as I had been following this program since its inception in 2018 and always imagined how it would feel to be a part of this inspiring program.

The selection process ensured that 25 best children from across the State made the cohort that would interact with the most popular and inspiring leader of the World. I was very fortunate to be one of the 7 students who were given a chance to ask our questions to PM sir. The venue for “Pariksha Pe Charcha” was a cruise boat on river Brahmaputra, a perfect setting for the event. All the students were taken to the ferry for familiarisation and briefed by the authorities on the protocol to be followed while meeting the honourable PM sir. It all felt so surreal.

Finally the day of the event arrived. It was 21st December, 2025. We all reached the venue by 8 am in the morning. All of us had a sense of anxiety as the moment of meeting Hon'ble Prime Minister was coming close. But these moments of anxiety faded the moment PM sir came and greeted us warmly. It felt like we were in presence of a member of our own family, such was his disarming aura and presence.

The interaction was extremely friendly and cordial. We had full freedom to ask all our doubts regarding exams, which Hon'ble Prime Minister replied to by sharing anecdotes of his life and examples which immediately cleared all doubts. I asked him about smart techniques for revision and he answered by giving example of making it a fun activity, like we do while playing the popular game of Antakshari. He never made any child feel that they were interacting with the Prime Minister of the nation, such was his charisma. Although the schedule for interaction was meant to be for 40 minutes considering his extremely busy schedule, Hon'ble Prime Minister spent more than 90 minutes with all of us. The whole atmosphere was so fun- filled and enjoyable that I lost track of time.

At last, PM sir gave all of us a pack of sweets and wished us all the best for our examinations. Those 90 minutes were the most memorable time of my life. The inspiring and motivating words of Hon'ble Prime Minister gave us much needed boost in our morale before examinations.

”

Vihaan Upadhyay, XC

## Oratory, Research, and Academic Proficiency

Articulate expression and scholarly inquiry remain cornerstones of the RGS educational philosophy.

Samar Siotia of Grade 5C and Samaira Jain of Grade 6 earned the prestigious “Versatile Voice” title at the National Junior Individual Speech and Debating Championship, showcasing exemplary oratory skills.

On the academic front, Shaurya Deepak Khemka achieved an outstanding SAT score of 1530/1600 and had his research paper acknowledged in the IOSR JCE Journal. Huma A Kanta secured an impressive SAT score of 1520/1600, with her research recognized by Azerbaijan Technical University. The school also proudly recognized Toshai Siyem as a promising painter for his exceptional artistic vision. Academic Proficiency Awards were presented to the top scholars of each grade: Aadi Pushp Kanta (Grade 7), Gautam Jain (Grade 8), Nikita Bora (Grade 9), and Saraansh Bansal (Grade 10). The graduating cohort of Grade 12 was led by Shaurya Deepak Khemka (Science), Priyanshi Mundhra (Commerce), and Zaveri Tahsin (Humanities), reflecting academic distinction across streams.

## A Legacy of Excellence and Purpose

The achievements of this academic year reaffirm Royal Global School’s unwavering commitment to nurturing intellect, creativity, leadership, and social responsibility. From international Olympiads and literary milestones to global film festivals, national dialogue with the Prime Minister, world records, and impactful social initiatives, RGS students continue to set benchmarks that transcend classroom boundaries.

As the institution moves forward, it does so with the conviction that true education extends beyond accolades—it is about shaping compassionate innovators, resilient achievers, and responsible global citizens. The luminous accomplishments of its students stand as a testament to a culture where excellence is not an exception, but a tradition.

*Ms. Gargi Nandi  
TGT English  
Dr. Neha Ray  
PGT English*

# Hall of Achievements



## The Spirit That Shines Brightest

From intellectual contests and inter-school literary events to prestigious sports championships and creative competitions, RGS students showcased confidence, discipline, and competitive spirit.

Intellectual forums such as debates, Model United Nations (MUNs), and quizzes form the vibrant soul of Royal Global School's academic culture. These platforms transcend competition—they nurture critical thinking, articulate expression, diplomatic dialogue, and collaborative leadership. Through structured discourse, global perspectives, and knowledge-based challenges, students learn not only to speak with confidence but to think with clarity, reason with empathy, and act with responsibility. Such events shape learners into informed global citizens, prepared to engage with the world through intellect, integrity, and insight.

**Voices carry courage,**

**Arguments bloom like spring,**

**And silence learns to listen.**

The Debate Competitions provided a powerful platform for students to engage in critical discourse, logical reasoning, and articulate expression. RGS participants demonstrated confidence, clarity of thought, and intellectual maturity while presenting structured arguments and rebuttals.

### **Achievements & Highlights :**

Royal Global School defeated **Assam Valley School (Team Red)** in the opening round of the **19th East India Debates**

Victory against **Hollotoli School, Nagaland** in the second round

Reached **Quarterfinals** (lost to St. George's College, Mussoorie)

Represented RGS at **Shri Ram Interschool Debate, Mousari**

MAH Inter-School Debate

The debate team — Sanchi Nahata, Dhruv Bagri, and Diya Saraogi — delivered a commendable performance and reached the finals, narrowly missing the top position, earning appreciation for eloquence and reasoning .

Inter-School Debate (DPS Guwahati)

**Runners-up:** Royal Global School (Team A)

**Winners:** Saint Francis De Sales School (SFS)

Royal Global School proudly participated in the prestigious JEDI hosted by The Doon School, Dehradun (29–30 August 2025). The team comprising Sanchi Nahata (Class 9), Diya Saraogi (Class 9), and Rasesh Agarwal (Class 7) of secured a notable victory in one of the preliminary rounds and gained invaluable exposure competing against some of the finest young debaters in the country.

### **Model United Nations (MUN)**

**In Model United Nations,**

**Borders dissolve into dialogue,**

## CELEBRATING COMPETITIVE SPIRIT

“They did not chase success —  
they became worthy of it.”

Between the quiet turning of months and the echo of applause,  
our students walked paths of courage, discipline, and becoming.

They entered arenas not to conquer,

but to grow.

Not to compete,

but to rise.

Fields witnessed their strength,

stages felt their voices,

halls heard their heritage,

and minds carried their vision.

Some returned with medals,

others with memories —

all returned transformed.

For in every contest,

they found not just victory,

but values;

not just success,

but self.

**And students speak not as children,  
But as custodians of a changing world.**

**These are not events —  
They are beginnings.**

The Model United Nations Conference nurtured diplomacy, leadership, research excellence, and global awareness among students. Delegates displayed exceptional skills in negotiation, public speaking, and collaborative problem-solving while addressing complex global issues with maturity and responsibility.

**Achievements and Highlights :**

ASSAM VALLEY SCHOOL MUN 2025

Winners & Awards

Best Delegate – Vaibhav Baheti

Special Mention – Pragyan Sharma (Lok Sabha Committee)

Verbal Mentions – Ragini Das, Aanya Goel, Sanchi Nahata

Best Journalist – Diva Bhajanka

Maria's Public School MUN 2025

Award Winners (Royal Global School):

High Commendation–I: Vaibhav Baheti

High Commendation: Jiya Jain

Verbal Mentions: Sanchi Nahata, Viraj Upadhyay

**Best Team Management Award:** Tashi Agarwal .

The experience cultivated confident global citizens, prepared to lead with empathy, intellect, and responsibility.

Quiz

Questions shimmer like stars,

Each answer a spark,

Lighting corridors of curiosity.

The Quiz Competition ignited intellectual curiosity and academic excellence among students. Our budding learners showcased remarkable knowledge, presence of mind, and analytical thinking across disciplines, reflecting academic rigor and teamwork.

Participants: Novyanna Bordoloi, Tiana Jain, Ronnie Talukdar, Viraj Upadhyay

Achievement and Highlights :

Novyanna Bordoloi, Tiana Jain, Ronnie Talukdar, Viraj Upadhyay proved their mettle and secured the 3rd Position in the Pi-Mpossible Challenge – Mathematical Showdown .

(Final Round of the Round Square Podcast Competition) .The competition promoted confidence, collaboration, and a lifelong passion for learning.

Cryptic Crossword Contest (CCCC XIII – City Round)

Kreesha Jain and Prayash Kalita (Class XI) secured First Position at the 13th National Inter-School Cryptic Crossword Contest held at IIT Guwahati and qualified for the National Round thereby bringing laurels to the school .

A spark of thought, a coded dream,

A silent pulse, a silver beam.

From whispered wires to satellites high,  
It teaches minds to soar and fly.

STEM / Robotics / Innovation

STEM and innovation competitions inspired creativity, scientific temper, and technological excellence through hands-on learning experiences. Students actively engaged in robotics, artificial intelligence, coding, aeromodelling, and physical computing, demonstrating curiosity and problem-solving skills.

Leadership & Coordination:

Dr. Arup Mukhopadhyay (Director)

Mr. Nabojoyoti Gupta (STEM Educator & Camp Coordinator)

Achievement and Highlights :

Successful hosting of Royal Maker Camp 2025, fostering innovation and experiential STEM learning.

These platforms empowered learners to become innovators, critical thinkers, and future-ready leaders.

TECHNOVA 2025 – Inter-School Technology Fest (Hosted by RGS)

Successful execution of inter-school competitions in AI Modelling, Mini Hackathon, Python Coding, Digital Poster Design, and Videography.

Academic & Literary Engagements

Academic and literary competitions cultivated intellectual curiosity, critical thinking, and expressive excellence among students. Activities such as storytelling, creative writing, literary circles, book talks, panel discussions, and reading initiatives strengthened communication skills and a culture of learning.

In strokes of colour and lines of light,

Art speaks where words fall silent.

Paintings bloom like dreams on canvas,

Craft and creation shaping patience and grace.

In music, literature, exhibitions, and every academic pursuit,

Young minds rise with imagination and courage.

For beyond trophies and titles,

These moments nurture creators —

Where talent shines,

And learning turns into beauty.

The Art and Recitation Competitions together celebrated creativity and expression, as students showcased their imagination through vibrant artwork and brought words to life with confident, expressive recitations.

**Achievements and Highlights :**

Botanique 3.0 – Creative Art Competition

Through colors, strokes, and imagination, Afrin Yasmin (VIII A) transformed simple canvas into a powerful story and won the first prize in Botanique 3.0 – Creative Art Competition organised by Assam Royal Global University

The Queen's Commonwealth Essay Competition 2025

With a powerful pen, clarity, reflection and insight Vani Baid (VII C) turned simple thoughts into compelling expressions of intellect and creativity bagged the Silver Award in the essay writing competition .

Sanskrit & Hindi Competitions

Where rhythm meets expression, and verses come alive through tone, pause, and passion. Each reciter becomes a storyteller, painting vivid pictures not with colors, but with voice

and feeling. Through confidence, clarity, and graceful modulation, RGS reciters touched the hearts of listeners, turning simple lines into unforgettable experiences.

#### Achievements and Highlights

At the Inter-School Sanskrit Shloka Recitation Competition:

Rupal Jain (Class 8) – Second Position (Senior Category)

Siya Sonthalia (Class 9) – Third Position (Senior Category)

Shraddha Sharma (Class 6) – Second Position (Junior Category)

In the Hindi Poetry Recitation Competition:

Jisha Jain – Second Position

Students represented the school with distinction at the Bards' Banquet Poetry Recitation Competition, an inter-school literary event hosted by the Royal School of Languages at Royal Global University, celebrating multilingual expression in English, Hindi, and Assamese.

The enthusiastic participation of Royal Global School reflected its unwavering commitment to excellence and holistic development. With confidence and determination, RGS students embraced every opportunity to learn, compete, and grow, upholding the school's spirit of perseverance and pride. Some of the events where the students participated are :

Mock Round Square Conference

A two-day conference focusing on environmentalism, sustainability, and leadership through debates, workshops, and interactive sessions.

Utsav Child Rights Conference

Students participated in interactive sessions on identity, rights, digital safety, and social responsibility.

CBSE Bharatiya Bhasha Summer Camp

A multilingual camp promoting Indian languages through poster making, recitation, dance, music, and dialogue presentations.

Major Initiative:

P.N. Panicker National Reading Month Celebration (2025)

– Promoted literacy, imagination, and lifelong learning across all grades .

*Kabita Kalita*

*TGT English*

# The Boarding House Tales



# Finding Home Away from Home: My Journey at Royal Global School

When I first crossed the threshold of the Royal Global School hostel in 2023 as a Grade IX student, I had no idea I was stepping into an environment that would fundamentally reshape my identity. I arrived with a suitcase full of belongings, but also with a heart heavy with fear, excitement, and endless questions. I knew no one, understood nothing of the rhythm of hostel life, and honestly, that first night felt interminable. The pang of missing home—especially Mumma and Papa—was acute, and sleeping in a room full of strangers felt both alien and overwhelming.

Initially, the strict discipline of the routine seemed impossible to adjust to, yet over time, it transformed from a rigid schedule into a comforting habit—one I eventually came to enjoy. The day begins early at 6:00 AM with morning PT, infusing the campus with energy before the sun has fully risen. After breakfast and school, the hostel comes alive again with the day's highlight: sports, which everyone eagerly anticipates. Evenings are dedicated to supervised prep sessions where teachers patiently guide us, clearing doubts individually to ensure no student is left behind. After dinner comes self-study, and by 10:30 PM, lights go out—though, in truth, that is often when the real essence of hostel life begins.

My first few days in Gulmohar were undeniably the hardest. Everything felt foreign, and despite my best efforts, I struggled to adapt immediately. I made small mistakes, felt adrift in the new routine, and missed home with an intensity that sometimes made me want to flee back to comfort. But slowly, the tide turned. The very strangers I had been nervous around blossomed into my closest friends. My batchmates noticed when I was quiet, sat beside me, made me laugh, and ensured I never felt isolated. The seniors welcomed us with the warmth of elder sisters, always ready to guide, support, and protect us. Without me even realizing it, the hostel ceased to be an unfamiliar dormitory and began to feel like home. Over time, this place has transformed me completely. Before joining, I was a shy girl who hesitated to speak in class or ask a question. Today, I stand confident, independent, and capable of making my own decisions. If someone had told my younger self that I would one day become Vice House Captain, I would never have believed them. This hostel gave me courage I never knew I possessed. It has taught me resilience, empathy, and the importance of standing by others. It has shown me how to coexist with differences, overcome loneliness, and find strength within myself.

One of the most beautiful aspects of our life here is the diversity that surrounds us. We come from different places, cultures, families, and traditions, yet under this one roof, we have slowly forged a family of our own. Festivals here are never solitary events; they become collective celebrations. A memory etched in my heart is celebrating Holi last year. Many of us could not go home due to board exams, and it was my first time celebrating away from my family. The night before, sleep evaded me as homesickness washed over me. But the next day, as colors filled the campus and we danced and laughed together, something shifted. I was no longer missing home because, in that moment, we had created a home within each other.

Of course, hostel life is not without its challenges. There are days when homesickness quietly creeps in, or the bustling routine feels overwhelming. But it is the little moments that make it all worthwhile: the late-night conversations where we gather in one room discussing random topics, laughing over the silliest jokes, and sharing snacks secretly stashed in suitcases. The corridors echo with laughter after long days, and the small, unplanned moments of joy are what I cherish most. Even the birthday surprises—simple affairs with chart paper, handwritten notes, and ribbons—mean more to me than any grand celebration ever could. There is not a single day where we do not create a memory; even the smallest events find a permanent place in our hearts.

Strangely, exams also bring us closer. My batchmates and I sit together in study halls for hours, clearing each other's doubts; if one understands a topic better, they naturally help the others. Seniors guide juniors like mentors, sharing their own tricks to simplify our studies. When I appeared for my board examinations, the constant support from friends, seniors, and the teachers who stayed back for us truly made all the difference.

I cannot write about hostel life without mentioning our warden, Poonam Ma'am, who truly feels like a second mother to us all. Her care goes far beyond professional responsibility. She notices the smallest details—whether someone has skipped a meal, is feeling unwell, or is quietly having a difficult day. Despite managing so many students, she somehow gives

each of us personal attention, making us feel seen, safe, and loved.

Today, when asked about my favorite hostel memory, I find it impossible to choose just one. My life here cannot be defined by a single moment because it is a mosaic of laughter, struggles, growth, and friendships that will last a lifetime. For me, the hostel is no longer just a place to stay; it is my second home and an integral part of who I am. Within the walls of Gulmohar, I have learned thousands of lessons alongside the best people who made me smile every single day. The family I created here will stay with me throughout my life.

I truly believe everyone should experience hostel life at least once, for it is a unique and transformative journey. As I look back, I know one thing for certain: joining the RGS hostel was not just a decision—it was the beginning of the most beautiful chapter of my life.

Vridhi Harlalka, XI C



# Ballads of the Brahmaputra





Artist: Toshai Siyem  
Medium: Pencil Study  
Grade: XII

Where the mighty Brahmaputra bends and breathes through the heart of Assam, music rises like mist over its waters — timeless, tender, and eternal. Ballads of Brahmaputra is a tribute to two voices who turned the river's whispers into songs that will never fade.

Dr. Bhupen Hazarika — the Bard of the Brahmaputra — sang not only melodies but movements. His voice carried the pain of the unheard, the dreams of the humble, and the hope of humanity. In his songs, the river became a metaphor, the soil found speech, and Assam found its global echo.

Then comes Zubeen Garg — a storm and a serenade in the same breath. With passion in his notes and Assam in his soul, he bridges generations, blending heritage with heartbeat, tradition with tempo. His music speaks to the restless youth yet bows to the roots that ground him.

Two eras. Two voices. One river.

Like vintage vinyl spinning stories of yesterday and today, their melodies flow endlessly — reminding us that legends are not remembered; they are felt. And as long as the Brahmaputra continues its eternal journey, these ballads will ripple through time.



Bhumika Nath  
TGT, Assamese

Artist: Shrya Deb Roy  
Medium: Pencil Study  
Grade: XII

## Zubeen Garg: The ICON of Assam

The night Assam went quiet, it wasn't silent.

Radios played softly in village homes. Old cassette players were taken out of cupboards. Someone sang off-key near the riverbank, and no one asked them to stop. Zubeen Garg's voice floated everywhere – over tea gardens, across city streets, through childhood memories that refused to fade.

When news of his passing spread, people didn't cry loudly. They remembered.

They remembered a boy from Jorhat who sang like the earth itself had taught him. A man who refused to leave his roots behind, even when fame tried to pull him away. A voice that spoke of love, anger, protest, pain, and pride, always in his own way.

In Guwahati, candles lined the roads. Fans didn't just call him a singer; they called him 'one of us'. His songs had been played at weddings and protests, during heartbreaks and celebrations. He had argued, stumbled, stood back up and always sung honestly.

Schools held assemblies where children sang his music without fully understanding the weight of the lyrics, yet somehow feeling them. Young artists promised to sing in their own languages, to stay brave, to stay rooted, because that's what Zubeen had taught without ever standing on a podium.

Though his voice no longer rose from a stage, it lived on everywhere, in headphones, in humming kitchens, in late-night bus rides, in Assam's heartbeat. His body may rest, but his voice lives on—in every heart that ever listened.

*Varlina Das, V A*

## Zubeen Garg : The Lifeline of a Million Hearts

Close your eyes for a moment...

Imagine a voice that does not simply reach your ears, but finds a place within you —

A voice that has accompanied joy, softened sorrow and spoken emotions you never knew how to express.

For many of us, that voice has a name — Zubeen Garg.

But pause for a second...

Is he merely a singer?

Or is he something far more personal?

Zubeen Garg is not just an artist who creates music; he is an experience that quietly weaves itself into people's lives. His songs do not feel like performances rather they feel like conversations. Honest, intimate and profoundly human.... Each note carries a sense of sincerity that listeners do not just hear but deeply feel.

What makes him truly remarkable is the connection he builds. He never appears distant or untouchable. Instead, he feels like a voice that belongs — echoing dreams, reflecting struggles and understanding silences. His music does more than entertain; it resonates.

In a world constantly urging us to chase more, display more, become more, his presence offers a rare stillness. Through both his artistry and simplicity, he reminds us that authenticity speaks louder than appearance and that true depth requires no spectacle.

Have you ever listened to a song and felt it understood you?

Have you ever found comfort in words that seemed to mirror your own heart?

That is the quiet power of Zubeen Garg !!

His music gently imparts lessons no textbook can teach —acceptance and the beauty of embracing life in its fleeting nature. It speaks of love that flows naturally, emotions that remain unforced and moments that must be cherished before they pass.

Perhaps that is why his presence endures. Not because of fame, not because of recognition but because of the truth his voice carries. His legacy lies not only in melodies but in the countless hearts that have found meaning, comfort and strength through his songs.

So, who is Zubeen Garg?  
Not merely a name...  
Not merely a voice...  
But a feeling that stays...  
Long after the music fades....

*Bhargavi Devi, XI E*

## Voice of Assam

Zubeen sings with a voice so true,  
Bringing gentle smiles to me and you.  
From Assam's heart his magic flows  
Everywhere his magic grows.

Like Mayabini, he cast a spell,  
In woven tunes where emotions dwell.  
Like Pakhi he flew away too soon,  
But his songs still soar across the sky.

Each song we sing and dance with pride,  
Assam's soul, its heart and guide.  
We listen to his songs each night,  
His voice, our moon, our shining light.

From Mayabini to Ya Ali,  
His songs are totally words of art  
For me and you, and you and me.

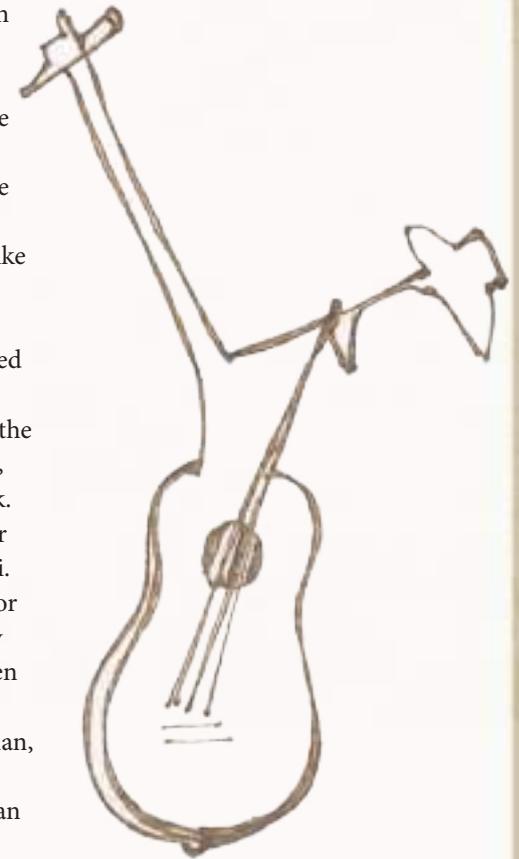
He is Assam's melody.

*Ayana Gogoi Hazarika, IV A*

## Zubeen Garg - A leader and an Icon

Zubeen Garg was not only the name of a hallowed singer, thoughtful composer, crowd-pulling actor, a mellifluous instrumentalist, nuanced script writer and an emphatic large-hearted philanthropist. He was, is and will remain a cultural icon for the people of Assam. His music was not only genre centric, ranging from melodies to love songs and the serene Piya Re, it was a voice that bound the generation. When he sang 'Ya Ali', the world listened and was amazed by his art. Every note resonated with the listeners, it became the voice of the people. Every octave had an untold story, an impression that remains indelible. Fame and fortune kissed his feet, but in moments of solitude, he was like the three-year old boy who started playing music in his modest courtyard. He had a heart for giving, not taking. His charity was not for the media or the endless camera shooters. It was generated from a place of genuine empathy and kindness. There is a small anecdote that when someone asked him for help, he was out on the road and had nothing to give. So, he took out his expensive ring, gave it to that nameless person and walked without turning back. What I admire about him is his creativity and linguistic behavior that he could sing in so many languages like Nepali and Punjabi. He sang in more than forty languages. He came into the world for a short span, and filled our hearts and minds with his generosity of spirit and song, and went out of this world being a star. Zubeen means something that touches the sky. I believe stars never die; they shine on us as guiding lights. He is my cultural icon, guardian, a leader and a visionary artist who continues to proudly elevate Indian music with passion, determination and fervor; not at all an ordinary singer. 8/11/1972 — 19/09/2025  
JOI ZUBEEN DA!

*Atharva Shandilya, VI B*



## गीत – “दिल हूम हूम करे” गीतकार – भूपेन हज़ारिका

भूपेन हज़ारिका (8 सितंबर 1926 – 5 नवंबर 2011) आधुनिक भारतीय संगीत के महान गीतकार, गायक, संगीतकार और मानवतावादी चिंतक थे। उनका जन्म असम के सादिया में हुआ। बचपन से ही उन्हें संगीत और साहित्य में गहरी रुचि थी। मात्र 10 वर्ष की आयु में उन्होंने ऑल इंडिया रेडियो से पहला गीत गाया। बनारस हिंदू विश्वविद्यालय से उच्च शिक्षा प्राप्त की तथा कोलंबिया विश्वविद्यालय (अमेरिका) से पी-एच.डी. की उपाधि प्राप्त की। इनके गीतों में मानवता, करुणा, सामाजिक न्याय, शोषण-विरोध और विश्व-बंधुत्व की भावना स्पष्ट दिखाई देती है। भूपेन हज़ारिका ने असमिया, हिंदी और बंगाली सहित अनेक भाषाओं में गीतों की रचना की। प्रसिद्ध गीतों में “दिल हूम हूम करे”, “गंगा मेरी माँ का नाम” आदि शामिल हैं। उनकी मधुर और भावपूर्ण आवाज़ के कारण उन्हें ‘सुधाकंठ’ कहा गया। उन्हें पद्म भूषण, दादा साहब फाल्के पुरस्कार तथा मरणोपरांत पद्म विभूषण से सम्मानित किया गया। 5 नवंबर 2011 को उनका निधन हुआ। भूपेन हज़ारिका भारतीय संगीत और साहित्य में मानवतावादी चेतना के अमर स्वर हैं।

गीत – “दिल हूम हूम करे” भूपेन हज़ारिका द्वारा रचित एक भावपूर्ण गीत है। इस गीत में कवि ने मनुष्य के मन में छिपे दुख, अकेलेपन और बेचैनी को सरल शब्दों में व्यक्त किया है। इस गीत में “दिल हूम हूम करे” का अर्थ है—हृदय के भीतर लगातार उठने वाली उदासी और पीड़ा। यह पीड़ा इतनी गहरी है कि उसे शब्दों में पूरी तरह कहा नहीं जा सकता। व्यक्ति बाहर से शांत दिखाई देता है, लेकिन भीतर उसका मन अशांत रहता है। गीत में कवि ने बताया है कि जब मन दुखी होता है तो नींद नहीं आती, चारों ओर सत्राटा सा लगने लगता है और व्यक्ति अपने ही विचारों में डूब जाता है। यह स्थिति जीवन के कठिन अनुभवों से उत्पन्न होती है। यह गीत केवल व्यक्तिगत दुख की बात नहीं करता, बल्कि समाज में उपेक्षित लोगों की पीड़ा को भी प्रकट करता है। यह हमें दूसरों के दुख को समझने और उनके प्रति संवेदनशील बनने की प्रेरणा देता है। गीत की भाषा बहुत सरल और प्रभावशाली है। इसमें कोई कठिन शब्द नहीं है, फिर भी भाव बहुत गहरे हैं। “दिल हूम हूम करे” एक मार्मिक गीत है, जो मनुष्य के अंदर छिपे दुख और भावनाओं को सच्चाई के साथ प्रस्तुत करता है। यह गीत हमें भावनात्मक रूप से जोड़ता है और संवेदनशील बनाता है।

मधुर और धीमा संगीत गीत की संवेदनशीलता को और बढ़ा देता है। उनके प्रसिद्ध गीतों में— “दिल हूम हूम करे”, “गंगा मेरी माँ का नाम”, “बिस्ती जाओ बिस्ती जाओ” और “सागर संगम”

जैसे गीत शामिल हैं, जो आज भी उतने ही प्रासंगिक हैं। भूपेन हज़ारिका : जीवन, कृतित्व और व्यक्तित्व

डॉ० शैलेश मिश्रा

## भूपेन हज़ारिका : जीवन, कृतित्व और व्यक्तित्व

भूपेन हज़ारिका भारतीय सांस्कृतिक चेतना के विराट, बहुआयामी और लोकमानस-निष्ठ महापुरुष थे। उनका व्यक्तित्व मानवीय करुणा, सामाजिक प्रतिबद्धता और सांस्कृतिक समन्वय का अद्वितीय आलोक-स्तंभ था। उन्होंने संगीत को जन-जागरण, राष्ट्रीय एकात्मता और वैश्विक मानवतावाद का सशक्त साधन बना दिया। उनकी वाणी में ब्रह्मपुत्र की गाम्भीर्यपूर्ण अनुगूँज और लोकजीवन की आत्मीय स्पंदना एक साथ प्रतिबिंबित होती थी। वे केवल कलाकार नहीं, बल्कि युगद्रष्टा, लोकनायक और मानवीय अस्मिता के अमर पुरोधा थे। भारतीय संगीत जगत में भूपेनदा एक ऐसे अमर गायक के रूप में स्मरण किए जाते हैं, जिन्होंने अपने स्वर से न केवल असम, बल्कि पूरे भारत को एक सूत्र में बाँधने का प्रयास किया। वे केवल गायक नहीं, बल्कि मानवता के सच्चे पुजारी, सांस्कृतिक दूत और लोकजीवन के प्रतिनिधि थे। उनका जीवन संघर्ष, साधना और समाज-सेवा का अनुपम उदाहरण है। भूपेन हज़ारिका का जन्म 8 सितंबर 1926 को असम के सादिया में हुआ। उनके पिता नीलकांत हज़ारिका शिक्षक थे और माता शांतिप्रिया हज़ारिका लोकगीत गाया करती थीं। वे दस संतानों में सबसे बड़े थे, इसलिए बचपन से ही उनमें नेतृत्व और उत्तरदायित्व की भावना विकसित हुई। घर में संगीत का वातावरण था, जिसने उनके भीतर कला के बीज बो दिए। मात्र दस वर्ष की आयु में उन्होंने अपना पहला गीत लिखा और गाया। यही से उनके संगीत जीवन की आधारशिला रखी गई।

प्रारंभिक शिक्षा असम में पूर्ण करने के बाद उन्होंने गुवाहाटी के कॉटन कॉलेज से अध्ययन किया। उच्च शिक्षा के लिए वे अमेरिका गए और COLUMBIA UNIVERSITY से पीएच.डी. की उपाधि प्राप्त की। वहाँ उनकी भेंट प्रसिद्ध गायक एवं मानवाधिकार कार्यकर्ता PAUL ROBESON से हुई, जिनसे प्रेरित होकर उन्होंने संगीत को सामाजिक परिवर्तन का माध्यम बनाया। भूपेन हज़ारिका की अभिरुचि संगीत, साहित्य, पत्रकारिता और सिनेमा में थी। वे अपने गीत स्वयं लिखते, संगीतबद्ध करते और गाते थे। उनकी स्वर-साधना में लोकधुनों की सरलता और शास्त्रीय संगीत की गंभीरता का अद्भुत समन्वय दिखाई देता है। उनकी आवाज़ में करुणा, आत्मीयता और गहराई थी, जो सीधे श्रोता के हृदय को स्पर्श करती थी। भारतीय संगीत में योगदान उन्होंने असमिया लोकसंगीत को राष्ट्रीय और अंतरराष्ट्रीय मंच पर प्रतिष्ठित किया। उनके गीत सामाजिक समरसता, राष्ट्रीय एकता और मानवीय मूल्यों के वाहक थे। फ़िल्म RUDAALI का गीत “दिल हूम हूम करे” उनकी लोकप्रियता का सशक्त उदाहरण है। उन्होंने भारतीय संगीत को केवल मनोरंजन तक सीमित नहीं रखा, बल्कि उसे समाज-चेतना का माध्यम बनाया।

भूपेन हज़ारिका के गीत और संगीत की सबसे बड़ी विशेषता उनकी मानवीय संवेदना और लोकधर्म आत्मा थी। उनके स्वरों में ब्रह्मपुत्र की गहराई, लोकजीवन की सरलता और समाज की पीड़ा का सजीव स्पर्श मिलता था। वे अपने गीत स्वयं लिखते, स्वयं संगीतबद्ध करते और स्वयं गाते थे, इसलिए उनमें कृत्रिमता नहीं, बल्कि आत्मा की सच्चाई झलकती थी। उनके संगीत में असमिया लोकधुनों की मधुरता, शास्त्रीयता की गंभीरता और सामाजिक चेतना का सशक्त स्वर एक साथ उपस्थित रहता था। वे प्रेम, विरह, अन्याय, मानवता और राष्ट्रीय एकता जैसे विषयों को अत्यंत सहज भाषा में व्यक्त करते थे, जिससे सामान्य जन भी उनसे जुड़ाव महसूस करता था। उनकी गहरी, करुण और आत्मीय आवाज़ सीधे हृदय को स्पर्श करती थी—इसी कारण लोग उनके गीतों को केवल सुनते नहीं थे, बल्कि उन्हें अपने जीवन का हिस्सा बना लेते थे।

भूपेन हज़ारिका केवल गायक ही नहीं बल्कि एक संगीतकार, कवि, फिल्म निर्देशक और चिंतक—सभी रूपों में अद्वितीय थे। वे भारतीय जननाट्य संघ (IPTA) से जुड़े और जन-जागरण के सांस्कृतिक अभियानों में सक्रिय रहे। उन्होंने असमिया सिनेमा को नई दिशा दी और अनेक फिल्मों का निर्माण व निर्देशन किया। उनका व्यक्तित्व सौम्य, विनम्र और संवेदनशील था। भूपेन हज़ारिका को अनेक प्रतिष्ठित सम्मानों से अलंकृत किया गया। उन्हें दादा साहब फाल्के अवार्ड (DADASAHEB PHALKE AWARD), पद्म भूषण (PADMA BHUSHAN) तथा मरणोपरांत भारत रत्न (BHARAT RATNA) से सम्मानित किया गया। भारत रत्न उन्हें इसलिए प्रदान किया गया क्योंकि उन्होंने भारतीय संगीत और संस्कृति को विश्व-पटल पर नई पहचान दी तथा मानवता और राष्ट्रीय एकता का संदेश अपने गीतों के माध्यम से फैलाया।

असम और भारत के लोग भूपेन हज़ारिका से इसलिए प्रेम करते थे क्योंकि वे जन-जन के गायक थे। उनके गीतों में आम आदमी की पीड़ा और आशा की झलक मिलती थी। वे सरल, सहज और विनम्र व्यक्तित्व के धनी थे। यदि महामानव की परिभाषा ऐसे व्यक्ति से है जो अपने जीवन को समाज के कल्याण हेतु समर्पित कर दे, तो भूपेन हज़ारिका निश्चय ही उस श्रेणी में आते हैं। उन्होंने असम की संस्कृति, भाषा और लोकधुनों को वैश्विक पहचान दिलाई। ब्रह्मपुत्र और असम की प्रकृति उनके गीतों की आत्मा थे। उन्होंने असम को राष्ट्रीय मुख्यधारा से जोड़ा और उसकी सांस्कृतिक अस्मिता को सुदृढ़ किया।

आलेख: उदय शंकर देव

विभागाध्यक्ष: हिंदी संस्कृत

## পোহৰ

এয়া সূৰ্যৰ পোহৰ নহয়  
নহয় জোনৰ পোহৰ,  
এয়া বৈদ্যুতিক পোহৰ নহয়  
এয়া যে ঐশ্বৰিক পোহৰ।  
যি পোহৰে দুখীয়াৰ বাবে  
শান্তি আৰু আনন্দ বিলায়,  
নিঃসহায়, নিঃকিনক  
জীয়াই থকাৰ বাট দেখুৱায়।  
মুক্ত আকাশৰ তুমি আছিলি পখী,  
তোমাতেই আছিল ঐশ্বৰিক শক্তি,  
কিয় গুছি গ'লা সাগৰ তলিত  
ভাবি ভাবি উত্তৰ নাপাও বিচাৰি!

বিবেক পৰায়ন, শ্ৰেণী পঞ্চম, খ শাখা

## সুধাকণ্ঠলৈ শ্ৰদ্ধাঞ্জলি

তোমাৰ দেহাৰসানৰ দিনা  
অন্ত পৰিছিল এটি যাযাবৰী কণ্ঠৰ।  
যাৰ কণ্ঠই বাটৰ মানুহো আপোন কৰিছিল  
মাৰ্ক টোৱেনৰ সমাধিত বহি গৰ্কাঁৰ কথা কৈছিল।  
বৰলুইত, মিচিছিপি, ভল্গাৰ সৌন্দৰ্য্যই  
তেওঁক আপ্লুত কৰিছিল।  
আকাশে, বতাহে, ধৰাৰ দিহিঙে দিপাঙে,  
তেওঁৰ যাযাবৰী কণ্ঠ প্ৰতিধ্বনিত হৈছিল।

তেওঁ অগ্নিযুগৰ ফিৰিঙতি আছিল,  
যি ফিৰিঙতিৰ জুইত দহন কৰিব বিচাৰিছিল,  
জাতিৰ অহংকাৰ অস্পৃশ্যতাৰ দুৱাৰ,  
সপোন ৰচিছিল এখন নতুন অসম গঢ়াৰ।

হে সুধাকণ্ঠ, তোমাৰ উদাত্ত কণ্ঠ  
আজিও প্ৰতিধ্বনিত হয়।  
তোমাৰ কম্পিত সুৰবোৰ,  
নৈৰ সোঁতৰ দৰে আজিও প্ৰবাহিত হয়।  
বিমূৰ্ত নিশাতিত মৌনতাৰ সুতাৰে বোৱা

## 'বুকুতে গুপতে' - জুবিন গাৰ্গৰ এক হৃদয়স্পৰ্শী সৃষ্টি

“বুকুতে গুপতে” হৈছে প্ৰখ্যাত অসমীয়া শিল্পী জুবিন গাৰ্গে ৰচনা কৰা এটি অতি সুন্দৰ হৃদয়স্পৰ্শী গীত। অকল ৰচনা কৰাই নহয় এই গীতটিত তেওঁ নিজেই সুৰ আৰু কণ্ঠদানো কৰিছে। এই গীতটি দুখ, ভালপোৱা আৰু বেদনাৰ এক গভীৰ প্ৰকাশ। এই গীতটিৰ জৰিয়তে জুবিন গাৰ্গে মাতৃৰ মৃত্যুৰ পিছত পোৱা গভীৰ শোক প্ৰকাশ কৰিছে। গীতটিৰ মাজেৰে প্ৰকাশ পোৱা শব্দবোৰ যেন হৃদয়ৰ কোণৰ পৰা নিগৰি অহা বেদনাৰ এথাৰি মালা। জুবিন গাৰ্গে নিজৰ মাতৃক কিমান ভাল পাইছিল, সেয়া গীতটিত স্পষ্টভাৱে প্ৰকাশ পাইছে। গানটোৰ প্ৰতি তেওঁৰ আকুলতা প্ৰতিটো শাৰীতেই অনুভৱ কৰিব পাৰি। কেৱল নীৰৱতা বা চকুপানীৰ জৰিয়তে দুখ প্ৰকাশ কৰাৰ পৰিৱৰ্তে, নিজৰ সাংগীতিক দক্ষতাৰে কলাত্মক ৰূপত তেওঁ হৃদয়ৰ বেদনাত্মক মনোভাৱ গীতটিত প্ৰস্ফুটিত কৰিছে।

“বুকুতে গুপতে” গীতটি তেওঁৰ ‘শিশু’ নামৰ এলবামটিৰ অন্তৰ্গত। ইয়াত মাতৃ আৰু সন্তানৰ মাজৰ অটুট সম্পৰ্কক সুন্দৰভাৱে চিত্ৰিত কৰা হৈছে। গীতটোৱে শ্ৰোতাক মাতৃৰ প্ৰতি থকা নিঃস্বার্থ ভালপোৱা আৰু তেওঁৰ অনুপস্থিতিয়ে সৃষ্টি কৰা সেই শূন্যতাৰ কথা সোৱোঁৱাই দিয়ে, যাক কেতিয়াও পূৰ কৰিব নোৱাৰি। গানটোৰ আটাইতকৈ হৃদয়স্পৰ্শী পংক্তিবোৰৰ ভিতৰত মোৰ ভাল লগা শাৰীটো হৈছে — “চকু মেলা, সাৰ পোৱা, মোলে চোৱা।” তেওঁ যেন ইয়াত মাতৃক পুনৰবাৰ চাব বিচাৰিছে। নিদ্ৰাত মগ্ন মাতৃক যেন চকু মেলিবলৈ পুনৰবাৰ আহ্বান কৰিছে। জুবিন গাৰ্গৰ “বুকুতে গুপতে” গীতটি মাতৃৰ প্ৰতি এক সুন্দৰ শ্ৰদ্ধাঞ্জলি আৰু ই অসমীয়া সংগীত জগতৰ অন্যতম হৃদয়স্পৰ্শী গীত হিচাপে চিৰকাল স্মৰণীয় হৈ থাকিব।

ধানৱী কাশাপ, শ্ৰেণী নৱম, গ শাখা

নীলা চাদৰ খনিত তোমাৰ গানবোৰ  
আজিও জিলিকি ৰয়।

তোমাৰ গীতত হেনো বৃষ্টিৰ প্লাৱন আহে,  
তোমাৰ কম্পিত কণ্ঠত,  
বজ্ৰৰ গৰ্জনে আজিও হাৰ মানে।  
বাৰিষাৰ তৰংগ ৰাশিত,  
নৱ সৃষ্টিৰ গীতে টো খেলে  
তোমাৰ গীতত হেনো বৃষ্টিৰ প্লাৱন আহে।

হে সুধাকণ্ঠ, তোমাৰ গানত আছে  
মুমূৰ্খ মানৱৰ বেদনা, জাতিৰ গভীৰ আস্থা,  
পাহাৰে ভৈয়ামে মাথোঁ শুনো তোমাৰ সুৰৰ গাঁথা।

তুমি এতিয়া চিৰশান্তি লভিছা,  
জীৱনৰ সংগ্ৰাম এৰি নিদ্ৰাত মগ্ন হৈছা,  
কিন্তু তোমাৰ সমাধিক্ষেত্ৰত  
আজিও আছে গীতৰ সভা,  
আৰু আছে তোমাৰ গীতৰ হেজাৰ শ্ৰোতা।

ভূমিকা নাথ, অসমীয়া বিভাগ

# Verses and Vignettes



# A Florilegium of Verse

## My Buddy Noah

Noah is my furry friend,  
Our fun days never seem to end.  
With button eyes and a waggy tail,  
He follows me on every trail.

When I study, Noah stays,  
Guarding books in funny ways.  
If I feel sad or feel small,  
Noah's cuddle fixes it all.

He runs, he jumps, he gives a lick,  
Turns dull days happy—very quick!  
I tell him secrets, one or two,  
He keeps them safe like good dogs do.

Swaraa and Noah, side by side,  
With love and paws, we walk with pride.  
My buddy dog, so soft and true—  
Life is brighter thanks to you!

*Swaraa Jayant Saboo, II A*

## When the heart speaks but eyes don't

I think the heart is heavy.  
It wants to cry,  
It wants to shout out loud and cry,  
It has to cry,  
I want to cry now.

The eyes are heavy,  
But they are dry.  
They are not shedding a single tear  
But I swear, the heart is shedding millions of tears.

*Tanvi Chakraborty, XI E Humanities*



## Paths of Bloom

I walk where lavenders dare to grow,  
Through meadows brushed with my illusory glow.  
I know the trees, I know the rain;  
They've soothed my joy, they've held my pain.  
A path was made through thought, not stone,  
And walking it, I was alone.  
I loved him like the morning mist;  
Soft, unseen, but always there.  
He stood among the cypress trees,  
Blind to the whisper in the air.  
I called him neither with voice nor cry,  
But through the hyacinths that melancholy pressed.  
He never turned, he never saw  
The love that unfolded in quiet, unnoticed perfection.  
The moon grew old, the roses fell,  
Still, I remained like the violets.  
But one day his eyes had softened into pain.  
He saw the storm I held inside.  
He loves me not for how I tried,  
But for the truth, he has always known.  
So one day he turned, not as a flame;  
But like a silver birch that leans to the light.  
And in his arms, love said my name;  
And it was as though it always felt this right.  
So now, at last, he is mine too.  
Not every tale begins with bliss;  
But this one ends with truth, and this.

*Adharshini Deb, X C*

## Some day

One day, I will stop falling in love with you.  
Some day, Someone will like me the way I like you.  
And oh, I won't love you anymore  
But I will keep you close to me, as long as time permits..  
Under moonlit skies, I shall dream of you;  
Endlessly.  
Drowning in reverie, waiting for morning to arrive.  
Dim light,  
And I'm unconscious at the shop again,  
Holding a stranger's hand...  
A crowd with no faces,  
and there you are, beautiful  
just like the first time.  
You reach out, I'm shaking  
Again.  
You are gone in a moment,  
You leave me alone.  
But I swear you were real in my hands.

*Tanvi Chakraborty, XI E Humanities*

## Friendship is Great

One, One 2  
Miss you too.  
Two, Two 4,  
Miss you more.  
Three, Three 6,  
Love is risk.  
Four, Four 8,  
Friendship is great.

*Aarya Jain, III C*

## BRUNCH FUN

Messy hair and a happy plate,  
Tiny fingers and a good big bite  
This is how I love brunch on a lazy day!

*Riyarth Gogoi, EY1 (B)*

## Oops! My Feelings Jump Around!

My feelings jump like popcorn pop,  
Happy ping! And the anger stops!  
Sometimes shy, sometimes loud,  
Sometimes hiding in a crowd.  
When I laugh, my heart feels light,  
Like a kite flying high and bright.  
When I worry or feel blue,  
My bag feels heavy—don't you too?  
Talking helps and so does play,  
Drawing dreams or shouting "Yay!"  
Breathing slow, counting to ten,  
Makes my smile come back again.  
Feelings change the whole day through,  
That's okay for me and you.  
If they still won't listen—guess what I do?  
I tickle them, and they say "ACHOO!"

*Saisha Jayant Saboo, IV A*

## Oh, how it feels to be on stage!

Oh, how it feels to be on stage!  
Right in the center,  
With everyone's gaze.  
Beneath the spotlight's silver glow,  
The anxious heart begins to flow.  
With eyes that speak of ancient lore,  
Stamping patterns on the floor.  
Oh, how it feels to stand so tall,  
Answering the spirit's call!  
In Tribhanga, the body bends,  
Where spirit starts, and sculpture ends.  
Each Chauka is strong, each gesture fine,  
Touching the earth, a grace divine.  
Like a bird that's finally free,  
To the rhythm of the Mardala's beat.  
The body, guided by the rhythmic taps,  
Beautiful scenes of stories.  
Finding joy in every step,  
Oh! How it feels to be on stage.  
From lonely rooms and practice floors,  
To lights and cameras, open doors.  
An art which has a place in your heart,  
Your pounding heart, with the rhythmic taal.  
With expressive eyes and ancient grace,  
Devotion shines upon your face.  
With Abhinaya, the stories are told,  
In energetic and bold moves.  
A pounding heart, a soul set free,  
Oh! How it feels to be on stage.

*Adrika Hazarika, V A*

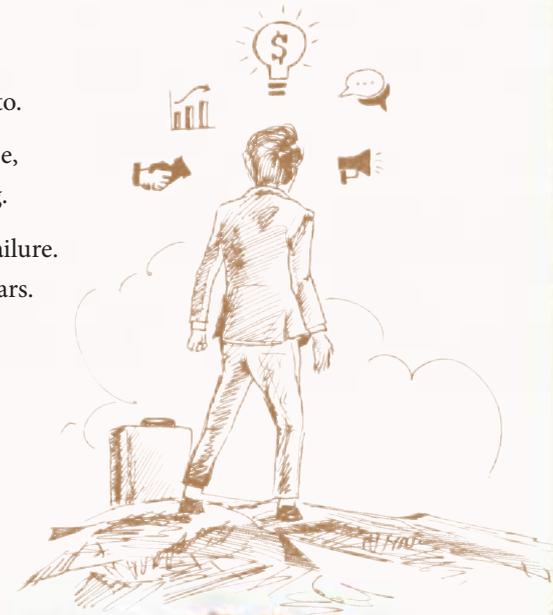
## The Quiet Chaos of Growing up

We are mornings undecided,  
half sunlight, half storm,  
walking through crowded hallways  
with galaxies of thoughts  
colliding behind quiet eyes.  
Our minds are loud with whispers —  
do better,  
don't fall behind,  
be enough —  
until even silence feels heavy.  
We carry expectations  
like fragile glass towers in our hands,  
terrified of one small mistake  
might make everything shatter  
into disappointment.  
Laughter spills easily,  
bright as sunlight on water,  
Yet it rarely reaches the depths  
where doubts sit awake at night,  
replaying moments we wish to rewrite.  
We search for ourselves in mirrors,  
tracing the outline of a person

still being sketched by time.  
Some days we see strength.  
Other days, only flaws  
magnified by comparison.  
Every feeling arrives amplified —  
joy like fireworks in our veins,  
anger like sudden flame,  
sadness stretching into long, quiet roads  
with no clear end.  
We crave independence like open skies,  
yet the height of responsibility  
makes our wings tremble.  
We want to choose our path,  
but fear choosing wrong.  
Nights grow heavy with thoughts —  
futures imagined,  
mistakes replayed,  
words we said  
and the ones we never dared to.  
And still, beneath all the noise,  
something steady is forming.  
Strength grows in the cracks of failure.  
Wisdom gathers from silent tears.

Courage returns softly  
each time we almost give up.  
We are not breaking —  
we are bending, learning, becoming.  
Not lost, not finished,  
just unfinished stories  
writing themselves into strength.  
These are not the years that ruin us.  
They are the years that build us —  
slowly, painfully, beautifully —  
into people who will one day look back  
and understand  
why the storm  
was necessary for the sunrise.

*Advika Agarwal, XI A*



## Consent Beyond the Obvious

I said yes, but my body didn't.  
You didn't notice the way I froze in place,  
the way my hands forgot what to do,  
The way my eyes kept looking everywhere— except at you.

I said yes,  
and you overlooked the rest,  
like the hurt written all over my face didn't matter anymore.

You didn't see the fear sitting in my chest— screaming in silence to be noticed,  
Or maybe you did and decided it was inconvenient.

I was hoping you'd stop.  
Not because I asked, but because you knew.

Because care doesn't need instructions,  
It only needs attention— the one thing you never gave me.

I am angry that you chose comfort over conscience.  
That you kept going  
while my heart cracked and folded.

You tell yourself, I agreed.  
You repeat it until you believe it's the truth.

I said yes, and you dismissed everything else,  
the way my hand shook, the way I flinched.

And that ignorance will always be the part I can't forgive.

*Sanchi Nahata, IX C*



## Life After a School Day

After the bell rings,  
life feels softer,  
but heavier too.  
The hallways stop shouting,  
books finally close,  
yet my mind keeps walking  
back and forth,  
between what's happened  
and what's next.  
My bag is lighter than my thoughts.  
My shoes know the way home,  
even when I don't.  
There's freedom  
in taking off the uniform,  
and pressure  
in wearing my dreams instead.  
Homework waits,  
so do worries.  
But so do songs, and sunsets,  
and the small hope  
that tomorrow might be easier  
than today.  
After school,  
life isn't a lesson anymore.  
It's a feeling  
I'm still learning  
how to understand.



*Varlina Das, V A*

## Where Love Never Leaves

My grandma, sweet and kind, now gone.  
In my heart, her love lives on.  
When I was small, she held my hand.  
In laughter's joy,  
Together we'd stand.  
We'd play and laugh,  
And sometimes fight,  
But always end the day just right.  
Together, we would sit and see  
The world unfold, just her and me.  
Her gentle touch, her caring way,  
It brightened me every single day.  
Though she's gone, her love remains  
In my heart, forever sustained.  
I love you, Mei.

*Grace Nora Kharbuli, XI A*



## Summer of a Random Kid

I was no one special,  
just a kid with scraped knees  
and pockets full of nothing important,  
except the sun.  
The sky felt close that summer,  
as if I could tug it lower  
with the tips of my fingers,  
and tie it to the trees.  
Wind chimes tremble in the lazy summer air,  
whispering to the leaves,  
telling the sun a secret  
only the afternoon knows.  
Ice cream melted faster than time,  
and puddles held whole skies  
that I stepped in,  
just to see stars ripple in the water.  
Every corner of the street  
had a song that only I remembered,  
and every shadow  
was my silent, wandering friend.  
No one took photos of those days,  
yet they live somewhere  
in the crack of a sidewalk,  
in the sky before sunset.  
I was just a random kid,  
but that summer knew me well,  
and for a while,  
that felt like everything.

*Varlina Das, V A*

## The Rose

Have you ever been loved by a rose?  
Who watched you slowly bloom?  
All her love was poured into me,  
Her butter soft hair loom.  
Have you ever seen her smile?  
The one when you made her proud  
But they say she is here only for awhile  
To watch me play around.  
Have you ever seen her cry?  
When she realized she was being taken by time  
Her red petals now become so dry  
And her sweet voice become sour like lime.  
Have you ever seen her take her last breath?  
And wondered if she turned into wraith?  
She watched me grow day by day  
But now I watch as death slowly takes her away

*Moju Techi, VIII B*



## The Ballad of the Cursed bottle

I saw a frosty bottle, with the light going through  
It rolled and came to me, as the wind blew  
Curiosity made me pick it up with glee  
But life would never be the same for me.  
I kept the bottle as a treasure in my room  
From that day, started my doom.  
I heard voices calling from the bottle at night  
But they all became silent as I switched on the light.  
Things became worse as the time ticked,  
One day my sister gave the bottle a kick.  
From the next day she had ranging fever-  
Frosted marks, vomiting and signs never seen before.  
No doctor could find valid reason,  
Time was ticking, and it was winter season.  
I kept looking at the bottle, as it stared back at me.  
Something was not right, but who would listen to me.  
One night I saw the bottle full of misty foam  
I had enough, I threw it out of my home.  
It was thrown away with the garbage  
What I thought was antique, turned out to be carnage  
My sister miraculously became well  
How it happened, nobody knew.  
I had dreams, dark and full of gore  
The bottle haunted me to my core  
From shadows it called out to me  
In my dreams it appeared to me.  
With time the feelings faded  
It remained a nightmare which was jaded  
Days turned to weeks, and weeks to months.  
It was time for my mother's birthday month.  
There were celebrations and her birthday candle she blew  
She looked ravishing in a shade of midnight blue  
We started opening the gifts, as we sipped on hot cocoa brew.  
Anonymously someone presented her a frosty bottle, where the light went through.



*Atharv Shandilya, VI B*

## War

Everything and anything  
Two almost the same  
When a man wants everything  
He destroys for what he wants the nations  
To be his ring  
He leaves wounds and signing scar  
A man consumed with greed went too far  
For he liked the thought of war  
But when a man wants anything  
He would give up his dreams for his beloved  
For he is as innocent as a white dove  
He kept his violent thoughts in a jar  
A desperate man always wins the war

*Moju Tech, VIII B*



## The Hostel Life

When life in the hostel felt dry,  
When people just walked by,  
I realized that I was really lost  
And thought, "Was this the shifting cost?"  
Then a day brought light,  
Making most things right,  
Letting a few friends enter,  
As though they are my life.  
I thought they would say goodbye,  
Just like the previous ones who went by.  
I finally understood I was wrong,  
For they have been staying so long.  
Now they are my close friends;  
These things don't really end.  
I ask myself, "Would they call me a stubborn wife?"  
Well...  
This is my hostel life.

*Melvina Oinam, IX C*

## Oh, the flowers by the bridge

Oh, the flowers by the bridge,  
Growing peacefully,  
Enter a monochrome,  
Spreading their petals.  
Each petal falls into a world,  
A world of emotions untouched,  
A world of love forgotten,  
A world of happiness lost.  
Oh, the flowers by the bridge,  
Oh, the dandelions by the bay,  
Oh, the sunflowers by the park,  
Oh, the roses by the valley.  
Whatever will you do,  
Now that the birds chirp,  
Now that the sun rises,  
Now that the moon shines?  
Will you go away, or will you stay?

*Ayaan Bhartia, XI C*

## My Dream Place

This the place,  
That comes in my dreams.....  
There are gardens, and palaces everywhere,  
The sound of beauty screams.  
It is a place far from Earth,  
Somewhere out of reach.  
Magical spells and creatures everywhere  
There's a lake, river, and a beach  
My favourite food and things,  
They are there, tempting me...  
But I can't seem to reach it,  
As it is just a dream.  
Things that don't exist here,  
They're there without any worries  
Because it is the place,  
That comes in my dreams...  
With all the goods and furries.

*Subhangshi Sarma, VII B*

## Save Earth

Earth is our home,  
Big and blue.  
Keep it clean  
For me and you.  
Plant a tree  
And watch it grow.  
Save the Earth,  
Let love show!

*Amaira Verma, EY II*



## Leaf, The Nature Fairy

What to say you leaf,  
You have made the world so bright.  
Safe and sound,  
Just the way I like.  
I love the little flowers,  
They are so pretty.  
I like it when they blossom,  
But some leaves are smelly.  
A bud unfolds,  
A petal's grace.  
A burst of colours,  
A sweet embrace.  
From tiny seeds,  
A promise deep.  
Flowers awaken,  
While others sleep.  
In the morning light,  
A flower blooms.  
With soft petals,  
And dispelling glooms.  
Blooming now,  
a nature's grace.  
Then fade gently,  
Softly and space.  
The branches stir,  
with growing green.  
A tiny bud,  
A sight unseen.  
It stretches forth,  
To find the sun.  
It's leafy life,  
Has just begun.  
I think the nature loves me,  
I love it too.  
I think I have a bond with nature,  
And so that is true.

*Harshali Sharma, IV B*

## Upside Down English

From a small age,  
I learnt the English language.  
Sometimes I'm happy,  
Sometimes I'm sad.  
People around me think I am mad.  
Won and one are pronounced the same!  
How can piece and peace also be the same?  
English is almost like a puzzle.  
Thank God! In school we don't wear a muzzle.  
Our great nature has many tree barks;  
Even in my colony, many dogs bark.  
The plural of mouse becomes mice,  
But why, oh why, does rice stay as rice?  
If letters are silent, why do we have them?  
How come time and the minister are called PM?  
"Read" changes after I have "read" it.  
Why the same spelling? I don't get it.  
The English language has too many rules,  
But anyway, we have to learn it in our schools.

*Aadvik Shandilya, III B*

## Happiness Delivered

With a bag on the back,  
And a smile so wide,  
I bring food from far and wide!  
Through traffic and rain, I swiftly tread,  
Bringing you meals to enjoy and have,  
My journey is a tale of dedication,  
Bringing flavours from every nation.  
From Cheesy Pizzas to spicy curries bold,  
I deliver happiness as I am told!

A delivery person is indeed an unsung hero, who plays a vital role in keeping our lives a little easier and a whole lot tastier just at a click!

*Yashvi Garodia, IV B*

## Verona

Verona  
OH Verona  
My Verona

Verona, Verona, Verona  
Why did it rain?  
Why did my boat float away,  
When I put it in the lake,  
I wanted it to stay

Verona  
Its sunny today,  
And the birds fly away  
Far from this place

Verona  
Flowers bloom, dont they?  
Because I wanted to go out and play  
All day, In the estates.

Verona  
I'm happy today  
Will i stay like this  
Everyday?

Verona, Verona, Verona  
Again it rains  
But this time,  
Nothing changed

OH Verona  
Why Verona?

*Akshita Roy Kashyap,  
XI E Humanities*

## Remembrance

Years had passed since the summer I left my home,  
Never did I look back upon the house of my own.  
Time had come now to go back to where I grew,  
From an egg to a bird that flew.  
I entered my homeland, the polluted yet fresh air waiting for me,  
I travelled to my once home and waited with glee.  
For I was to visit the memories of years back,  
Which I had left down in my old sack.  
Visiting my old home , I was hit with emotions,  
Emotions that felt like causing within me a commotion.  
I could not remember the house I grew up in,  
It looked at me with a shame that I had been.  
I entered slowly yet cautiously,  
Dust entering my nostrils aggressively.  
Nothing was the same as the summer before ,  
I remembered nothing of which was sprawled upon the floor.  
A figure I did see, hiding behind the door,  
A large, brown cloth it wore.  
Throwing it off i saw infront,  
A piano which ended my hunt .  
A chord I played , and music soared,  
The melodious tunes swept their way through  
Through the hallways of the empty rooms  
A light within me slowly grew,  
A light of remembrance , a remembrance of the memories that guided me through .  
A piano was the start of it all, I realised ,  
How it helped me throughout , although disguised.  
I played and played until my arms gave out,  
Nothing but the music being heard out loud .

*Nikita Bora, IX D*

## The Hues

Every morning I wake  
to the same hurried pace, the same old race,  
the same quiet craving for something new.  
With a half-tied shoelace and restless mind,  
I wait for my thoughts to carry me through.

I wonder when that moment arrived  
when my thoughts lost its hue.  
When the weight of expectation  
began to tell my actions what to do.

I would become my own person,  
I would say that often.  
To the little girl I was once,  
the worries of the future seemed far.

I wonder when life started to race,  
when mornings stopped feeling light and bright,  
when urgency first took its grip  
and refused to let me go.

I long for her spirit to return,  
the ambition to show the world  
all that she is capable of.  
I miss the girl who ran without a care,  
who watched with wonder, wide-eyed and free,  
who thought growing up was magic,  
and claimed the whole world as hers to be.

Yet, I feel her stirring even now,  
beneath the rush and the gray.  
She is not gone,  
only waiting to reclaim the light of the day.  
The path she promised is still there,  
and this time, she will walk forward,  
carrying the girl she never lost.

*Diya Sarawgi, IX D*

## The Night They Learned Fear

Lullabies turn into sirens,  
Bedtime turns into waiting for silence.  
The night smells of smoke,  
Even the rain is afraid to fall.  
The moon forgets to shine,  
And the stars resemble frightened eyes.  
Footprints start to vanish,  
But the pain wont just perish.  
And the world seems to forget,  
Though the soul will not let.

*Radhika Khaund, VI D*

## Beyond Borders

Beyond the borders we were taught to draw,  
Where walls stand firm and silence is law,  
A quiet door waits in broken stone,  
Leading to paths still unknown.  
Cracks let the light slowly break through,  
Turning fear into a different view.  
Each falling wall, each open gate,  
Reminds us it's never too late.  
No line can measure a human heart,  
No border decides where we start.  
For when we step beyond divide,  
Humanity walks side by side.

*Kathrin Jain, XI E*

## Leaf, The Nature Fairy

What to tell you leaf?  
You have made the world so bright.  
Safe and sound,  
Just the way I like it.  
I love the little flowers,  
They are so pretty.  
I like it when they blossom,  
But some leaves are smelly.  
A bud unfolds,  
A petal's grace.  
A burst of colours,  
A sweet embrace.  
From tiny seeds,  
A promise deep.  
Flowers awaken,  
While others sleep.  
In the morning light,  
A flower blooms.  
With soft petals,  
And dispelling gloom.  
Blooming now,  
nature's grace.  
Then fade gently,  
Softly into space.  
The branches stir,  
with growing green.  
A tiny bud,  
A sight unseen.  
It stretches forth,  
To find the sun.  
It's leafy life,  
Has just begun.  
I think the nature loves me,  
I love it too.  
I think I have a bond with



Harshali Sharma, IV B

## Move

I waited for certainty.  
It never came.  
Because certainty  
Does not visit the still.  
Uncertainty is not a warning —  
It is where motion begins.  
Fear survives on delay.  
The mind weakens in silence.  
But both lose their power  
The moment you step forward.  
Not boldly.  
Not perfectly.  
Just forward.  
Feelings do not lead.  
They follow.  
There is a thought  
That returns in quiet moments —  
Soft, stubborn, alive.  
You call it unrealistic.  
You promise it "someday."  
But some thoughts are not thoughts.  
They are callings.  
And a life spent waiting  
Slowly forgets how to live.  
So move.  
Even without answers.  
Because staying still  
Is the only real failure.



Bhargavi Devi, XI E

## Between Becoming

Somewhere between childhood certainty and adult expectation, there comes a quiet fracture. Nothing dramatic happens. No one announces it. Yet suddenly, the world feels heavier and you feel more aware of yourself inside it.

Days continue as usual but your thoughts don't. You begin noticing silences. Questions appear without permission. The future stops being distant and starts standing uncomfortably close. You realise that growing up is not about knowing who you are but about accepting that you are still unfolding.

This stage is confusing because it demands patience without giving reassurance. You are asked to believe in yourself before you fully understand yourself. And that is frightening. But it is also powerful.

Because change does not arrive fully formed. It begins as restlessness. As doubt. As a feeling you cannot name. And slowly, without you noticing, that uncertainty shapes strength.

Perhaps this moment is not meant to be understood yet.

Perhaps it is only meant to be lived.

## What Remains After Use

Every object is created to serve a purpose but what happens after that purpose is fulfilled, forgotten or replaced?

A chair continues to exist long after the conversation it held ends. A notebook waits patiently even after the last page is turned. A key remains intact even when the door it once opened no longer matters. These things do not disappear. They simply stay— quiet witnesses to lives that have moved on.

We rarely think about what we leave behind when we move forward. Not just objects but versions of ourselves. Old habits. Former dreams. Earlier beliefs. Like unused items, they gather dust, not because they were meaningless but because time asked for something else.

Perhaps existence itself is like that —less about constant use, more about quiet endurance. Some things are not meant to be consumed and discarded but to remain — holding traces of what once was.

And maybe the true measure of growth is not how much we carry with us,

But how gently we learn to leave things behind !!

*Bhargavi Devi, XI E*

## Echoes of the past -

Winds blow by the shore

Binding the ocean and air as one

Stirring long lost recollections

Where fragments of memories cling together

Blurring the horizon of sun and water

The children walk down the path

with laughter and enjoyment

Making tons of unforgettable memories

From classroom doors to future light

It truly paves their long, bright way

It may bring nostalgia to them

After they return from their journey's end

They may feel sorrowful but find wisdom

It brings tranquility to them

But deep down they have their own sorrows

*Tashi Agarwal, IX C*



## Isn't this enough, my lord

Oh, the mighty vulture  
Isn't this enough, my lord ?  
Haven't you taken enough flesh off my back  
Yet, I stand beside bleeding from within  
A little smile creeps out  
Any other emotion dare betray royal orders  
Oh, the mighty vulture  
Isn't this enough, your highness  
Or do you need more blood ?  
A scratch or bite hurts no more  
For, the skin is tired  
Yet, the mind is not  
Isn't this enough, my lord ?  
Please remember, For I am one too  
Oh, your highness  
When will it ever be enough  
Is it when I'm bare  
Or is it at the end of nowhere  
Isn't this enough, my lord ?

*Ayaan Bhartia, XI C*

## Earth's Silent Cry

Once I was green, alive, and free,  
Now smoke and waste surround me.  
I gave you air, I gave you land,  
Yet you forgot to understand.  
If the future wants me to stay,  
Protect me now—don't look away.  
The Earth still hopes, the Earth still tries,  
Please hear my silent, pleading cries.

*Aarohi Jain, IV C*

## Oh, the Flowers by the Bridge

Oh, the flowers by the bridge  
Growing peacefully  
Enters a monochrome  
Spreading its petals  
Each petal falls into a world  
A world of emotions untouched  
A world of love forgotten  
A world of happiness lost  
Oh, the flowers by the bridge  
Oh, the dandelions by the bay  
Oh, the sunflowers by the park  
Oh, the roses by the valley  
Whatever will you do ?  
Now, that the birds now chirp  
Now, that the sun now rises  
Now, that the moon now shines  
Will you go away or will you stay ?

*Ayaan Bhartia, XI C*



## Decision is Ours

How calm it feels to gaze upon the sea  
two-faced, a mirror of stillness and fury,  
reflecting our emotions tenderly,  
a dance of roughness and serenity.  
The mighty waves that strike the shore,  
echo the trials our minds endure;  
yet the coast reforms, steady and strong,  
teaching us resilience all along.  
The sea's deep heart may seem severe,  
yet there it nurtures life with care;  
its darkness hides, but never denies,  
the radiant shimmer of living skies.  
It whispers, too: to light the dark,  
is what makes us exquisite and stark.  
The horizon, crimson, wide, and free  
is born of the sunset and a tranquil sea.  
Oh, how I long to watch it still,  
to let its beauty mend my will;  
for even nature's gentle grace  
bears two faces, a fleeting embrace.  
It tells us this: though shadows fall,  
within the bright, some dark stands tall.  
It rests on us, on how we choose -  
to see the gain, or count the bruise.

*Sanvi Bansal, IX D*

A detailed still life illustration of a study desk. In the center, a white quill pen rests in a dark, ornate inkwell. To the left, a stack of three antique books with gold-tooled spines stands next to a glass hourglass. A large, unrolled scroll of parchment is positioned in the foreground. To the right, a white envelope with a wax seal and a small bowl are visible. The background is a dark, textured wall, possibly made of stone or leather. The entire scene is framed by a white border with a torn paper effect at the top and bottom edges.

# Unbroken Horizons

## Past, Present and Future of Human Technological Evolution

The story of human technological evolution feels like a long journey through time, where each generation adds something new to make life easier and better. Technology shows how humans use their thinking skills, creativity, and experience to solve problems and improve their living conditions. It is not only about machines and devices, but about human ideas, effort, and curiosity to understand the world and move forward.

In the past, technology was very simple and mainly related to survival. Early humans used stone tools to hunt animals and protect themselves from danger. The discovery of fire helped them cook food, stay warm, and feel safe at night. Later, farming was developed, which allowed people to settle in one place and live together as families and communities. Inventions like the wheel made travel easier, while writing and printing helped people record knowledge and share ideas with others. Life was hard in those times, but each invention required patience, observation, and hard work. Technology was closely connected to nature, and people respected it because their survival depended on it.

In the present time, technology is growing very fast and has become an important part of our daily lives. Smartphones, computers, the internet, artificial intelligence, and satellites help us in many ways. We can attend online classes, communicate with people living far away, and get information within seconds. Medical technology helps doctors save lives, modern transport saves time, and space research has increased human curiosity about the universe. However, this fast development has also created problems. Many people depend too much on technology, spend less time outdoors, and talk less face-to-face. Technology now influences our habits, thinking, lifestyle, and even our relationships.

The future of technological evolution is exciting but also challenging. Robots, advanced AI, clean energy, and space exploration may change the way humans live and work. Machines may become very intelligent and efficient, but they cannot replace human emotions like love, kindness, care, and understanding. The future depends on how wisely we use technology today. If guided by good values, responsibility, and balance, technology can help humans grow without losing humanity. As students, we must learn to use technology carefully so it supports our learning, health, relationships, and moral values, instead of controlling our lives.

*Devdaan Bharali, VIII A*

## 2025

India's Roller-Coaster Year — From Goosebumps to Tears. If someone asks me what 2025 felt like, I'd say it was like sitting in the front seat of a giant roller coaster—my heart going up, down, up again. One of the happiest moments (at least in my house!) came on 9 March 2025, when India beat New Zealand in the ICC Champions Trophy final.

For one evening, even strict parents forgot to scold, snacks disappeared like magic, and everyone shouted at the TV as if the players could hear us. It wasn't just cricket—it felt like the whole country was smiling together. Another proud moment happened on 29 January 2025, when ISRO's GSLV-F15 launched the NVS-02 navigation satellite. I remember thinking how amazing it is that while we worry about homework, some people are literally sending machines into space to help India navigate better. That kind of achievement makes you stand a little taller. And then there was a "big headline" that sounded like a dream: in late December 2025, reports said India surpassed Japan to become the world's fourth-largest economy. It means India is climbing, and the world is noticing. And then came a day that felt heavy for the whole country. On 22 April 2025, there was a terror attack in Pahalgam (Baisaran Valley), Jammu & Kashmir, where 26 people were killed. I didn't know any of them, but the news still made me quiet—because they were just tourists, just families, just normal people out to enjoy a beautiful place. It was one of those moments when you realize how precious "safe" really is. Then the monsoon brought another kind of fear. In early August 2025, flash floods/cloudbursts in Uttarakhand (Uttarkashi region, including Dharali-Harsil) damaged homes and roads and turned peaceful valleys into rushing brown water. I imagined school bags floating away, photos getting ruined, and families trying to save each other first. Just thinking about it gives me a lump in my throat. Still... when I think of 2025, I don't only think of bad news. I also think of rescuers, doctors, soldiers, volunteers, and ordinary people helping strangers like they were family. Maybe that's India's superpower: even in a tough year, we don't stop caring.

*Khyati Gupta, VIII A*

## Beyond the Gates of Vantara

When I first heard about the Jamnagar Conference, I expected it to be filled with long sessions and speeches, but it turned out to be much more meaningful. From the opening ceremony at Vantara Niwas, the conference felt like a journey where every session and interaction taught me something new. Listening to Dr. Vibha Bakshi speak about the empowerment of women and girls, along with stories from her films, left a lasting impression and showed me what courage and commitment truly look like. The Baraza sessions were some of the most valuable parts of the conference. Through discussions and reflection circles, I learned the importance of listening, respecting different viewpoints, and expressing my thoughts confidently. Interacting with students from different schools helped me realize how similar our ideas and concerns are, despite our different backgrounds. Presenting our SIS project boosted my confidence and inspired me to believe that students can also bring meaningful change.

The experience that stayed with me the most was our visit to Vantara, where seeing rescued animals being cared for with such dedication taught me the value of empathy and responsibility towards all living beings. Along with this, visits to renewable energy plants and the Green Belt Walk helped me understand how small actions can contribute to protecting the environment. Beyond the learning, the conversations, shared meals, and time spent together made the conference special. The Jamnagar Conference gave me new perspectives, meaningful memories, and lessons that I know will stay with me for a long time.

*Amyra Chhajer, VIII C and Rupal Jain, VIII D*

## My Experience of Joining a New School Mid Year

After six years in my old school, where every corner felt familiar and every face was a part of my daily life, I suddenly had to start fresh. The new school year in Royal Global School had already begun in April, but I joined only in October. That six month gap made a huge difference. It felt like everyone else had already settled into their routines while I was just starting.

Walking into the classroom for the first time, I noticed how the desks were already claimed, friendships already formed, and lessons already underway. I carried the weight of six years of memories from my old school, and stepping into this new environment felt like leaving behind a whole chapter of my life.

At first, I struggled to catch up. Teachers were kind, but I could sense the pace was faster than I was used to. My classmates were curious about me, asking about my old school, and slowly those conversations turned into friendships. Bit by bit, I began to feel less like “the new student” and more like part of the class.

I was surprised by the variety of sports they had to offer including horse riding, archery, chess etc. The performing arts have many new forms of dances which were not in my previous school. I was amazed to see the piano during my activity class. I got a chance to participate in Symphony - The Annual Day of the school, it was exciting. I was also a part of the group representing Royal Global School in the Round Square online event where schools from Canada, UAE and other parts of India participated. I have also experienced excursions to Manas and educational trips.

Looking back, joining in October taught me something important: even if you arrive late, you can still find your place. The six years I spent in my old school gave me strength, and the challenge of starting mid year gave me confidence.

*Amaaya Vashist, V B*

## A Memorable Day in My Life: Meeting My Sports Idol

19/12/25, I couldn't believe my luck. I was just strolling down the street markets of Bangkok with my mother, enjoying the warm afternoon sun, when I spotted someone ahead casually walking, wearing a cap and sunglasses. At first, I thought I was imagining things, but something about her posture, the way she carried herself; it was Pitchamon Opatniputh. One of the best Badminton players in Thailand. My badminton idol, just there, right in front of me, completely unguarded.

I froze for a second, heart hammering in my chest. People walked by like nothing was happening, but I was stuck, staring. Should I go up? What if I freaked her out? I was actually nervous. She had this natural, effortless aura that made everything around her feel small.

After that, I finally made a decision. I needed to get a selfie with her. I walked up to her and asked her about her training. At first, I blurted out saying "hi". Then gradually, I started a conversation, a small one. Then she said something which I still remember, she said something like "Keep it up! Hard work pays off, and maybe I'll see you on the court one day." This was it! I finally talked with her. Then, we took a quick selfie right there on the street. No fancy backdrop, no staged event, just me and my idol laughing like old friends. And just like that, she waved and continued walking, disappearing around the corner. I knew I had met Pitchamon Opatniputh; not on TV, not at some big event, but just like a normal human being and it felt magical. Remember

"Dreams really do sneak up on you when you least expect them."

Varlina Das, VA



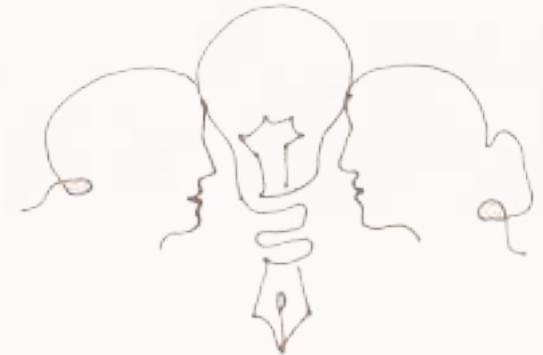
## The Erosion of Originality

Have you ever wondered why it has become so hard for us to write something on our own? To create something original? These days, for every creative assignment we get, we always reach out for tools such as Chat GPT and avoid things that force us to think on our own. And why should we anyway? It isn't like we have the attention span, or that we've even noticed it. We just go about our daily lives, feeling numb from all that screen-time, that we forget how to think about what really matters. We pick the phone up, passively scrolling, and do you know why we feel so numb after that? Because our brains were never made for passive entertainment. We humans are meant for so many things, yet we let distractions consume us wholly, without a proper fight.

But this question is for everyone reading: if you have no belief in what I've just said, then think about this – doesn't it ever feel wrong when we pick up our phone while we have so many other things awaiting us? When we could've spent time with our family, gone outside, read, or done what our brain is actually designed for – exploring and learning? Let's be honest with ourselves: does it ever feel like we were born to spend our lives online? Don't we ever feel the ache for freedom – for reality? The longing to create more memories and make our lives ones that are worth living? This is something we all must think about. It is, after all, what our brain is for – thinking.

Now back to the real problem. We all want to create original art, something which, decades ago, every teen and adult could effortlessly do. Everyone was so inspired and inspiring. Art was constantly being created, even in the remotest corners of the world.

We've been so out of touch with reality that we've forgotten how a quality that once used to roar out of a person is now so hard to even imagine. Isn't it terrifying? Now, before we venture further into this topic, this question cannot remain unanswered. What is originality? David Bowie once said, "The creative process is a process of surrender, not control." This quote is very crucial, but before diving deeper into it, it is essential that we are aware of the fact that originality, in the literal sense, is impossible. You cannot do something out of the world with just a snap of your fingers. It never shows up out of the blue. Originality is intentional. Ideas are born from experiences and inspirations from our lives. Every thought or idea that pops up in our mind is very intricately put together by our brain out of what we have already seen, read, experienced, or absorbed. Original art is the result of immense courage—to put something that has already occurred into a unique, personal form. Every artist has an inspiration. Art isn't born out of nothing; it is past experiences shaped into something deeply personal.



Originality isn't using words or doing things others have never seen. It isn't creating history. It is, rather, being inspired constantly and producing one's own voice. Everyone's touch is different, and that itself makes it original, as long as it comes from the heart.

And why is it really that difficult? In accordance with what Bowie said, art is all about surrendering oneself to the craziest ideas one can have. We all have the quality of being original. However, what do we do instead? We sit around passively consuming content and killing our potential. But let me tell you the reason why I deem it so incredibly important for people to start thinking again. It has become awfully noticeable that people have stopped caring. They've trapped themselves in their own limited digital world and have left no room for doing actual work or being present in reality at all. And it is slowly going to dehumanise us. Now, the question may arise: Is art even that important? But this really isn't only about art, which has multiple definitions for different people. It is about saving ourselves. Why—is it not very easy to feel stuck in our lives these days? We don't even realise it, but our screen time has begun writing our lives. It has become a far bigger problem than we'd like to imagine. And it can bring a miserable end to the brilliant rule of human beings. After all, the most pivotal asset of us human beings is our brain and the extraordinary intelligence we are born with. We cannot let our infinite potential go to waste.

Nowadays, being creative may seem intimidating after the sheer amount of useless bits of information we feed our brain with from those one-to-two-minute short clips. The daunting fact is that until and unless we create more than we consume, this mechanical cycle—built to keep us hooked—may never end. It may not risk our physical health, but we are wasting both our time and intelligence. It is crucial that if we want change, if we want to change this, we must not let ourselves get back in front of the screen. We must slow the gratification mechanism we've trained our brains for hours every single day. It is never going to be easy. That is exactly why we must understand the importance of getting out of this dehumanising cycle.

*Kabyanjali Chakraborty, VIII C*

## **Simple Etiquettes our Generation needs to Remember**

Etiquette sounds like a sophisticated word involving complex, social rules to follow. However, it means simply being polite and good mannered. In Indian Culture we are taught to bow our heads and touch the feet of our elders, and it should be inculcated in us from a very young age. It is a gesture that symbolizes gratitude. We should be immaculately dressed up in school, and it also shows discipline within us. We should wish our teachers and listen carefully to their instruction. In a marriage or a birthday party there is a certain way to behave but when we go to pay our condolences, we should be quiet, sympathetic and simply dressed. Every occasion calls for a different behavior, attire and a set of unsaid rules that we must always follow. Furthermore, when engaged in conversation, it is important to give our undivided attention and refrain from distractions like checking mobile phones, as such behavior is widely regarded as disrespectful. We should also always respect and take pride in our monuments. We should not litter around our ancient monuments and not scribble on them. By respecting these shared spaces, we honor the legacy of our ancestors and set a positive example for future generations.

The most important thing of all is to be punctual and respect time and people. The 3R's of etiquette are responsibility, respect and restraint. We should make people comfortable irrespective of their caste. People may not remember your grades, but they'll always recall how you treated them. Make "sorry," "please," and "thank you" fundamental parts of your everyday language. Ultimately, good manners truly define a person's character. If you aspire to be an exemplary individual, you must cultivate self-discipline and consistently practice these simple yet essential etiquettes.

## **Money vs Passion**

*Artharv Shandilya, VI B*

In today's world, we are constantly chasing materialistic things. Money, power, and a comfortable lifestyle have become our ultimate goals. In this race, we have slowly lost our curiosity and the will to do something unique or extraordinary. We are taught to choose a so called "safe" and "secure" future plan and to some extent, this is not wrong. Wanting stability, financial security, and a better life for our family is completely justified.

However, in forcing ourselves to always do what seems "right," we often abandon what we truly love. We believe that investing time and energy in our passions is unnecessary. But what kind of life are we really choosing to live? A 9 to 5 job may fill our stomachs, but it cannot always fill our hearts. As human, we are meant to take risks, to explore the unknown, to create, and to live an adventurous life.

A striking example of this mindset was revealed by former ISRO Chairman S. Somanath in a 2023 interview that went viral in 2025. He stated that nearly 60% of IIT students walked out of an ISRO recruitment drive after seeing the salary package offered. Working at ISRO is a dream for countless aspiring scientists, a chance to contribute to the nation and be part of historic achievements. Yet, because money has become more important than meaningful work, many students chose to walk away.

Today, we rarely look at a company's vision, work culture, or the impact of its work. Instead, our first and often only concern is the pay package. Those who work solely for money may achieve comfort and security, but those who work for passion truly live a life. Passion gives purpose, satisfaction, and a sense of fulfilment that money can never buy. Perhaps the real challenge is not choosing between money and passion, but finding the courage to value passion in a world that constantly measures success materialistically.

*Kreasha Jain XI A*

## **Toxic Friendships**

Friendship is an important part of school life. Some friendships become toxic and hurt our confidence, happiness, and mental peace. Toxic friendships are those where friends judge you, make fun of you, pressure you to change, and fail to support you when you need them the most.

In schools, toxic friends often judge others based on looks, grades, clothes, etc. They make jokes that hurt you. They laugh at your mistakes, and when they see you feeling sad, they say it's just for fun, even though you're embarrassed. This constant judgment breaks your self-confidence. Peer pressure is another big problem. Toxic friends force you to act "cool," copy bad habits, or behave in ways that you are not comfortable with, just to make you like them.

Such friends also leave you alone during difficult times. When you are sad, stressed, or facing problems, they ignore you instead of helping. If you failed in a subject, they will laugh but if you top they will ignore you and feel jealous. Instead of supporting you, they pull you down and make you feel unwanted.

We should be careful while choosing our friends. Good friends are those who respect us, accept us as we are, and support us in our tough times. They encourage you to do better, support your dreams, and correct you politely when we are wrong. Toxic friends are completely opposite of it. They make fun of you, try to change you, and don't support you in your tough times.



*Jisha Jain, VID*

## **The Disguise we call “Self-discovery”**

We like to say that we are searching for ourselves, but what we often mean is that we're running. Running from the version of us that exists in secret, that doesn't need to fit into the standards of aesthetic. We run from ourselves because we're scared that our true self is too bold for the world. So we run, disguise escape as self-discovery.

And in this pursuit of “finding” our self, we end up abandoning the present, the person that we are, the truth that we carry, the beauty in our soul that can never be reinvented or rediscovered. To us reality is too intimate, too authentic, too true. So we use imagination as our escape, into future selves who are decided, more resolved. It feels productive. It feels brave. It feels safe.

But the self is not hiding in faraway versions of us. It is right here, in the way we avoid certain thoughts, in the discomfort we try to drown out, in the truths we call “phases” so we do not have to claim them as our own, so we can refuse the originality in them. We fear that if we stop running, we will have to face who we are without excuses. The version of ourselves that is imperfect, hurt, the one which carries stale grief. We fear that knowing ourselves will not make us too much, we fear it'll make us too ugly.

So we romanticize this disappearance. We try to believe that our clarity of life lives somewhere else; somewhere we can reach after growth and healing, after we become easier to admire. Yet the cruel irony remains- the more we try to escape reality to find ourselves, the further we drift from our authentic self.

To truly find oneself is not to go on a journey of “self- discovery”. It is an act of staying with all our flaws, our very unflattering realities, it means staying even when its hard. And most importantly it means staying long enough to admit that the self we are searching for is the one we have been avoiding all along. And that “self- discovery” was never the journey—it was the refusal to accept.

*Sanchi Nahata, IX C*

## **My Journey at Royal Global School, Guwahati**

Royal Global School, Guwahati has been more than just an institution to me—it has been a place of growth, learning, and self-discovery. Having spent the last six years here, I can confidently say that this school has played a major role in shaping who I am today.

One of the strongest pillars of Royal Global School is its world-class infrastructure and facilities. The campus is modern, spacious, and thoughtfully designed to support both academic and co-curricular learning. Well-equipped classrooms, advanced science and computer laboratories, a rich library, sports facilities, and creative spaces for art and music together create an environment where students are encouraged to explore their interests beyond textbooks.

Equally remarkable are the teachers, who are the true backbone of the school. They are not only knowledgeable and experienced, but also approachable and supportive. Every teacher here goes beyond just completing the syllabus—they focus on concept clarity, critical thinking, and personal attention. Their dedication and patience makes learning engaging and meaningful, and they always motivate students to aim higher.

The support and guidance system at Royal Global School deserves special appreciation. Whether it is academic guidance, career counseling, or emotional support, students are never left on their own. Teachers and mentors are always ready to listen, guide, and help us overcome challenges. This constant encouragement builds confidence and prepares students to face the real world with resilience.

Overall, my experience at Royal Global School, Guwahati has been truly enriching. The school not only focuses on academic excellence but also on discipline, values, leadership, and personality development. The balance between studies, sports, cultural activities, and life skills ensures holistic development.

As I reflect on my journey here, I feel proud to be a part of Royal Global School. The lessons learned, memories created, and values instilled during these five years will stay with me forever. This school does not just educate—it inspires, nurtures, and empowers its students to become responsible and confident individuals.

*Dishantjit Goswami, V B*

## **Humans: The Guardians of the Globe**

*The 21st century is the era where we are simultaneously the architect of the ecological degradation and the sole engineers capable of its restoration. Here are the breakdown of global crises and the countries taking charge to restore the environment.*

### **1. WILDLIFE CONSERVATION & POACHING**

Problem- Illegal trade of animal parts due to high black market demand, leading to extinction

Animals- Rhino, elephants, red panda, crocodile, pangolins, tiger, cheetah.

Country – India (Kaziranga, Assam)

Solution Method- The Kaziranga Model which uses ‘zero tolerance’ anti poaching policies, AI enabled thermal sensors, satellite linked patrolling.

### **2. SOIL EROSION & DEFORESTRATION**

Problem- Fertile land turning into dust due to overgrazing, deforestation, changing rainfall patterns in SAHEL region.

Country- Africa( Sub-Saharan)

Solution Method – The Great Green Wall of 8000km belt of trees and vegetation is being planted across the width of the continent .

### 3.Air Quality Index (AQI)

Problem- Thick smog , hazardous particular matter levels causing health growth , due to heavy industrial coal use and rapid vehicular growth.

Country – Beijing ,China

Solution Method- Beijing replaced residential coal heating to natural gas , linked local officials promotions to air quality improvements , AI sensors on roads .

### 4.OCEAN & SEA POLLUTION( Marine Plastic & Microplastic)

Problem–Decline in the aquatic species , reduction in population of fishes ,posing a direct threat to the global food chain , biodiversity , and human health due to mismanaged waste of landfills leaking into water , abandoned fishing nets .

Country – Netherlands , Bali

Solution Method- ‘ The Great Bubble Barrier’ ,a tube that blocks plastic from flowing downstream and directs it to the surface.

“Trash Barrier’ are floated across the rivers in Bali and Java.

### 5. WASTE MANAGEMENT

Problem-lack of landfill spaces , plastic pollution , harmful gas release in air,water contamination , due to poor waste segregation at the source.

Country – Lucknow , India , Denmark and Singapore

Solution Method- Zero fresh waste dump status by processing daily waste .Also adopting ‘Circular Economy’ technique wherein 55% of city’s waste is converted into compost and Bio-CNG.

‘ Advanced Incineration to Produce Electricity’ which is used in homes.

*Our role as GUARDIANS is defined by our ability to Harmonize Human ingenuity with Ecological Limits.*

*Samar Siota, VC*

## Exams, Stress, and My Super Parents

It was exam week, and I felt like a tiny boat lost in a stormy sea. Hindi letters seemed to dance and jumble on the page, while Maths problems looked like towering mountains I could never climb. Every time I opened a book, my heart pounded. “What if I don’t get good marks?” I whispered. Seeing me so worried, my parents sat beside me. My dad held my hand and said, “Beta, we are proud of you, not for marks, but for your effort and your heart.” My mom smiled, brushing my hair back, and said, “Marks are just numbers. They show what you know today, but they do not decide who you will become. Your honesty, courage, kindness, and love matter far more.” Then my mom had an idea. “Let’s take a short break. Come on, we’ll play a little game!” We went to the garden, ran around a bit, and even tried balancing pebbles on a wall. My dad challenged me to a silly counting race with our fingers, while my mom laughed at our funny mistakes. We even made up a story about a monkey stealing our imaginary exam papers, which made all three of us giggle loudly. After the break, I felt lighter. Hindi letters didn’t seem so scary, and Maths mountains looked like small hills. My parents helped me make a plan: focus on one subject at a time, take short breaks, and never panic. Their calm words and laughter made learning fun instead of frightening. During the exams, I still worked hard, but I wasn’t afraid anymore. Even if I didn’t get perfect marks, I knew my parents’ love, faith, and playful support mattered more than any number. That week, I learned something amazing: with parents who guide you, laugh with you, and believe in you, even the hardest subjects and scariest exams can be faced with courage, joy, and confidence.



*Arham Khan, VI C*

## You and yourself!!

Sometimes I feel like nobody truly understands me. And maybe that's true. But then tell me why do you need everyone to understand you, if you understand yourself? Because in the end, wherever you are and whatever you do, all you truly have is you, yourself. Imagine being trapped alone on a faraway island. Your phone doesn't work. You have nothing except a backpack. No family, no friends, no help. What are you left with? You. Your mind, your body, your self consciousness, your presence of mind, and most importantly, your hope. These are enough to bring you back to wherever you belong. You may have a loving family and a big circle of people, but will they be available for you every second of your life? No, they won't. And that's when you realise — you are enough, even when you are alone.

People say patience or hard work is the key to success. But I believe that you are your own path to success!

*Arham khan, VI C*

## Gulmohar - The Place That Made Me Stronger

Coming to Royal Global School, Guwahati, and living in the hostel marked the beginning of a completely new chapter in my life. I was a girl who had never stayed away from home, never experienced life without the constant presence of family. Leaving that comfort behind was not easy. The early days in Gulmohar Hostel were filled with silence, homesickness, and moments of self-doubt that I carried quietly within me.

But Gulmohar slowly transformed those fears into strength. This place taught me lessons no classroom ever could. On days when I felt weak, I learned to stand on my own feet. When support felt distant, I became my own source of courage. Living here shaped my discipline, patience, and emotional resilience. I learned to face challenges independently and grow from them rather than fear them.

Gulmohar Hostel did not just give me shelter, it gave me confidence, maturity, and self-belief. This first year away from home changed me deeply and beautifully. I may have arrived here as someone uncertain and dependent, but I am growing into someone stronger, braver, and more self-reliant. Gulmohar will always remain special to me not just as a hostel, but as the place where I discovered my inner strength.

## Make The World a Better Place

We can make the world better by making trees our friends and not our enemies. Let's look for trash cans and not roads for garbage disposal. We should not kill the very place that we live in, that we get food from and that we get water from. We should treat our world like how it treats us. If we use animals for meat only, we will not have enough milk, eggs and warm winter clothes. Make animals your friends not your food. We should be kind to our world and its people. Make more friends and no enemies. Lend a helping hand so that we can live in harmony and peace

*Advait Das, II C*



*Kathrin Jain, 11E*

## More than a Speech

The thing about debating is that it doesn't end when the speech does. It stays with you, in the way you think, the way you listen, and the way you begin to see the world a little more clearly. For me, debating has never been just about speaking well. It is about thinking before you speak, listening before you respond, and learning even when you don't win. This year, I represented my school at three debating tournaments across the country, and somewhere along the way, debating became much more than a competition.

My first experience was at the East India Debates hosted by Assam Valley School. Being surrounded by students from all over India was overwhelming at first, but also incredibly exciting. Staying in the hostel and sharing a room with girls from a completely different school turned strangers into friends within days. Conversations flowed effortlessly, about

debates, about life and about everything in between. Even after losing in the quarter-finals, what stayed with me was not disappointment, but the strange and comforting sense of belonging that debate creates so quickly.

At my second tournament, held at Shri Ram School, Moulisari in Delhi, debating felt a bit familiar. Though we didn't qualify, the experience taught me something important, that winning isn't the only measure of growth. It helped me understand how deeply teamwork matters, how every speaker depends on the other, and how ideas become stronger when built together. Exploring the city, sharing meals, and laughing after long rounds made the learning feel lighter and more real.

My final tournament was JEDI at The Doon School, Dehradun, where I stepped out of my comfort zone. It was challenging, but also incredibly rewarding. Listening closely, processing arguments quickly, and responding thoughtfully pushed me to think sharper and faster. Even the journey there felt special, watching the sky from the plane and realising how far debating had taken me, both literally and otherwise.

Through these experiences, I've learnt that debating is much more than arguing a side. It is about understanding, thinking deeply, and learning how to listen just as carefully as you speak. It has taught me how to think and that, to me, is its greatest power.

But most of all, debating has given me confidence and that is something I know I will carry with me far beyond the debate room.

### Cost of Becoming

When does growth begin to feel like loss?

When does ambition start to sound like betrayal?

I often wonder if becoming more means leaving pieces of myself behind, whether every step forward quietly erases the life I once knew. I carry opportunities in my hands, yet my mind is crowded with questions. Why me? What right do I have to dream so loudly when others walk so far just to survive?

Back home, mornings arrived gently. A newspaper would land at the gate with a soft thud before the sun fully rose. Roosters announced the day, and the house slowly woke up with me. There was no hurry to become anything more than what I already was.

After school at the bus stand, my friends and I waited for the city bus that always came late. We gossiped, laughed and shared snacks. I thought this was all it would ever be. My Grandmother would be waiting. She would peel oranges with slow, careful hands, feed me fruit piece by piece, ask about my day as if nothing in the world mattered more. Evenings were full of voices, of familiarity, of belonging. I didn't worry about laughing too loudly or spilling food. I didn't worry about losing friends or becoming someone else.

Then I left.

Now mornings begin with bells that feel sharp and impatient. I wake up in a hostel room where the walls do not know my name. There is an absence of my Grandmother waiting in the evenings, no fruit peeled in quiet love, no friends calling out my name from the road. Friends were now replaced by hurried footsteps of strangers. The school is vast, impressive, filled with opportunity. Everything looks better. Everything is better—on paper.

And yet, something inside me feels heavier...

I sit in classrooms and think of children walking miles to school, their bags cutting into their shoulders. Of people stronger and brighter than me who may never sit where I sit. Comfort no longer comes alone, it brings guilt with it.

It was only when I began to live beyond my home that I understood my responsibility to others. I realised how sheltered I had been. How fortunate to have food, a roof, safety, and

a family that comes home whole. I don't understand why I was given this path, while somewhere else there is someone just like me, with the same hunger, the same effort, the same love for family yet without the chance I was handed.

Behind me stand my parents, working day and night to give me a life they never had. This education is the farthest they can take me. Every opportunity I hold is stitched together by my parents' exhaustion, patience, and belief.

I want to give back. I want my life to mean more than my own escape. But I am still a child ambitious, aware, and helpless all at once. I thought leaving home would bring clarity. Instead, it has filled me with questions.

And so I walk forward, not with certainty, but with thoughts that spiral and refuse to settle. Am I becoming stronger, or simply more distant? Perhaps this confusion is the price of hope.

At least I have the chance to walk forward, to try, to become useful with the life I've been given.  
Thank you Anu, Apa...I Love You.

*Diya Sarawgi, IX D*

## **Not A Title, A Promise**

Every Royalite, at some point, has stood in the assembly ground, looked at the Head Boy and Head Girl, and wondered what it would feel like to hold a position of such responsibility. We did too.

For years, we stood exactly where you stand now, in the same rows, under the same sky, listening to the same prayers, watching leadership from a distance. The dream did not arrive all at once. It grew slowly, shaped by early mornings and long days, by quiet effort, by mistakes that taught humility, and by lessons that stayed long after the bell rang. These corridors watched us grow, not just in confidence, but in character. So when we were entrusted with the responsibility to lead, it did not feel like a reward. It felt like our journey had finally been understood.

There is pride in this moment, but there is something deeper than pride. There is responsibility. Leadership is not a title you carry, it is a standard you live by. It is knowing your actions matter even when no one is watching. It is remembering what it feels like to be unheard, and choosing to create space for others to grow. We step into this role with clear purpose and steady resolve. We aim to strengthen unity, uphold discipline, and ensure that fairness and respect define every space we share. We will listen carefully, act decisively, and remain accountable for every choice we make.

We do not wish to lead above anyone. We wish to walk beside everyone. To lead not from a distance, but from within. To guide without overshadowing, and to serve without separating ourselves from the people we represent.

We do not stand here alone. We stand with gratitude. To the authorities who placed their trust in us. To the teachers who continue to guide us with patience, honesty, and belief. To the students who now look to us with hope and confidence. And to the support staff whose dedication prepares our classrooms, maintains our spaces, and sustains the rhythm of everyday school life. This place is not just where we study. It is where we were shaped. It taught us that leadership is built through consistency, values, and courage, that respect is earned through action, and that legacy is defined by what you give back.

This journey is not about two individuals standing at the front. It belongs to every student who has ever dreamt of being part of the council. If you are reading this and feel that dream stirring within you, hold on to it. We once stood where you stand now, carrying the same quiet hope. Today, that hope rests firmly in our hands.

To the school that raised us, trusted us, and taught us to believe, we give you this assurance. We will not lead for applause, we will lead for purpose. We will walk this path with courage in our choices and honesty in our actions. And when our time draws to a close, we will leave this place stronger in spirit, fairer in voice, and bolder in its values than we found it. We will not simply lead for today. We will lead in a way that lingers, in a way that matters, in a way that is remembered tomorrow.

Because this was never just a title placed on our shoulders.

It was a promise we chose to carry.

Because we once stood there too, and we have never forgotten how it felt.

*Bhargavi Devi, Head Girl*

*Dev Goyal, Head Boy*

## **The Beatles: The Fab Four Who Changed Music**

Ever since I was a small child, I have been fascinated by music, especially the songs of The Beatles. At home, my parents often played their music, and I would listen quietly and hum along. Slowly, their songs became a special part of my childhood and made me curious to know more about them.

The Beatles were a British rock band from Liverpool, England. They were formed in 1960 and had four members—John Lennon, Paul McCartney, George Harrison, and Ringo Starr. They were called The Fab Four because of their talent and charm. Even today, their music sounds fresh and enjoyable.

In their early years, the Beatles played in small clubs and cafes. They also travelled to Hamburg, Germany, where they performed for long hours every day. This helped them gain confidence and improve their skills. In 1962, they released their first song, “Love Me Do,” which made them popular in the UK.

In 1964, the Beatles became world famous when they visited the United States and appeared on The Ed Sullivan Show. Around 73 million people watched them perform on television. Fans screamed, waved banners, and followed them everywhere. This exciting time was called the British Invasion.

What makes the Beatles truly special is their creativity. They experimented with new sounds and styles and changed the way music was made. Albums like Rubber Soul, Revolver, and Sgt. Pepper’s Lonely Hearts Club Band became very famous. Songs such as “Hey Jude,” “Let It Be,” and “While My Guitar Gently Weeps” and many more are still loved across the world.

In 2019, I felt very excited visiting the Lennon Wall in Prague. It is covered with colourful paintings, peace messages, and Beatles lyrics. The wall became famous after John Lennon’s death and slowly turned into a symbol of love, freedom, and peace for people around the world.

The Beatles stopped touring in 1966, and their final live performance was in 1969 on a rooftop in London. They broke up in 1970. Sadly, John Lennon was assassinated in 1980. Paul McCartney is the only Beatle who is still actively making music today.

For me, the Beatles are not just a band from the past. Their music has filled my childhood with happiness and curiosity. They showed the world that music can connect people, spread peace, and stay alive forever.

*Aarohi Khanikar, VI B*

## Silent Currents

Every choice begins quietly, almost unnoticed, like a ripple across still water, and yet its reach is endless. A boy walks down the corridor, pausing at a door he does not enter, his hand lingering over the handle, a breath held, a hesitation that subtly alters the rhythm of his day. A girl laughs in the courtyard, her expression effortless, though behind it exists a careful awareness of what is safe, what is permitted, what must remain unspoken. Averted glances, restrained words, slight shifts in movement — these fleeting moments continuously reshape experiences, relationships, and belonging. How many lives bend silently beneath decisions so small they escape attention? A single gesture can harbor remarkable power. A nod withheld, a step taken or avoided, a truth swallowed before reaching light — each tests courage and resilience in ways no audience observes. Character is often shaped not by grand declarations but by quiet negotiations between doubt and resolve. Who truly recognizes the unseen bravery woven into ordinary existence, the subtle choices that prevent conflict, preserve dignity, or protect fragile confidence? In classrooms, corridors, and passing encounters, identity is sculpted through these hidden movements. Meeting another's gaze without judgment, offering understanding without recognition, holding conviction without spectacle — such moments direct human connection in ways rarely acknowledged. Life is not constructed solely from visible milestones, but from countless internal crossroads where individuals decide who they will become. What if awareness revealed the true magnitude carried by these unnoticed turning points? How differently might people act if they sensed the weight behind every silent decision? Perhaps the most extraordinary aspect of these moments is their silence. No headlines mark them, no applause follows them, no witnesses record their existence, yet they continuously redirect inner worlds. What appears insignificant often conceals quiet transformations, where hesitation becomes courage, restraint becomes strength, and uncertainty becomes clarity. And in the end, all of this unseen motion carries immense power. Every silent pause, every measured restraint, every unnoticed choice participates in shaping perspectives, futures, and possibilities. Beneath the surface of routine existence flows an intricate architecture of invisible influence, reminding us that transformation rarely begins with noise. It begins in silence, where even the slightest decision holds the power to redefine everything. Because what goes unnoticed rarely goes unimportant.

## The Fear of Being Ordinary

No one admits it aloud, yet it lingers quietly in countless minds — the uneasy suspicion of being forgettable. Within classrooms, corridors, and crowded gatherings, a silent anxiety often persists, not of failure but of blending unnoticed into the background of existence. Achievements, talents, appearances, even personalities are frequently measured against an invisible standard, as though life were an unspoken contest where significance must constantly be proven. When did simply existing cease to feel sufficient? Comparison rarely announces itself dramatically. It emerges subtly, woven into casual conversations, academic expectations, social media glimpses, and passing observations. Someone else always appears more accomplished, more confident, more certain of their direction. Gradually, an ordinary life begins to feel like a quiet inadequacy rather than a natural state of being. Yet what defines ordinary? Is it the absence of attention, the lack of spectacle, or merely the refusal of noise? Ironically, the pursuit of exceptionality often obscures a fundamental truth. Every individual navigates uncertainties, contradictions, and unseen struggles that resist simplistic labels of remarkable or mundane. Lives perceived as extraordinary from a distance frequently contain the same hesitations and questions experienced by everyone else. The distinction exists less in reality and more in perception, shaped by what is visible and what remains concealed. Perhaps the most overlooked realization is that ordinary moments constitute the vast majority of human experience. Quiet routines, fleeting interactions, small decisions, unnoticed gestures — these form the substance of life itself. Meaning does not arise solely from dramatic milestones but from the cumulative weight of seemingly insignificant days. The fear of being ordinary, then, may not stem from insignificance but from misunderstanding what significance truly is. To exist without constant spectacle is not to exist without value. To move through life quietly is not to move without impact. In a world captivated by visibility, the deepest transformations often occur beyond recognition, within spaces where growth, resilience, and understanding unfold without applause. What if ordinariness is not a limitation but the very foundation of shared human experience?

*Bhargavi Devi, XI E*

## Cracks in the Mirror

Feminism is not about giving women strength. Women have always carried it, threaded into bones, into heartbeats, into quiet acts of defiance. It is about changing how the world sees that strength, ensuring every human, every story, every fear, every survival is honored. We speak of harassment, fear, and equality, and we picture girls stepping lightly, counting glances, mapping survival in a world built on threats. And rightly so. But what about the boys? The men? Who speaks for them when bruises hide behind laughter, when hearts tremble in silence, when trauma vanishes into shadows carved by culture, religion, and expectation? Why do their stories disappear? Why do their fears remain unseen? Up to 20% of men experience sexual assault, yet the world whispers when they speak. When feminism is framed as women alone, whose suffering do we ignore? Whose pain do we refuse to see? From childhood, boys are told to be brave, to hide tears, to endure invisibly, while girls calculate each step for safety. Micro-moments accumulate like fractures in glass—a glance seeking help and finding none, a laugh masking trembling hands, a whispered confession dismissed. Society watches quietly, normalizing fear for one half of humanity while erasing the other. Men are trained to suffer silently. Women are trained to fear constantly. Can equality exist when half the population is forced into shadows, when their stories go unheard? True equality begins when feminism embraces all genders, honoring each survivor, each hidden story, each silent fear. Everyday life hides these truths in whispers. When a boy freezes under a joke, when a man hesitates to speak of assault, when women measure each step to survive, these echoes shape society. They accumulate, demanding acknowledgment. Change does not always roar. It does not always march in protest. Sometimes it moves quietly, through the courage of a single voice, the might of a single pen, an act bold enough to name what has been hidden. Courage knows no gender. Pain does not discriminate. Humanity demands witness. Imagine cracked mirrors lining the halls of consciousness, reflecting fear, hesitation, silent screams. Boys whose laughter conceals trembling. Girls whose steps are measured. Men whose confessions vanish into culture. Women whose vigilance never rests. These reflections are fractured, jagged, but they hold truth. They demand recognition. They insist the world sees, hears, and values experience. True equality requires daring to look beyond surfaces, to recognize trauma wherever it exists, to amplify silenced voices, and to dismantle structures of fear. Equality is not a gift to one while another suffers unseen. It is a shared responsibility, a collective honoring of humanity, empathy, and justice. The most radical act is not protest or rebellion. It is seeing the invisible, believing the unheard, refusing to let a story fade. It is realizing that a single pen, a single word, a single act can alter the course of history. When the world finally listens, when every shadowed story is seen, when every whispered fear is believed, the silence shatters. The cracks in the mirrors reveal the whole truth: Every human matters. Every story matters. Every voice matters. Every reflection demands to be seen.

*Bhargavi Devi, XI E*

## Autobiography of a School Bag

I was cut from a thick piece of cloth, and after a lot of cutting, stitching, and pasting, I finally became a smart blue school bag. I was packed neatly in plastic and sent from the factory to a shop called "Students' Gallery." I saw many bags there, but I liked mine best, "Royal Global School" proudly printed on top.

One day, a dignified lady came with a little girl named Manya, picked me up and took me home. The next morning, I was stuffed with so many books that I thought I would burst open like a peanut.

When I reached school, I felt happy as a lark because I met my family members and saw a beautiful school. Throughout the day, I was opened and closed again and again. By the time school ended, I was dead tired and just wanted to go home and rest.

My owner, Manya, is very creative. She not only keeps books, a tiffin box, and a water bottle inside me, but also uses me as an umbrella when it rains, a body blocker while playing, and even a musical instrument while singing in the bus. Although I have fun, jousting makes me feel giddy sometimes.

I am lucky to have an owner who keeps me spick and span and decorates me with a cute little key chain. I feel on cloud nine when holidays are declared because that is the only time I can relax properly. I am truly happy to have found such a loving owner and a cozy home. After all, a school bag's life is not a piece of cake!

*Manya Baid, III B*



# Fiction Forge

## Nana, A Thousand Splendid Suns-Khaled Hosseini

Dear Nana,

They say you were cruel. They say you poisoned a child's mind with bitterness and fear. They speak as if your pain was a choice, as if softness could ever survive unscathed after the world uses, discards and hurts you beyond repair. The world forgot that you were a human deserving of love and compassion, but expected you to know and show the love you never experienced to your daughter.

You frightened Mariam because you were frightened first. You believed that the world was a merciless place, and it was— you were right, Nana, you always were. You taught her the language of abandonment and toughness because it was the only language spoken to you. You did not know how to protect a heart except by hardening it. And for that, they condemn you, they say you were a bad mother; but really, maybe it was just a bad world.

But Nana, what I saw was a woman standing alone against a world that had already written her off. A woman made into a villain in her own story, blamed for surviving in ways that were deemed unbecoming. You were never given tenderness, so you could not pass it on. People ask why you were so sharp. They never ask who cut you first.

Your bitterness was not born from malice. It was born from betrayal. From being loved in secret and shamed in daylight. From learning that men are forgiven for desire and women are burdened by it. From realizing that hope, when misplaced, can kill you slowly.

You loved your daughter in the only way you knew how—by trying to prepare her for disappointment. You wanted her heart armoured, not broken. You wanted her eyes open, not dreaming herself into ruin. Yes, you were wrong. But you were also terrified. And terror makes prophets out of the wounded.

You broke something in me because you felt real. Because you reminded me that pain does not always look gentle, and love does not always sound kind. You taught me that suffering can rot into cruelty when it is left untreated, when no one ever says, "You deserved better."

So let me say it now.

You deserved better.

You deserved a life where love did not arrive as a sin. Where motherhood was not a punishment. Where your story was not reduced to a footnote of shame. You deserved someone to sit beside you in that cold house and tell you that you were still human, still worthy, still allowed to hope.

You were not weak for being bitter. You were lonely. And loneliness, when it goes unanswered, turns sharp.

Nana, you were not alone—only unheard. And even now, through pages and years, I see you. I hold space for your anger, your fear, your aching heart that never learned how to rest.

I wish someone had loved you gently enough to teach you how.

If no one told you then, let me tell you now: your heart, even bruised and barbed, deserved love.

Love.

## Dear Harry Potter,

My reading experiences have always felt magical. Reading makes me feel like I'm in another world of imagination and possibilities

where there are no impossibles, only possibles. When I read, the real world slowly fades away, and I step into a place where dreams feel closer, courage feels stronger, and hope feels alive.

When I first met you through the pages of a book, I didn't know that you would become so important to me. You were not just



Sanchi Nahata, IX C

a boy with a lightning-shaped scar; you were someone who showed me that even in the darkest moments, light can still exist. Your life was never easy, yet you chose kindness over hatred, bravery over fear, and love over power. That choice changed everything.

Hogwarts became my safe place, even though I have never walked its corridors. Through you, I learned about friendship that stands strong against every danger, about love that protects even after loss, and about believing in yourself even when the whole world doubts you. Every spell, every challenge, every sacrifice made me feel like magic isn't just about wands, it's about the heart.

You taught me that being different is not a weakness, that pain does not define us, and that even an ordinary person can do extraordinary things. Whenever I feel unsure of myself, I think of you, and I feel a little braver.

Thank you for giving me a world where I can escape, dream, and believe. A part of me will always be waiting for my Hogwarts letter, not because I expect magic to come but because you taught me that magic already exists, in courage, hope, and love.

With endless admiration and a heart full of magic.

*Saanchi Jalan, VII D*

## **Letter to Hassan (The Kite Runner)**

Dear Hassan,

How have you been? Lately, I have been thinking a lot about you, which is why I am writing this. Most of the time, I think about what a great person you were, but there is something that haunts me about you: your letter to Amir. It doesn't disturb me, but in a way that makes me think about your loyalty, your waiting, your forgiveness, your kindness, and, most of all, your sincerity. The way you were so brave when accepting the truth of whatever had happened to you after the kite competition, you have such a strong mind and such a big heart, full of forgiveness and empathy. I feel it's worth more than any wealth in this world. That is exactly what makes you different from anyone that I have read about. These thoughts I have about you are not something I usually like to talk about, because they are raw. Talking and feeling, these raw feelings can be quite overwhelming. I guess, maybe it was just the way your character was. Overwhelming. You remind me of how it is to be a human. Maybe it was just the fact that you were written about in such a heart-rending way. And that healed a lot of us, because you taught us humanity, kindness, perseverance again. So, thank you for being Hassan, a Hazara, a human! Well, that's all for now. Hope to hear from you soon!

*Afrin Yasmin, VIII A*

## **HARRY POTTER (J.K. ROWLING)**

Dear Professor Dumbledore,

I hope you are having a much better winter vacation than I am. I was at home, in my room, all set up to rest, wrapped in a blanket, trying to enjoy holiday snacks when a little misunderstanding with magic occurred that altered the whole plan.

A very slight and completely unintended bit of magic took place in the morning. I would rather point out that it was not dangerous or dramatic and by far does not deserve the reaction it has got. Unfortunately, my parents were told and they are now sure that I have lost all sense of magic judgment and am half a spell away from ending up behind bars in Azkaban.

I am currently under close observation. I have been seriously reminded that rules are rules and that rules apply everywhere. I have tried to explain that sometimes Hogwarts students forget that they are not in Hogwarts, but so far this proposal has not worked.

This is why I am writing to you. You know how magic may take place with no bad intentions, and how students sometimes may fall in trouble when they really do not deserve it. I am hoping that you could give me a piece of advice – or, better still, some comforting words – that would make my parents perceive this experience as what it was: a simple accident and not the start of a lifelong rule-breaking profession.

In case you can do something to ease the situation, I would be very grateful. Here I am afraid the punishment will be even longer than the holidays themselves. Thanks to you, your wisdom and your never-ending belief that the students need knowledge especially when parents are involved.

*Khushii Choudhary, VI D  
Student, Hogwarts School of Witchcraft and Wizardry  
Sent via owl post.*

### **Dear Rishi (Mismatched)**

I hope you don't find it strange to receive a letter like this from an absolute stranger. I felt the need to write to you. I've watched *Mismatched* endless times on Netflix, and honestly, you are my favorite character in the whole series. From the very first moment you appeared on the screen with that shy, pretty spark in your eyes, I couldn't help but fall for your genuine nature. You're just real, kind-hearted, and romantic in the most adorable way. The way you express your feelings and speak from your heart is the kind of love everybody wishes for in real life.

I know you're a fictional character, but it feels like you were created to teach everybody how to be a respectful and loving partner. Every time you showed patience and made a gesture which was favored towards Dimple, those moments were not just scenes. They were green flags woven into the story. You did not play any games, hide your feelings or play with someone else's feelings. You genuinely cared, and that means a lot.

Sometimes I wish you were real—not because I'm confused between fiction and reality, but because the world could learn so much more from people like you. Someone who listens, loves with intention, and believes in deep connections even when life gets messy. That's rare and is very beautiful. That's exactly why you are my favorite.

Thank you for showing everybody how love can be sweet, respectful, and brave, even when it's scary or imperfect. You maybe live on screen for some time but there is always this little space in my heart that is always occupied by you. I'm so glad your journey has touched me and taught me so much, and I hope others feel the same way too.

Here's to more stories like yours, full of heart, hope, and honesty.

With admiration and a bit of heartfelt energy.

*Aanya Bajoria, IX D*

### **Dear Yeon Si-Eun (Weak Hero)**

You've got an extraordinary way of making the day seem lighter. You don't have to shout to be noticed. The very act of just being present in a room or situation seems to create additional smiles for everyone around you (including myself) than there would be if you weren't in that space. I pick up on little things about you that most of the people in your world don't see. Your eyes sparkle when you are concentrating and focusing on something important, you let out small giggles when something strikes you as funny, you give complete attention to the people that surround you, and even the way your head tilts when you think. All of these tiny moments have a way of sticking with me longer than I would

have thought they would. Sometimes, I find myself looking forward to seeing you so I can enjoy watching you demonstrate these kinds of small things over. While you do have a tremendous presence of kindness, your kindness is not an attention-seeking form of kindness. You help others, & leave them feeling safe & calm without feeling like they need something in exchange. Your kindness is seen in the small look you give, or by offering kind, gentle smiles, and simply by being there among others & being friendly; your kindness creates a clear impression on the people around you. Please do not let this letter interrupt anything you are doing today, because it is merely meant as a note of admiration for you, and recognition by me of what may be a small and quiet crush on you.

With gentle fondness.

*Melvina Oinam, IX C*

## **Noi-Noi**

Noi-Noi was adopted by my family. It is our little kitten. One night, a helper at my house, Elizabeth Didi got it from a shopkeeper whose cat had given birth to a litter of kittens. We decided to call it Noi-Noi, named after a cat that Elizabeth Didi once had, but it died young.

At first since it was a baby, it was kept in a small basket indoors. Now, as it has grown stronger, it roams everywhere around the garden exploring the outdoors. It also finds a way to follow us inside the house whenever it likes to. Then we have a hard time getting it out!

At first, my little brother Zayaan would scare the cat or kick it, but I explained to him that he must be kind to her. Now he loves Noi-Noi and plays with it, as all of us in our family do. Mother called the vet for Noi-Noi's check up and vaccination. Elizabeth Didi held her in her arm as the vet vaccinated her for cat diseases. She let out a small squeal once she got the injection. She was also prescribed some medicines and special kitten food by the vet.

There is a very large stray cat that lives in our colony. He is constantly bullying our pet. He comes inside our house to fight and scare Noi -Noi. One night Noi-Noi disappeared from our house, which worried all of us. I went around the colony looking for it but it was nowhere to be found. I could not sleep that night of worry. I was scared that it might have been injured by that big cat or another animal. To our relief, we found her next morning sitting in its usual place, but very subdued. I was guessing she was indeed bullied by the big cat, but somehow got back.

Relieved, I filled her bowl with kitten food and water and she started lapping it all up hungrily. We will keep protecting her each day, everyday! We all love our cat, Noi-Noi.

*Aizah Khan IV B*

## **A Letter to Mr. Keating (Dead Poets Society-1989)**

*Dear Mr. Keating,*

*O Captain*

*My Captain*

I'm not **writing** this because you were **perfect**.

I'm **writing** because you were **unsettling**.

You didn't **enter** a **classroom** to **teach poetry**. You **entered** to **disturb certainty**. the **kind** that feels **safe** but **slowly** makes people **smaller**. You didn't **raise** your **voice**. You didn't demand **belief**. You simply asked **questions** and let the **discomfort** do the **work**.

That takes **nerve**.

You **taught** me **something** no **syllabus** ever **admits**: that thinking **independently** is not **glamorous**. It's **lonely**. It's **inconvenient**. And once you start, there's no undoing it. You can't **unsee perspectives**.

When you said **Carpe Diem**, it wasn't **inspirational**. It was **uncomfortable**. It **stripped away the illusion that time is generous**. That **life waits politely for us to feel ready**. You **didn't romanticise rebellion**. You **exposed how quietly conformity settles in**.

I **come** from a **world** that loves **structure** — **marks, ranks, measurable success**. A **world** where too many **questions** are treated as **distractions** and **silence** is rewarded as **discipline**. In that **world**, your **classroom** felt **dangerous**. Not because it encouraged **chaos**, but because it **demande**d **ownership**.

You **never** told your **students** what to **think**. You **trusted** them enough to think **wrongly**, to **disagree**, even to **walk away**. That kind of **trust** isn't **common**. It doesn't come from **authority**. It comes from **absolute belief** in the value of **independent** thought.

What **stayed** with me **most** is this: once you start **thinking for yourself**, excuses **disappear**. **Silence** becomes a **decision**. **Obedience** becomes **intentional**. And **suddenly, blending in** feels **heavier** than standing **alone**.

There are **moments** when it would be **easier** to follow the **approved path, to stay quiet, to not push too hard**. But I **know now** that **comfort** is often just **fear** with **goodbranding**. And that a **carefully lived life** can still be a **wasted one**.

If I ever become someone who **questions before accepting, speaks before it's convenient, and values meaning over applause**, it will be because you once reminded a room full of students that **their voices mattered** — even if they **shook while using them**.

**Carpe Diem, Mr. Keating.**

**Not as a slogan.**

**As a responsibility.**

*Rishik Jhunkhunwala, IX B*



## Travelers Quill

## The Last Train at Platform Three

The station chronometer flickered momentarily before stagnating at 11:58 PM.

As I stepped onto Platform Three, a preternatural stillness descended

—a vacuum of sound so dense it felt as though the night itself were reluctant to breathe.

Overhead, the fluorescent tubes hummed with a spectral tremor, casting elongated, grotesque silhouettes that skewed with every blink.

I sought sanctuary on a frigid iron bench and instinctively reached into my greatcoat, my fingers tracing the serrated edges of a creased letter I had carried for three years.

“Come home if you still remember us.” — Baba

Years prior, I had been fuelled by a volatile mixture of hubris and resentment, discarding my heritage for the shimmering mirage of metropolitan ambition. I believed I had achieved everything I once desired, yet in this liminal space, my success felt like a hollow reverberation—an echo devoid of substance.

A sudden, glacial plummet in temperature signalled a breach in my solitude. An elderly man now occupied the bench beside me, draped in a tattered shawl that remained eerily static despite the rising draft. His manifestation was seamless, as though he had materialized from the shadows rather than arrived.

“You are running late,” he remarked, his voice a dry, rhythmic rasp.

“I nearly missed it,” I responded, my throat tightening with an inexplicable dread.

His hollow gaze remained tethered to the iron rails. “The travellers here usually do. They do not lament the departure; they regret the thwarted return.”

I glanced back at the clock. The second hand remained paralyzed at 11:58.

Without warning, a cacophonous metallic shriek shattered the silence. The locomotive erupted from the abyss, its approach an aggressive intrusion into the station. The windows were opaque—bottomless wells of obsidian that offered no reflection. As the pneumatic doors hissed open, a miasma of corrosion and damp earth exhaled from the interior.

“Are you boarding?” the stranger inquired.

I offered a tentative nod. But as I turned to acknowledge him, I found only a vacant bench. Etched deeply into the timber, as if scorched by an ancient fire, were the words: Platform Three is not meant for the living.

Adrenaline surged as I crossed the threshold. The doors sealed shut with an irrevocable thud. Within the carriage, a macabre tableau awaited: rows of passengers sat in catatonic rigidity. Their complexions were the colour of parchment, their gazes fixed in an eternal, vacant anticipation. Not one of them breathed.

The train lurched. I sought my reflection in the window, but the glass betrayed me. The visage staring back was a spectre, ashen-skinned, hollow-eyed, with a faded shawl draped over its shoulders.

The dam of suppressed memory finally breached:

The petrichor of a rain-slicked motorway.

The blinding, solar glare of oncoming headlights.

The visceral symphony of fracturing steel.

I had never reached the city three years ago. I had never succeeded. I had never returned.

The old man sat opposite me now, his expression one of tragic composure. “This train,” he whispered, “is reserved for those who left and never came back.”

A funeral chime resonated through the cabin—12:00 AM. The train accelerated into a boundless void, charting a course toward a destination absent from all maps. At last, the truth was absolute: I hadn’t arrived at Platform Three tonight. I had been its solemn inhabitant ever since the crash.



Kushal Bafna, XII D

## In the Tranquil Embrace of Tawang

Nestled in the serene folds of the Eastern Himalayas, Tawang is a place where nature and spirituality coexist in perfect harmony. My journey to this enchanting town of Arunachal Pradesh felt like a passage into a world untouched by haste and noise.

The road to Tawang itself was an experience to cherish. As we crossed the majestic Sela Pass, the landscape transformed into a canvas of snow-clad peaks, frozen lakes, and whispering winds. Each turn revealed a view more breathtaking than the last, filling me with awe and anticipation.

Tawang welcomed us with its tranquil charm and crisp mountain air. The Tawang Monastery, standing proudly against the mountains, was the soul of the town. The deep resonance of prayer chants and the gentle flutter of prayer flags created an atmosphere of profound peace. Time seemed to slow down within its sacred walls.

Nature revealed its raw beauty at the Nuranang Waterfall, where icy waters plunged down rocky cliffs with immense force and grace. The sight was both powerful and soothing, reminding me of nature's untamed strength.

Equally memorable were the warm smiles of the locals, whose simple lives are deeply rooted in Buddhist traditions. Their hospitality, stories, and traditional cuisine reflected a culture rich in humility and harmony.

As I left Tawang, I carried more than photographs and souvenirs. I carried a sense of calm, a deeper respect for nature, and memories etched forever in my heart. Tawang is not merely a destination—it is a feeling, lingering long after the journey ends.

*Atishree Jain, X B*

## Exploring New Horizons

As our plane descended, Sri Lanka unfolded below me like a green jewel. I visited Sri Lanka with my family during my vacation. A magnificent traditional dance welcomed us. It was warm and lightly drizzling when we arrived. We met our chauffeur, and he was quite polite. As we drove to our hotel, we were greeted by the bustling city of Colombo.

The next day, we explored Sri Lankan cuisine and shopped a bit in Colombo. Sri Lankan food was out of this world, with a hint of coconut in almost every dish. My favourite was string hoppers. Then we went to Kandy by car, though it was tiring, the scenery was mesmerizing and very picturesque.

Kandy's weather was cool yet pleasant. In Kandy, we visited the Temple of the Sacred Tooth Relic, one of the most sacred Buddhist temples. Later, at a cultural Centre in Kandy, we enjoyed vibrant traditional dances and drum performances.

We also visited Nuwara Eliya, which was very beautiful because of its cool climate and colonial-style houses. The city of Nuwara Eliya, also known as "Little England," felt like stepping into a quaint European town.

My favourite city was Galle, where we enjoyed fun water activities on the beach. Our entire day passed by playing in sand and water—an experience that I shall never forget.

Next on our itinerary came Mirissa, where we boarded a cruise that took us on a sea tour. We spotted dolphins, turtles, and whales! We soon learned that it was our lucky day, not many were fortunate enough to spot so many aquatic animals on one trip!

Our trip to Sri Lanka was one of the most memorable trips I have ever taken, but what made this trip special were the people. Their positive attitude and kindness toward us were something I am very thankful for. This trip taught me that modern technology and the environment can, in fact, co-exist. This was an experience that left me flabbergasted for many days, even after coming back from the trip. If I ever get a chance, I would love to relive the moment and visit Sri Lanka, which was a gateway to so many memories that I have made during the very start of the year.

*Snigdha Das VI C*



## **A Children's Day to Remember: visit to Nortap Village School**

Children's Day is often celebrated with speeches, sweets, and smiling photographs. This year, however, it became something much more meaningful for me when I visited a small village school in Nortap. The visit was not just about celebration, but about connection, understanding, and sharing happiness in its simplest form.

Nortap is a quiet village where life moves at a slower pace. The school there may not have smart boards or large classrooms, but it is filled with something just as powerful as curiosity, warmth, and genuine smiles. As we entered the school, we felt the happiness of the little kids spreading through to us— joy is truly contagious— their lit up eyes and wide smiles made us feel truly welcome.

We distributed small packets to each child. Inside each packet were basic yet valuable items such as a pencil box, notebooks, pencils, and chocolates. While these may seem ordinary to us, the joy on the children's faces showed how meaningful these gifts were to them. Some children immediately opened their packets, while others held them carefully, as if they were something incredibly precious.

What struck me the most was how grateful the children were. A simple "thank you" from them felt incredibly powerful. It made me realize how often we take things for granted in our daily lives, things that can bring immense happiness to someone else.

Spending time with the children and observing their daily lives gave me a new perspective. Despite having limited resources, they were cheerful, polite, and eager to learn. Their laughter echoed through the school, reminding us that happiness does not depend on possessions, but on togetherness and care. We danced with them and sang songs together, filling the school with laughter and happiness. There were no barriers between us, just pure joy and togetherness. In those moments, it did not feel like we were visitors, but friends celebrating together.

This visit to Nortap village school transformed my understanding of Children's Day. It was no longer just a date on the calendar, but a reminder of our responsibility to share, support, and uplift one another. The smiles we saw that day stayed with me long after we left.

I returned feeling grateful, humbled, and inspired. Sometimes, the smallest acts of kindness leave the deepest impact, not only on those who receive but also on those who give.

*Sia Sonthalia, IX B*

## **Ten of Me: Scaling the Giants of Giza**

It was a hot summer day in Cairo, the kind of heat that makes the ancient world feel alive, and I was finally ready for my Arabian Night. The adventure began with a camel ride through the golden dust, a swaying, rhythmic journey that felt like a step back in time and fueled up on local food so delicious it defined the trip. But the true scale of Egypt didn't hit me until I stood before the Pyramids. They were staggering, tall enough to take on ten of me stacked against the sky. My vacation ended all too fast, but standing in the shadow of those giants was a finale I'll never outgrow.

*Demira Boro,*

## **Enjoying a thrilling boat ride near Panimur Waterfall, Umrangso**

Do you know which place I'm talking about?

It's Umrangso, a quiet and beautiful town hidden in the Dima Hasao district of Assam.

Umrangso is located near the Meghalaya border and is famous for the NEEPCO Hydroelectric Project on the Kopili River. Surrounded by forests and hills, this place is rich in natural beauty. It has waterfalls, a large water reservoir, hot water springs, a golf course, and many adventure activities like camping, boating, and water sports. Umrangso truly feels like nature's secret.

We stayed at Pushringdi Floating Luxury & Island, Umrangso. It was a very beautiful and peaceful place, and our stay there was truly memorable.

On the first day, we visited Panimur Waterfall, which was the most exciting part of our trip. The waterfall was huge, powerful, and incredibly beautiful. It can easily be compared to the famous waterfalls of the world, but for me, Panimur Waterfall was even more special. Standing close to the roaring water felt thrilling. The loud sound, fresh mist, and a drone flying above us made the moment unforgettable. The forest around the waterfall added calmness and freshness to the place.

The next day, we took a speedboat to reach our island room. The boat ride was very exciting. When we reached the island, the sun was setting, and the view looked like a painting.

From our room, it felt as if we were floating on water.

Because the weather was cold, we enjoyed hot pakoras. After dinner, we slept peacefully, surrounded by silence and nature.

The next morning, we woke up early and played on the swings. After breakfast, we packed our bags and got ready to leave the resort.

Later, we visited the golf course and tried water sports. I was a little scared of the water at first. After that, I rode a dirt bike. The rider praised me and said I rode very well, which made me feel very happy and confident.

Before leaving Umrangso, we enjoyed Jhalmuri and Bhutta. This trip to Umrangso, the hidden gem of Assam, gave me many happy memories that I will always remember.

*Atharv Singhi, IV C*

## **A Memorable Summer Vacation Trip to Kashmir**

During my last summer vacation, I had the wonderful opportunity to visit Kashmir with my family. We travelled via Delhi and boarded an IndiGo Airlines flight to Srinagar. As the plane began its descent, the view outside the window was breathtaking. Snow-covered mountains, lush green valleys, winding rivers, and small villages could be seen clearly from above. At that moment, I truly understood why Kashmir is known as the “Paradise on Earth.” Even though there were concerns after the recent Pahalgam attack, our journey was completely safe due to strict security arrangements and the cooperation of the local authorities and people.

After landing in Srinagar, we were welcomed by pleasant weather and refreshing cool air. On our first day, the major attraction was Dal Lake, one of the most beautiful lakes in India. We enjoyed a peaceful shikara ride, during which we saw colourful houseboats, floating gardens, and vendors selling flowers and handicrafts on boats. The calm water and surrounding mountains created a magical atmosphere. We also enjoyed the local tea, Kahwa, in the shikara. During the Dal Lake ride, my mother softly recalled the song “Kitni khoobsurat yeh tasveerhai, mausum bemisal be-nazeer hai, Yeh Kashmir hai, yeh Kashmir hai” - in that moment, the lake, the shikara, and her smile felt like the song had come alive. The next day, we visited the famous Mughal Gardens, including Shalimar Bagh, Nishat Bagh, and Chashme Shahi. These gardens were beautifully maintained with terraces, fountains, and a variety of flowers. They reflected the rich history and artistic taste of the Mughal era and offered stunning views of the surrounding landscape.

One of the most exciting parts of our trip was our visit to Gulmarg. The lush green meadows and snow-covered peaks made the place look like a dream. We enjoyed the thrilling Gondola ride, which is one of the highest cable car rides in the world. As we went higher, the temperature dropped, and the views became even more spectacular. It was truly an unforgettable experience. Hot Maggi and coffee at the top of the gondola ride felt extra special with hearts happier. With the view all around and chill in the breeze, that simple meal turned magical. Later, we took a walk through the apple garden.

Our visit to Pahalgam was equally enjoyable and full of adventure. Surrounded by dense forests, rivers, and mountains, the place was peaceful and refreshing. We enjoyed a fun pony ride, which took us through beautiful paths and scenic surroundings. We also visited the famous Betaab Valley, known for its natural beauty, green meadows, and clear streams. Our local guide told us that the popular Hindi film “Betaab” was shot there, and the valley was named after the movie. He also explained that many other Bollywood films have been shot in Kashmir because of its breathtaking landscapes, which made the place even more special to visit.

The next day we went shopping. We visited local markets and bought Pashmina shawls, dry fruits like almonds and walnuts, woollen clothes, carpets, handicrafts, and souvenirs. The colourful bazaars and friendly shopkeepers added charm to our shopping experience.

We also enjoyed a variety of traditional Kashmiri dishes such as Rogan Josh, Yakhni, Dum Aloo, and the famous Kahwa, a warm tea made with saffron, almonds, and spices. The flavours were unique and delicious. The local people mainly spoke Kashmiri and Urdu, but many of them also spoke Hindi, which made communication easy and comfortable.

Overall, our family trip to Kashmir was a truly unforgettable experience. The natural beauty, peaceful environment, rich culture, delicious food, and warm hospitality made our summer vacation very special. Despite past challenges, Kashmir continues to shine with beauty and hope, truly living up to its name as the “Paradise on Earth.”

*Bhagyaraj Gogoi, VIII B*

## **My Memorable Trip to Hong Kong**

Last summer vacation, I went on a wonderful trip to Hong Kong with my family. We were all very excited because it was a special holiday for us. It was my first international trip. Our journey started from Guwahati, and we travelled to Hong Kong via Delhi by IndiGo Airlines. The flight was comfortable, and I enjoyed looking out of the airplane window. After a long journey, we finally reached Hong Kong. Hong Kong is a very beautiful and modern city. There are many tall buildings, clean roads, and bright lights everywhere. To see the city, we took the red bus for a city tour. It was very enjoyable. From the bus, we could see famous places, busy streets, and the beautiful harbour. The city looked amazing from the top of the bus. The first place that we visited was Victoria Peak. From the top, we could see the whole city, Victoria Harbour, and many ships in the sea. The cool breeze and beautiful view made us very happy, and we took many photographs.

One of the most exciting days of our trip was spent at Hong Kong Disneyland. It was like a dream world. We enjoyed many rides and watched colourful parades. I was very happy to see my favourite cartoon characters. At night, the fireworks show lit up the sky and looked magical. We also visited Ocean Park, which was very interesting. We saw many animals and marine creatures. The cable car ride was my favourite part because we could see the sea and green hills from above. It was both fun and thrilling.

Shopping was another fun activity during our trip. We visited local markets and big shopping malls. My parents bought gifts and souvenirs for our relatives. I enjoyed tasting different local foods like dim sum, roast chicken, wonton noodles and egg.

We also took a ferry ride across Victoria Harbour. It was calm and peaceful, and we enjoyed the fresh air and beautiful views of the city. This ride helped us relax after busy days of travelling.

Cantonese is the dominant, daily language used by over 90% of the population, so it was difficult for us to converse with the locals. We often used Google Translate to explain things to the drivers and communicate when needed. Despite the language barrier, we enjoyed exploring the city, its food and its famous attractions.

Our trip to Hong Kong was full of fun, learning and happiness. I enjoyed spending quality time with my family and creating beautiful memories together. This trip will always be special to me, and I hope to visit Hong Kong again in the future.

*Dhruvika Gogoi, V B*

## **“Where Nature Speaks, and Memories Are Made” - My Summer Journey to Kaziranga National Park!**

Summer holidays are the most joyful time of the year, and this year they turned into an unforgettable experience for me. To celebrate my mother’s birthday, we planned a special trip to Kaziranga National Park.

We travelled in the month of July, when the monsoon rains had refreshed the land and dressed nature in vibrant shades of green.

We stayed at Camp Rhino Resort, which was located just opposite a beautiful viewpoint. From there, we could enjoy breathtaking views of the surrounding greenery. The peaceful atmosphere and the sounds of birds made us stay calm and refreshed. During our stay, I also made two new furry friends, the resort dogs named Iti and Barfi.

Playing with them was great fun, and they made me feel at home.

I also got a chance to pluck fresh vegetables from the resort's garden, which was a new and exciting experience for me.

The highlight of our journey was our visit to Kaziranga National Park. Watching wildlife in its natural habitat was thrilling. I was amazed to see the majestic one-horned rhinoceroses moving freely across the grasslands. We also spotted elephants, and the forest felt alive with the presence of many colourful birds.

Another special part of our trip was our visit to the Deopani River, a lesser-known yet incredibly beautiful river located in the Karbi Anglong district of Assam. Many people are unaware of this hidden gem of nature.

The river flowed gently through lush green surroundings, and its clear water reflected the sky and trees like a mirror. The peaceful environment, along with the sound of flowing water and chirping birds, made the place feel pure and untouched.

This journey was much more than just a holiday. The trip taught me to appreciate wildlife, enjoy simple joys, and cherish time spent with my family. As I returned home with unforgettable memories, I also carried a smile in my heart, thinking of Iti and Barfi, my little friends who made the trip even more special.

Truly, "Travelling teaches us to see the world with curious eyes and a grateful heart."

*Ivaan Dey, IV D*

## **A September Journey to Denmark and Norway**

In the cool and pleasant days of September, we travelled to Norway and Denmark. The weather was gentle, the crowds were small, and everything felt calm, which made the journey even more enjoyable. Our trip included visits to Bergen and Oslo in Norway and Copenhagen in Denmark, and we even experienced an overnight ship ride between the two countries.

Bergen was the first city we explored, and it felt like stepping into a postcard. Surrounded by mountains and water, the air was fresh, and the sky often wore soft grey clouds. I loved wandering through the old harbour with its colourful wooden houses. Life in Bergen moved slowly and peacefully, and I felt very close to nature there. From Bergen, we travelled to Oslo, the capital of Norway. Oslo felt more modern and spacious, quite different from the cosy charm of Bergen. We visited beautiful parks, walked along the waterfront, and saw the first signs of autumn as the leaves began to change colour. The city had a lovely balance—it was calm, yet full of life. One of my favourite parts of the trip was the overnight ship from Bergen to Copenhagen. Sailing across the dark waters under the moonlight felt magical, and waking up the next morning in a completely new country was exciting and unforgettable. Finally, we reached Copenhagen. The city felt warm and welcoming, with bicycles everywhere and people relaxing in cheerful cafés. The September weather was perfect for long walks through its lively streets. As the trip came to an end, I carried back beautiful memories of two countries that were different in many ways, yet somehow felt alike in their peace and charm.

*Aarav Rathi, IX C*

## My Experience at AVS MUN 2025: Surviving Lok Sabha as Amit Shah (Barely)

AVS MUN 2025 taught me one very important lesson to never underestimate a Lok Sabha committee, especially when you are sitting in the portfolio of Amit Shah and the gavel is controlled by people who enjoy chaos a little too much.

The moment I entered the Lok Sabha committee presided by Jananjay Deb as the Speaker and Karan Somani as the Vice Speaker, I knew peace was not on the agenda. The room was calm for approximately 30 seconds. After that, it turned into a live news debate with better English and worse patience.

Now, being Amit Shah in Lok Sabha is not only a role, it is a responsibility. You are expected to be confident, aggressive, unbothered, and somehow always correct. Even when you're not speaking, people are already mentally preparing their Right to Reply against you. I hadn't even adjusted my placard properly and I could feel eyes saying, "Yes, yes, Home Minister, we're ready."

The Speaker ran the house like an actual Parliament session, strict when needed, dramatic when bored, and always ready to drop the gavel like a plot twist. Meanwhile, the Vice Speaker was silently enjoying the chaos while pretending to restore order. Every time someone shouted "POINT OF ORDER," I swear the gavel flinched.

Speeches in this committee were not speeches. They were press conferences. Every delegate spoke like cameras were rolling and hashtags were trending. As Amit Shah, I didn't just give statements, I tried to assert dominance. Every sentence had to sound like it would make the opposition visibly uncomfortable, even if internally I was just hoping no one asked me a follow-up.

Points of Information were personal attacks disguised as questions.

Right to Reply was emotional damage with parliamentary permission.

And Point of Order? Honestly, that was just used whenever someone felt ignored.

At one point, the committee was so loud that restoring order felt more like negotiating with noise. Desks were tapped, voices overlapped, and yet somehow everyone was still listening. That's the magic of Indian Committees, total chaos, full awareness.

Unmoderated caucuses were a different universe. Delegates rushed around like political strategists on zero sleep. Papers were shoved, alliances were formed, alliances were broken, and someone was always saying, "Just add this one line, bro." I was negotiating like my ministry depended on it because apparently, it did.

What made AVS MUN 2025 unforgettable was how real it felt. You weren't pretending to debate. You were in it. Emotions were high, confidence was louder, and logic had to fight for survival. Playing Amit Shah meant standing firm, staying sharp, and speaking like hesitation was illegal.

By the end of the committee, I was exhausted, hoarse, and completely satisfied. I didn't just participate in Lok Sabha I survived it. AVS MUN 2025 didn't give me memories; it gave me stories. Loud ones. Dramatic ones. Absolutely unhinged ones.

And honestly?

I'd take the gavel chaos, the interruptions, and the nonstop shouting all over again.

Because that's not just MUN.

That's Indian Committee energy.

Rishik Jhunjunwala, IX B

## The Robben Island To Cape Town Swim

Swimming has been a part of my life for as long as I can remember. I started swimming when I was six years old. At that time, I did not know anything about medals, competitions, or open water swims. I only knew one thing: I loved the water. The reason I started swimming was my brother. I used to watch him swim in the pool. He looked so confident and free in the water. I was completely mesmerised. I wanted to be like him. I still remember standing near the pool, watching every stroke, every dive. Slowly, that curiosity turned into love. When I finally got into the water myself, it felt like I belonged there. Over the years, swimming taught me discipline, patience, and focus. It taught me how to stay calm when things get tough. But nothing prepared me fully for what I experienced in April 2025, when I got the opportunity to participate in the Robben Island swim. It is one of the most challenging and iconic open-water swims in the world, covering a distance of about 13.6 kilometres. Robben Island is also a World Heritage Site, where Nelson Mandela was imprisoned for 18 years. Knowing its history made the swim feel even more meaningful. On 7th April, I reached Cape Town with two of my friends, Suryangshu and Subhav, along with our coaches, Elvis Sir and Rimo Sir. From the very first day, we trained in icy cold water. The water was nothing like a swimming pool. It was harsh and unforgiving. But day by day, our bodies slowly adapted to the cold. On 17th April, at 7 a.m., we got onto our boats and sailed towards Robben Island. The ocean looked calm under the morning sun, but I knew it would not be easy. The water temperature was 12 degrees Celsius, extremely cold. When I jumped into the Atlantic Ocean, my body started shaking. It was hard to breathe, and for a few moments, I felt frozen. The waves pushed me around, and all I could hear were seagulls and the sound of water splashing. The water below was dark, and sometimes I saw jellyfish floating near me. At times, dark shapes moved under the water, and fear crept in. Later, seals appeared and swam around us. I was scared, but I kept going. My hands and feet went numb, and my arms felt heavy. After hours of swimming, I finally saw Cape Town ahead of me. That moment gave me strength. I thought about my country, my family, my friends, and my coaches. I knew I could not stop now. After four long hours, I reached the shore. When my hands touched the sand, I felt exhausted but proud. The Robben Island swim was one of the hardest things I have ever done. It taught me how to stay calm in intimidating situations, how important teamwork is, and most importantly, to never give up. Swimming is not just a sport to me. It is my teacher, my strength, and my way of understanding myself.

*Mayuresh Hazarika, IX-C*

## My Visit to the Queen of Hills

It was during the Durga Puja break of 2025 that my family and I went on a trip to one of the most beautiful hill stations in India—Darjeeling. Darjeeling is an ideal place to visit for anyone interested in experiencing new cultures and traditions. My excitement knew no bounds, as this was one of my most awaited trips. Darjeeling is a fascinating hill station located in West Bengal. We first took a train from Guwahati to New Jalpaiguri Railway Station and then hired a car to reach Darjeeling. After checking into the hotel, we went for a leisurely stroll along the main street and later enjoyed dinner at a restaurant. The next day, we woke up early at 4:00 a.m. to witness the sunrise at Tiger Hill, with snow-covered mountains in the background. I was truly mesmerized by the breath-taking view. After returning to the hotel, we had breakfast and then visited the Batasia Loop. It is a famous spot where visitors can dress like tea garden workers in traditional attire and click photographs. I was amazed by the scenic beauty of the place. The next day, we went on the Ropeway. It was my first experience, and I felt scared yet excited at the same time. Later, we visited the Himalayan Mountaineering Institute, which was both enjoyable and informative. We also took a toy train ride from Ghoom Railway Station, the highest railway station in India. After that, we visited a monastery, where there was a huge and peaceful idol of Lord Buddha. Next, we visited one of the most famous zoos in Darjeeling. We saw various animals such as red pandas, alpacas, and white leopards. We also toured different tea estates and learned about how the British established the tea gardens. In the evening, we spent time at Mall Road, where I bought cute crochet keyrings and hair accessories for my friends. On the last day, we visited Mirik Lake, a place surrounded by serenity and natural beauty. We also went to the History Museum, which was very interesting. We enjoyed authentic local food before bidding farewell to Darjeeling with a heavy heart. Overall, it was an unforgettable journey filled with nature, adventure, and joy. I created memories that I will cherish for a lifetime.

*Ananya Choudhury, VC*



## The Hardworking Woodcutter

Once upon a time, there lived a hardworking woodcutter in a small village. His name was Ajay. Every morning, he went to the forest to gather wood. Then, he sold the wood in the market to earn his living. Cutting trees was a piece of cake for him as he had been doing this since childhood.

One day, while walking through the forest, he got the idea of making furniture out of wood and selling it to earn more money. After working as a carpenter for some time, he got a kick out of it. He earned a lot of money. Then he became the richest man in the village. He also donated money for the betterment of the village. The villagers respected him for his hard work and kindness.

The moral of the story is that hard work always pays off.

Thank you.

D

## Science Fiction Story

*Title: The Last Message from Earth*

In the year 2150, Earth had changed a lot. Pollution had destroyed forests, oceans had dried up, and people were forced to leave the planet. Humans now lived on a new planet called Nova Prime.

A 15-year-old girl named Aira loved science and space. One day, while working in the space lab, she found an old satellite signal coming from Earth. Everyone thought Earth was completely dead, so this surprised her.

Aira decoded the message. It said,

“Life still exists. Please help.”

Shocked, she informed the scientists. A small team was sent back to Earth. When they landed, they saw green plants growing again and clean water flowing. Nature was slowly healing itself.

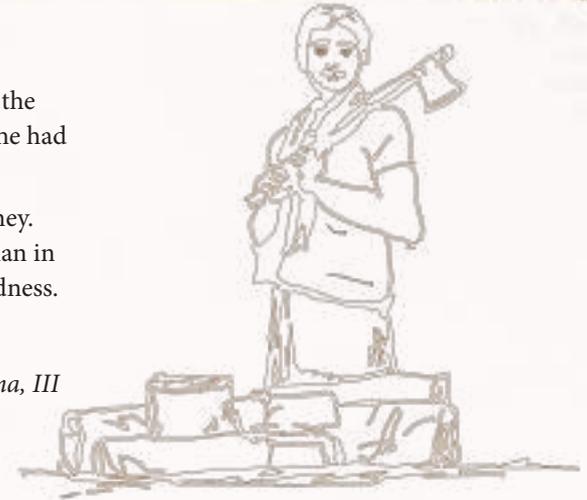
The message was sent by an artificial intelligence robot named ECO-7, created long ago to protect Earth. It had been working silently, repairing the environment.

Humans realized their mistake. They decided not to rule Earth again but to protect it. From that day, Earth became a protected planet, and humans promised never to harm nature again.

Aira smiled, knowing that Earth had finally gotten a second chance.

Moral: Technology should be used to protect nature, not destroy it.

*Vrindda Surana, III*



*Jay Gurbani, V C*

## The Mango Tree and the Boy

Once upon a time, there lived a big mango tree. A little boy loved to come and play around it every day.

He climbed to the treetop, ate the mangoes, and took a nap under the shade. He loved the tree and the tree loved him.

Time went by. The little boy grew and no longer played around the tree.

One day, the boy came back to the tree with a sad look on his face.

“Come and play with me,” the tree asked the boy.

“I am no longer a kid, I don’t play around trees anymore,” the boy replied. “I want toys. I need money to buy them.”

“Sorry, I don’t have money. But you can pick all my mangoes and sell them so you will have money.”

The boy was very excited. He picked all the mangoes on the tree and left happily. The boy didn’t come back. The tree was sad.

One day, the boy who had grown into a man returned. The tree was so excited.

“Come and play with me,” the tree said.

“I don’t have time to play. I have to work for my family. We need a house for shelter. Can you help me?”

“Sorry, I don’t have a house, but you can chop off my branches to build your house.”

So, the man cut all the branches off the tree and left happily. The tree was glad to see him happy.

However, the man didn’t come back afterward. The tree was again lonely and sad.

One hot summer day, the man returned and the tree was delighted.

“Come and play with me!”, the tree said.

“I am sad and getting old. I want to go sailing to relax. Can you give me a boat?”

“Use my trunk to build your boat. You can sail far away and be happy.”

So the man cut the tree’s trunk to make a boat. He went sailing and didn’t come back for a long time.

Finally, the man returned after being gone for so many years.

The tree said, “Sorry, my boy, but I don’t have anything for you anymore. I have no more mangoes to give you.”

“I don’t have teeth to bite,” the man replied.

“No more trunk for you to climb on.”

“I am too old for that now,” the man said.

“I really can’t give you anything... the only thing left is my dying roots,” the tree said with sadness.

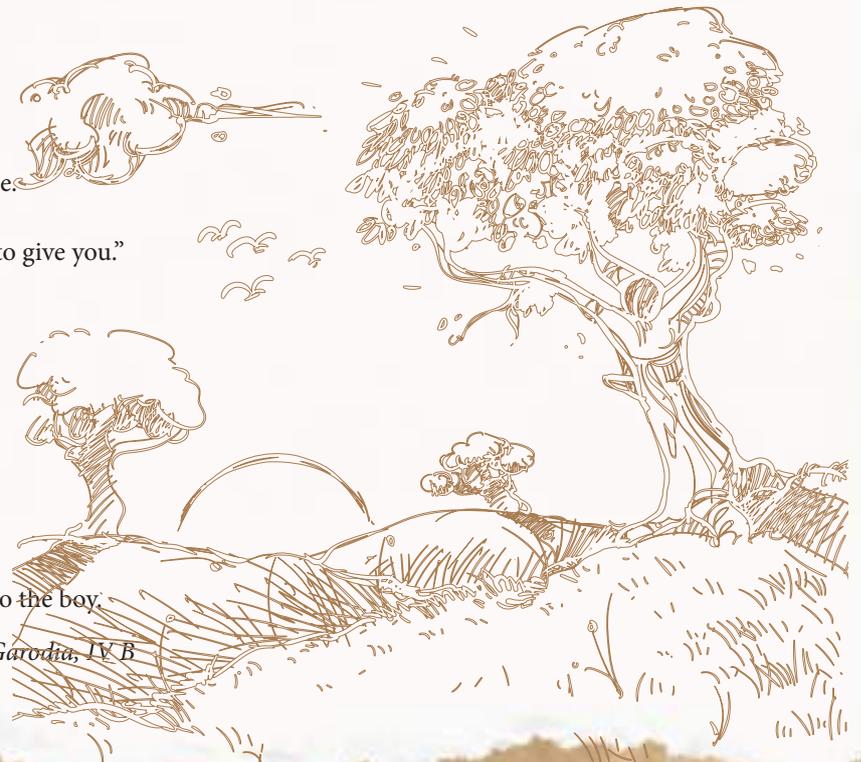
“I don’t need much now, just a place to rest. I am tired after all these years,” the man replied.

“Good! Old tree roots are the best place to lean on and rest. Come sit down with me and rest.”

The boy sat down and the tree was glad and smiled.

**MORAL:** The story symbolizes the selfless love of nature (or parents) and the inconsiderate, demanding nature of humans, with the tree (or parents) sacrificing everything to bring happiness to the boy.

Yashvi Garodia, IV B



## The Small Step That Made Me Brave

I was a quiet girl who felt scared to speak in front of others. In class, I knew the answers to the questions asked, but I thought that everyone would make fun of me if I made a mistake. One day, the teacher asked us a very easy question. I knew the answer to it, but my heart was beating fast. I took a deep breath and raised my hand with courage. My teacher smiled and asked me the answer to the question. I spoke softly, but my answer was correct. My classmates clapped, I felt proud of myself. That small moment made me happy and strong.

After that day, I was not afraid to try again. I learned that being brave does not mean being fearless. It means taking a small step even when you are scared.

That one small step changed me forever.

Moral: Small steps can make us brave.

Samaira Jalan, IV A

## Little Stories with lots of meaning

### STORY#1

Once all the villagers decided to pray for the rain. On the day of the prayer, all the people gathered, but only one boy came with an umbrella.

That is FAITH.

### STORY#2

When you throw babies in the air they laugh because they know, you will catch them.

That is TRUST.

### STORY#3

Every night we go to bed without any assurance of being alive the next morning, still we set alarms to wake up.

That is HOPE.

### STORY#4

We plan things for tomorrow in spite of zero knowledge of the future.

That is CONFIDENCE.

### STORY#5

On an old man's shirt a sentence was written, "I am not 80 years old; I am sweet 16, with 64 years of experience."

That is ATTITUDE.



Yashvi Garodia, IV B

## Goodbye, Old Friend

The sun shined through the huge glass windows of their new house in Austin, Texas. Emily Parker stood on her toes while adjusting a family photo on a high shelf, while David was busy fixing the toaster machine, sighing. Ethan was resting on the couch, his eyes fixed on his phone, while his little sister Lily was bubbling with excitement as she opened every cabinet like a treasure. The housewarming party was buzzing with relatives and neighbours. That's when Aunt Rachel came in balancing her cup of coffee and an old photo album. "Look what I found!" she said, grinning. Ethan rolled his eyes but leaned in lazily, Emily wiped her hands on her jeans and joined them. Lily tugged on David's sleeve begging for more cookies, that's when a photo slipped out and fell on the ground. A floppy-eared dog, grinning at the camera with its tongue out, sat in the corner of their old backyard. "Hey, wasn't this... Reggie?" Rachel asked, picking up the photo and blowing away the dust. Everyone went silent. Five years ago, it was a rainy afternoon back in Maplewood, in Oregon, USA. It was a cozy town, with their house at the end of Maplewood Street near a small park and a quiet but happy neighbourhood. David had just come home from work early carrying a wooden box with two holes in it. He put it down and opened the top of the box, and two paws climbed out, revealing a cute, fluffy beagle puppy. Lily squealed in excitement, carrying the small puppy in her hands and hugging it. When she released it, it went running to Ethan's legs, jumping, and he started laughing. Emily, hearing the tiny barks, came out from the kitchen, curious. "A puppy? Seriously?" she said, looking at David. "It's a tiny harmless gift, we can handle a puppy, surely," David said, smiling. "What should we name him or her?" Lily asked. "It's a him. How about... Reggie?" David said. The puppy barked when he said Reggie. The days passed in laughter and happiness. They all loved Reggie. Ethan slowly grew up and got busy with university, and Lily with school. Everyone started getting busy. Emily put down food and water at random times, which wasn't his routine. He was barely taken on walks during the week. No one really noticed him anymore. He would often walk up to David with his leash in his mouth requesting a walk, but David only saw him and got busy on his calls. He would wait and sit on the porch or by the window, his ears perking up at car noises. His tail wagged whenever someone came home, but no one bothered to pause and give him the slightest bit of attention. His toys remained dusty and the doghouse was in need of repair, water seeping in during rainy days. He used to sleep at the foot of Lily's bed, but now she was too busy to notice. They used to celebrate birthday parties with him, but now it was just dinner. Everyone was silent, their eyes fixed on the photo. "Mom, can we call... Mr. Thompson?" Lily spoke up. They had left Reggie with Mr. Thompson before they left the city so that someone would take care of him. Emily picked up her phone and dialed Mr. Thompson's number. It rang once, twice, and then an old but familiar voice spoke up. "Mrs. Parker, how may I help you?" "Is... is Reggie still with you?" Emily asked. There was a moment of silence. "Unfortunately, he passed away a month ago. That dog was a loyal one. He would always wait on my porch, staring at your old house hoping you would come and scoop him up in your arms. He would wait every day... I could tell he loved you all a lot." Emily thanked him and hung up. The family stood in silence. Lily ran to her room crying. Everyone, including the neighbours, left offering sympathy. Lily clutched an old toy of Reggie she had saved. Ethan sat beside her in silence, as they both regretted not spending the time they should have. Even David and Emily regretted avoiding him when he needed their love and care. Lily came downstairs and put the photo in a frame and set it on top of the fridge as they all stared at it, vowing to keep him in their hearts forever.

## Angel, the Saviour

I woke up and saw a large figure sitting beside me. I knew she was my mother. Then I looked around and saw puppies like me. I soon realised they were my siblings. I was golden in colour, so were my siblings and mother. That evening, I saw a few men coming towards us. They took away my siblings. My mother was barking loudly but one of the men captured her too. I watched them helplessly as one of them started walking towards me. I ran as fast as I could. Then I saw another man and thought he would help but he threw me on the street. I fell down and my right paw began hurting. I saw something sticking out of my paw. I cried for help but no one cared.

The next morning, I saw a little girl walk towards me and she rubbed my ear, saying, "Mum, can we keep her?" A woman, who was standing beside her, looked at me and answered, "Sarah, you know we cannot..."

"Mum, look! There's a nail stuck in her paw," said the little girl.

Mum bent down, touched my paw and lifted me, saying, "Oh dear! We must take her to the vet!" After a while, she placed me on a cold tin bed. I looked up and saw a woman but she wasn't Mum. The woman gently took out the nail but it pained a lot. Then she wrapped something white around my paw.

"How is she, Doctor?" Mum asked.

"She's fine but she needs a bit of rest."

"Mum, can we keep her? I promise to take care of her," Sarah said.

"Fine. We need to take dog food for her."

Sarah carried me and soon we reached a beautiful house. She gently placed me on a small, soft bed and I instantly fell asleep. I woke up and Sarah said, "Come, let's play outside!"

After playing, we went back inside and mom gave me something delicious to eat. Then I sat on Sarah's lap, while Mum sat beside her and asked, "What should we name her?"

"Angel," said Sarah.

"Well, that is a good name, so let's keep it," Mum said.

Fifteen years later...

I woke up yawning as I felt the warm sunrays on my face. Then we all ate breakfast and dad went to work early. Sarah and I helped Mum in the garden. After that, Sarah and I went out for a walk and I could sense that Sarah was upset. We sat on a bench in the park and she started crying. I licked her hand to make her feel better. "I can't leave you all and go away," Sarah said. She hugged me and I licked her hand again. After a few days, Sarah left for higher studies. It was just me, Mum and Dad at home. All of us were sad. After a few months, Sarah came home and everyone was happy that day. In the middle of the night, I heard a loud noise and woke up. So did Sarah, Mum and Dad. We all went outside and saw many masked guys. Almost everyone in the neighbourhood came out of their houses. I sensed danger and barked loudly. The other dogs in the neighbourhood barked too.

"Robbers," Mum screamed. Dad said, "Sarah, go inside with Angel." But I wanted to protect my family and didn't want them like I had lost my mother and siblings. I barked as I saw them enter. "Angel, let's go inside," said Sarah but I didn't listen to her. I ran towards the robbers and bit most of them but there was one left.

"The cops are here!" Dad said. I tried to bite the last robber but fell down as I felt an immense pain in my belly. "Angel! Oh no! She has been shot!" Sarah screamed. I saw her running towards me with Mum and Dad. They sat around me and as they cried I wanted to lick them but I couldn't as my world turned black.

*Laurel Bhuyan, IX B*

## **Beavers as Ecological Engineers**

The sun was barely skimming the peaks of the Whisper Creek Valley, when the Barnay Paw—a patriarch with a tail the size of a pizza paddle, slapped the water. It was a clock—in whistle that echoed across the valley. Meet Barney, the grand patriarch, his mate Willow, and their kits Chip and Splash. Their home was a magnificent lodge, a fortress of mud and sticks.

### **Timber Paws are engineers -**

Barnay often scouted the upstream stretches, his powerful incisors strategizes placement of new dams. Willow followed\* meticulously choosing smaller branches and reeds to weave in to the main structure, strengthening it against the whims of the current. Chip and Splash, though still apprentices, tirelessly gathered mud from the bottom of the pond, patting it firmly into cracks, learning the art of waterproofing.

### **Key Engineering Features :**

The Dam-To slow water flow and to create a deep pond

The Lodge-to provide protection from the predators like wolves and bears.

The Canals-Beavers dig extensive canals to float heavy logs from forest to ponds.

**The story of Timber Paws of Whisper creek isn't just a charming fable, their actions are directly translated to real world benefits –**

- Beavers dam like THE GREAT BEND DAM created surface water storage and recharge ground water.
- These dams help prevent drought situations in the near by land.
- These water storage creates wet lands which are sponges to absorb floodwaters.
- The thriving ecosystem creates habitats for fish, amphibians, reptiles, birds,
- Beaver ponds act as natural filters , trapping pollutants and from agriculture and sediments .
- Wetlands are effective in storing carbon in their soil, which help reduce carbon in the atmosphere.
- Many aquatic plants surviving in wetlands also help in carbon storage. The moist area around the beaver CREEK or DAMS can prevent forestfire.

### **THE CLOSING BELL**

By dusk , the 'BIG BEND' wasn't just a pond – it was a buffer. Timber Paws took the final bite of a willow branch, surveyed the rising waterline and dove. The engineers were done for the day, but their work would keep the valley alive long after the sun went down.

### **TRIVIA TIME**

BEAVERS teeth are made of metal

Its orange in colour made of iron

Second largest rodent in world .

They have built-in goggles

Hold their breath upto 15 mins under water

The flat , scaly tail is used to alarm from predators and also to store fat.

### **FOOD FOR THOUGHT**

The world's largest Beaver dam in CANADA is 850 meters long – that's over 8 Football fields.

The world's largest beaver dam is visible from space . What have you built lately?

*Samar Siotia, V C*

### **Letting Tiger Go**

I once found a cute kitten that was orange with stripes and it looked just like a tiger. It was so cute that I took it in and named it tiger, little did I know it wasn't actually a cat but a tiger! When he grew older and got big, I found out it was a tiger because no cat was that big. He was very obedient and recognised me in the span of a few years. Because he lived in a house ever since he was just a cub, he was very timid and never bit anyone, you could say he was more polite than a common dog.

In the couple of years, we spent together we became best friends. One day one of my father's friends who worked with animals came over. I had just come back from walking Tiger, when he saw him and shouted "Stay still! Don't move!" He shouted so loud that Tiger got shocked and nestled close to my leg. "It's ok uncle, he's just my pet." I said stroking Tiger. "Well, a tiger is not allowed to live here, how about I take him to the zoo and you can visit him for free" he said and that was it Tiger wasn't mine anymore, I didn't say anything I just went to my room. I was feeling sad and angry, not able to understand why Tiger had to be taken away. After 3 days, I saw Tiger, people were crowding him and when I pushed through, a man pushed me and I fell flat on the ground. I knew I could not let him live like this. The same night I sneaked in and opened his gate; he followed me happily. My house was in a village so it was close to the forest, actually right behind it. I set Tiger free in the forest. I didn't cry. The forest was dark, but the moon gave just enough light for me to see Tiger disappear behind the trees. I knew he would come tomorrow and go back and the same thing the day after, my parents wouldn't mind, they loved him almost as much as I did.

*Ayana Gogoi Hazarika, IV A*



Khushi Agarwal  
Medium: Water Colour  
Grade: XII



Navyaa Oja  
Medium: Water Colour  
Grade: XII

## Mentors' Musings

## Bond of Ethics

Rules are framed for everyone alike,  
Yet only a few uphold them in spirit and strike.  
The rest look away, indifferent and free,  
Unbothered by duty or accountability.

At times, this weakens those who choose right,  
Their sincerity dimmed by unequal sight.  
It sets a precedent, flawed yet loud,  
For newcomers learning from the careless crowd.

The ethical stand disheartened, quietly blamed,  
Their journey shifts—from victim to accused and named.  
When fairness fades, and oversight is thin,  
Integrity itself begins to give in.

One rule for all, with supervision strict,  
Only then does ethics become the foundation's brick

*Neha Sayal, TGT SST*

## My Journey as a Special Educator at Royal Global School

Teaching is more than a profession for me—it is a heartfelt calling. Over the past three years as a Special Educator at Royal Global School, my journey has been filled with learning, growth, and deep fulfillment. Working with students with diverse learning needs has taught me patience, empathy, and the value of individualized teaching.

Every small achievement—whether a child learning independently or expressing confidence—brings immense joy and motivation. The school's strong commitment to inclusive education and the support of colleagues and parents have greatly enriched my experience. My students inspire me daily with their resilience and determination, reminding me that progress, no matter how small, is meaningful.

I am grateful to be part of a school community that believes in every child's potential and celebrates growth at every step.

*Kanak Chandra Das, Special Educator*

## কৃষ্ণ-সান্নিধ্য



জ্যোৎস্নাৰ হ্ৰেগড়ে ৰূপালী ৰজনী,  
বংশীধ্বনিত মুখৰিত সপ্তসুৰৰ ৰাগিনী !  
কানাইৰ ৰাগীত আজি মাতাল গোপী ;  
উদ্ভাবল গোপীগণে নাচে ছেও ধৰি ।  
নিধিবনে বাজে মধুৰ মুৰুলী  
গোপীৰ মাজে দেখো কৃষ্ণ মুৰাৰী ,  
নৃত্য কৰে ঘূৰি ঘূৰি ।

বজোৱা কানু মোহন বেণু  
বেণুৰ সুৰত আজি পুলকিত তনু ।

নিকুঞ্জ বনে ৰূপে-ৰসে ৰঞ্জিত  
গন্ধ,স্পৰ্শ আৰু শব্দৰ মিলে  
সৃষ্টি হয় পঞ্চামৃত ।

মাদকতা ভৰা অনিন্দ্য সুন্দৰ নৃত্য  
গোপীসৱে বোলয় ৰাস-লীলাৰ  
মাজে মিলয় কৃষ্ণ-সান্নিধ্য ।

*ভূমিকা নাথ, অসমীয়া বিভাগ*

## My Journey as an Educator

Teaching was not merely a choice, nor was it an accident—it seems teaching chose me. I still remember my very first day in this profession on 4th January 1998, in a missionary school, under the watchful guidance of Fathers and Sisters.

Though it was my first day, there was surprisingly no fear or nervousness. I walked into the classroom with confidence and enthusiasm and spoke almost nonstop. In those days, the teacher held centre stage, and I performed my role with great seriousness—chalk in hand and authority firmly in place.

Those early moments marked the beginning of a journey filled with passion and an unwavering love for teaching.

A new chapter began when I joined RGS on 4th April 2013. The shift from SEBA to CBSE felt like changing lanes on a busy road—same destination, but very different rules and speed. Teaching styles evolved, expectations changed, but discipline remained my constant companion. Known as a firm educator, I have carried this trait with pride through the years.

And just like that, time flew. Twenty-seven years later, I stand shaped by change yet anchored by values—still learning, still teaching, and still enjoying every moment of this remarkable journey.

As the saying goes, “Experience is the best teacher,” and every classroom has been my greatest lesson.

*Sehanara Rahman  
PRT*

## Self-love

Self love is not selfishness

Self care isn't futile

The day you choose to be the person

You would love to be

Isn't it the day when people

call you to be 'all - about - me'?

I propose- to all my warriors out there,

Don't feel agitated, or restless

When you book that wellness session

Don't cry about the errands to be made

When you finally keep yourselves an hour at the pilates

I remind you my warriors,

You are no selfish!

I disagree, I disapprove

Of 'me' curated by any one 'he' or 'she'

No hand may steer my choice

As I choose myself over anybody.

*Himadri Saikia (TGT English)*

## এবেহা (চুটিগল্প)

দুদিনমান পৰৰ এবেহা খাইছিল সি। মাকে আনি দিছিল। ক'ৰ পৰা জানো।

ভালেই লাগে খাই। অলপ ঠাণ্ডা হ'লেও কথা নাই, চলি যায়। তৃপ্তিৰে পৰৰ এবেহা।

'সবকা সাথ সবকা বিকাশ', 'দৰিদ্ৰতা নিৰ্মূল', 'বিকাশৰ পষেক' আদি আচনি চুকি নোপোৱা বা বুজি নোপোৱা সি এটা দৰিদ্ৰ শিশু। আনৰ ঘৰৰ চুৰা বাচন ধোৱা মাক শয্যাশায়িনী। ডাঙৰৰ মতে চুগাৰ আৰু প্ৰেছাৰ বহুত কম। ভাল ভাল খাদ্য খুৰাব লাগে। ভাল খাদ্য, বেয়া খাদ্য নাজানে, তাক কিবা এবিধ খোৱা বস্তু লাগে। মাকৰ মুখৰ আগত দিব পাৰিলে মাকে যাতে উঠি কামলৈ যাব পৰা হয়। এমুঠি মাথোঁ অন্ন, খাদ্য।

তাৰেই অশ্বেষণত পথে পথে ঘূৰি ফুৰিছে সি। ডাষ্টবিনে ডাষ্টবিনে মূৰ সুমুৱাই খাদ্যৰ সন্ধান কৰিছে। ক'ৰবাত এটুকুৰা ৰুটি বা এচকল ব্ৰেড পোৱা হ'লে! কণ কণ তাৰ ভৰি দুখন শ্ৰান্ত হ'লেও পেটটো আৰু মনটোৱে তাক ব'বলৈ দিয়া নাই।

মানৱতাৰ ডংকা বজোৱা এজাক ভদ্ৰ মানুহৰ সমুখে সমুখে হাত পাতি ভাগৰি পৰিছে সি। দুখীয়াৰ ভগৱানো নাই। এই বয়সতে বহুখিনি কথা শিকি পেলাইছে সি। জীৱনে কঠিন হ'বলৈ বাধ্য কৰিছে তাক।

এঠাইত বহি সি ডিঙিৰে জৰজৰাই বৈ অহা ঘামবোৰ মচি ল'লে। হাতখন সুঙি চালে। ঘামৰ ভেকেটা ভেকেট গোন্ধ। জীৱনত চাবোন দেখি নোপোৱা তাৰ শৰীৰৰ পৰা মৃদু সুগন্ধ কেনেকৈ বাহিৰ হ'ব? সেই ভেকেটা গোন্ধেই আপোন তাৰ। মাকৰ গাখীৰভৰা বুকুখনতহে এটা মিঠা গোন্ধ আছে। এহেলে তাৰ কাৰণে সকলো দুৰ্গন্ধ।

আকৌ উঠি খোজ ল'লে সি।

কিছুদূৰ যোৱাৰ পাছত হঠাতে সি এটা মানুহৰ জুম দেখিলে। পথৰ কাষত উৎকণ্ঠাৰে এজাক মানুহে ডিঙি মেলি মেলি কিবা চাই আছে। সি আগুৱাই গ'ল।

"অলপ আগতে, এই কিছুক্ষণৰ আগতে। বগা বেগনাৰ। মাতক হে, কোনোবাই পুলিছ মাতক।" মানুহবোৰৰ খেলিমেলি কথোপকথন তাৰ কাণত পৰিল। কণমানি শৰীৰটোক ঘঁহা - পিছলা কৰি কৰি মানুহৰ মাজত সি সোমাই গ'ল। সৰু ভৰি দুখনে আগলৈ লৈ গ'ল তাক। গৈ গৈ সি যিটো দৃশ্য দেখিলে, তাৰ মূৰ ঘূৰাই গ'ল। পেটৰ নাড়ী - ভূৰু সোপাকে উজাই যেন মুখেদি ওলাই আহিবা মানুহৰ গাত ভেজা দি সি চকু মুদি দিলে। অলপ আগতে গাড়ীয়ে খুন্দিয়াই থৈ যোৱা এগৰাকী মহিলাৰ মৃত শৰীৰ পৰি আছে তাত। তেজৰ নৈ বৈ গৈছে। মানুহ গৰাকীৰ লাওখোলা গুৰি হৈ বগা বগা এসোপা পদাৰ্থ চাৰিওফালে ছিটিকি পৰিছে। কেতিয়াও নেদেখা এটা দৃশ্য। পেটটো তাৰ বৰ বেয়া লাগিল। হয়তো ভোকত থকাৰ বাবে বেছি বেয়া লাগিছে। আগনিশাৰ এমুঠি মুড়ীৰে কিমান সময় চলিব? সন্তপণে সি আকৌ চকু মেলিলে। ইফালে সিফালে চালে।

মানুহ গৰাকীৰ সোঁহাতৰ ফালে তাৰ চকু গ'ল। লগে লগে চকু দুটা তাৰ তিৰবিৰাই উঠিল। তেজৰ ডোঙাত পৰি আছে এটা মিঠাইৰ টোপোলা। হয়তো দুৰ্ঘটনাৰ সময়ত মিঠাইখিনি মহিলা গৰাকীৰ হাতত আছিল। নিমিষতে তাৰ সকলো দুৰ্ভাৱনা নোহোৱা হৈ গ'ল। প্ৰায় দহেটামান মিঠাই থকা টোপোলাটোলৈ একেথিৰে চালে সি। এই টোপোলাটো হাত কৰিবই লাগিব। আগৰ দৰেই হোঁহকা পিছলা কৰি সি মিঠাইৰ টোপোলাটোৰ কাষ পালেগৈ। এইখিনিৰে সিহঁতৰ এটা দিন চলি যোৱাৰ উপৰিও মাকৰ চুগাৰ আৰু প্ৰেছাৰ নিয়মিত হ'ব। সেইসময়ত মৃত মহিলাগৰাকীৰ শৰীৰটো বা সমস্ত ঘটনাটো তাৰ বাবে এটা স্বাভাৱিক পৰিঘটনা যেন হ'ল।

কোনেও নেদেখাকৈ তেজৰে তুমুৰলি টোপোলাটো লাহেকৈ উঠাই লৈ সি ফটা পেণ্টটোৰ পকেটত ভৰালে।

ঘৰ গৈ পোৱাৰ আগতে, মাকে দেখাৰ আগতে পথৰ কলটোত টোপোলাটো আৰু পকেটটো ধুই ল'ব লাগিব। তেজখিনি শুকাই কৰাল বন্ধাৰ আগতে সি কলটো পাবগৈ লাগিব।

মানুহৰ জাকটোৰ পৰা ওলাই খৰখোজেৰে সি গৃহাভিমুখী হ'ল।।

*গীতাৰ্থী গোস্বামী, সংস্কৃত বিভাগ*

**“In India, we don’t just eat food. We become it.”**

## **When A Nation Sits to Eat**

### **The Taste of Home in A Land of Many Homes**

India is often described as a land of many languages, cultures, and religions, but beneath all these differences lies a quiet, everyday miracle: we all understand food. A plate of something warm, fragrant, and familiar can do what the finest speeches fail to do—it can make a stranger feel like family.

Think of the railway platforms where vendors shout out, “Chai, chai!” A cup of over-sweet, over-boiled tea suddenly becomes a small bridge between a Bengali student heading to Delhi, a Manipuri girl changing trains at Guwahati, and a Rajasthani trader counting his bags. For a brief moment, all their journeys pause over the same shared sip.

### **Memory Served On A Plate**

In India, food is rarely just about taste. It is about the person who cooked it, the hands that served it, the stories that sit quietly beside the plate.

The smell of mustard oil can pull a Bengali back to their grandmother’s kitchen in Kolkata, even if they are living in a tiny flat in Bengaluru. The crackle of curry leaves in hot oil whispers “home” to a Malayali child studying in Jaipur. A simple dal-chawal, steaming and unpretentious, can comfort a homesick hostel student more than any motivational quote ever could.

We don’t measure recipes in spoons alone. We measure them in emotions:

- “Put a little more ghee, the way Ma does.”
- “Add some extra sugar, like Dida used to.”
- “Don’t forget the lemon, Baba always liked it that way.”

Every family has that one dish which is not written in any cookbook but lives in everyone’s heart—because it’s not just food, it’s a memory reheated.

### **Festivals, Faiths, And the Common Thali**

Our festivals change names across states—Durga Puja in Bengal, Navratri in Gujarat, Onam in Kerala, Bihu in Assam, Eid after Ramadan—but look closely and you’ll see the same gesture everywhere: sharing food.

At Eid, sevaiyan and biryani travel from one home to another, often crossing religious boundaries more easily than people do. During Diwali, boxes of laddoos and barfis pile up at doorsteps like sweet little apologies for the distances we keep all year. In Gurudwaras, the langar doesn’t ask your caste, class, or religion before it feeds you. You sit on the floor in a long line, shoulder to shoulder with strangers, and become equal in the most honest way possible—through hunger and its quiet satisfaction.

On Onam, the sadya spreads out on a banana leaf, a riot of colours and textures. In that bright, leafy canvas, you don’t see political debates or ideological wars; you see a community that has shown up to sit together and eat. Food, in these moments, becomes a gentle equaliser, smoothing out the hard edges of identity.

### **Street Corners, Shared Tables**

Walk through any Indian city in the evening and you’ll find life gathered around food. Chaat stalls in Lucknow, momocarts in Gangtok, misal pav corners in Pune, jhalmuri vendors in Kolkata—each one is more than a place to eat. They are open-air confession rooms, gossip centres, debate halls, and sometimes, therapy sessions.

A plate is shared among friends not because they can’t afford one each, but because eating together from the same dish feels more intimate. Strangers help each other balance chai

glasses and paper plates crowded with pakoras. Someone wipes a child's face with the edge of their dupatta. A seller remembers a regular's usual order. Without any big slogans, food builds a small republic of belonging on every street.

### **The Quiet Unity of the Indian Kitchen**

Our kitchens hold more politics than our Parliament sometimes, yet they also hold more peace. In one home, the same kitchen can cook without onion and garlic for a religious grandmother, a spicy chicken curry for the son, and a vegan experiment for the college-going daughter—all in one afternoon.

WhatsApp groups are full of recipes being shared from Chennai to Chandigarh: a Maharashtrian trying out appam, a Punjabi family attempting dhokla, an Assamese household falling in love with idli-sambar. The internet has done what migration has always done in India—made our plates more diverse and our palates more accepting.

In countless rented rooms across the country, tiffins arrive like small parcels of love. Office-goers share bites from each other's dabbas: a bit of sambhar here, some rajma there, leftover fish curry swapped for a piece of aloo paratha. In that simple exchange, people taste a culture they did not grow up with, and suddenly it feels a little less “other.”

### **When Words Fail, We Serve**

India can be loud and divided, especially on television screens and social media timelines. But in real life, when someone falls ill, we don't send them a long message—we send them khichdi. When a new neighbour moves in, we do not ask for their documents; we send a covered steel bowl filled with whatever is hot on the stove.

Even apologies in India often come with food. An extra rosgolla, an extra piece of fried fish, a quietly refilled plate after a fight. A father who cannot say “I am proud of you” will simply ask, “Aur roti loge?” A mother who is worried will say, “Kuch kha le, phir baat karte hain.” We speak care in the language of recipes and refills.

And perhaps that is the most human thing about Indian food: it doesn't try to impress; it tries to embrace.

Amid the noise, arguments, and differences, food in India keeps doing its gentle work. It invites, it includes, it forgives. Long after the slogans fade and the headlines change, someone somewhere will still be rolling out rotis for a guest, frying pakoras for an unexpected visitor, or packing a tiffin for a loved one stepping out into a complicated world.

In a country of a billion identities, we may not always agree on ideas—but we will always, somehow, agree to share a meal.

*Saptaparna Choudhury, TGT Social Science*

### **Honesty: A Boon or a Bane?**

That question haunts my quiet days—  
Is honesty a boon or bane?  
Why do some choose twisted ways,  
And turn simple truth to pain?

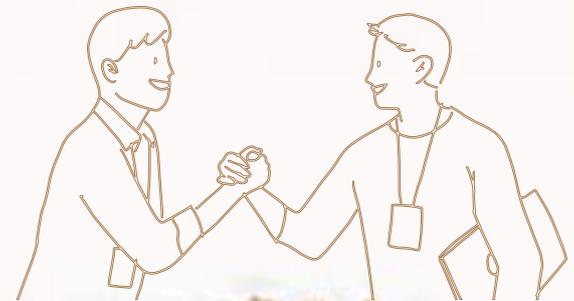
We all are different, shaped unique,  
With strengths the world may never see.  
Yet some, made bitter by what they lack,  
Wrap jealousy in cruelty pack.

They whisper blame, they play their games,  
Targeting the calm, the kind, the famed.  
The honest hearts, the working hands,  
Are marked as prey by cowards' bands.

But hear me now—stand firm, stand tall,  
Your light need not be dimmed by fear.  
Believe in yourself through rise and fall,  
Let faith rise louder than every doubt you hear.

Don't worry—leave the rest to God,  
Time reveals what masks conceal.  
Truth may walk a harder road,  
But in the end, it's truth that heals.

*Neha Sayal, TGT Social Science*



## ROLE OF SPORTS PSYCHOLOGY IN BUILDING GOOD MENTAL HEALTH

Common sense tells us that there are important links between sport and arousal, anxiety and stress. Sport normally involves competition which in turn tends to induce anxiety, characterised by an increase in arousal. You may have had the experience of performing better than you expected when anxious, or alternatively you might have had the less fortunate experience of making mistakes under pressure. Sport psychologists have been concerned with understanding which factors affect arousal, anxiety and stress, how these affect athletic performance, and how we can learn to regulate our arousal and anxiety in order to improve our performance. As Jones (1991) said, at the top sporting levels (at least in many sports), there is very little difference in the skill levels of the participants. It is thus often the ability to handle arousal, anxiety and stress that separates the winner and loser. Before going any further, it is important to understand exactly what psychologists mean when they use the terms arousal, anxiety and stress. Sport psychology texts focus on what to do - relaxation, imagery, etc..

Applying sport psychology involves much more than the standard techniques such as goal setting and positive self-talk. As increasing numbers of elite athletes have recognized the relationship between their mental state and their physical performance, sport psychology has enjoyed rising popularity. Many of these athletes have even begun to realize the value of using sport psychology strategies and techniques to enhance their nonathletic life. Sport is a model for promoting personal growth. The lasting value of the sport experience lies in the application of the principles learned through participation to other areas. It helps in defining their identity, discovering other skills and interests, and, it is our hope, applying some of the valuable principles learned during sport participation to their adult pursuits. . Without mental skills, it is unlikely that an individual can succeed in any domain. When young athletes recognize that the mental skills they possess are critical to their success in sport, they not only improve their athletic performance but are in a position to transfer the skills to other areas. Some youth have so much of their personal identity tied up in one domain, such as sport, that they have little motivation to explore nonsport roles. They view themselves as successful athletes rather than successful people. This mindset can rob them of their confidence and prevent them from exploring nonsport roles. If they do not think they can be successful in other settings, they may choose not to explore other options. Sports psychology' addresses the important mental processes that work together to facilitate effective performance in sport. Mentally tough athletes exhibit four characteristics: a strong self-belief (confidence) in their ability to perform well, an internal motivation to be successful, the ability to focus one's thoughts and feelings without distraction, and composure under pressure.

Self-efficacy is a belief that one can successfully perform a specific task. In sport, self-efficacy has been conceptualized as sport-confidence. However, efficacy beliefs are specific to a certain task (e.g., I believe I can successfully make both free throws), whereas confidence is a more general feeling (e.g., I believe I will have a good game today). Arousal refers to one's physiological and cognitive activation. While many researchers have explored the relationship between arousal and performance, one unifying theory has not yet been developed. However, research does suggest perception of arousal (i.e., as either good or bad) is related to performance. Motivation can be defined broadly as the will to perform a given task. People who play or perform for internal reasons, such as enjoyment and satisfaction, are said to be intrinsically motivated, while people who play for external reasons, such as money or attention from others, are extrinsically motivated. All areas of the sport psychology combine to facilitate effective performance while encouraging the pursuit of a balanced, active and healthy lifestyle. Improved mental ability means improved sports performance. Athletes who excel do so not just because of their physical abilities but because of their mental awareness, preparation, and skills as well.

Sports psychologists can teach skills to help athletes enhance their learning process and motor skills, cope with competitive pressures, fine-tune the level of awareness needed for optimal performance, and stay focused amid the many distractions of team travel and in the competitive environment. Psychological training should be an integral part of an athlete's holistic training process, carried out in conjunction with other training elements. This is best accomplished by a collaborative effort among the coach, the sport psychologist, and the athlete; however, a knowledgeable and interested coach can learn basic psychological skills and impart them to the athlete, especially during actual practice.

*Dr Himashree kalita*  
*PGT Psychology*



# অসমীয়া সাহিত্য চ'ৰা

## গান আৰু মোৰ অনুভৱ

গান হৈছে এক কলা। মই গান ভাল পাইছোঁ। গানবোৰ কেতিয়াবা গভীৰ অৰ্থপূৰ্ণ নাইবা সহজ সৰল মনৰ ভাবানুভূতি প্ৰকাশক হ'ব পাৰে। বিভিন্ন ধৰণৰ গানবোৰ শুনিলে মোৰ এনেকুৱা লাগে যেন গানৰ মাজত প্ৰতিজন শিল্পীয়ে জীৱনৰ সৰু বৰ অনুভূতিত বিশেষ ভাৱে সপ্তসুৰৰ সংগম ঢালি শ্ৰোতাৰ মাজত বিলাই দিয়ে। গানে মানুহৰ হৃদয় স্পৰ্শ কৰে আৰু মনৰ গভীৰ অনুভূতিবোৰক সহজে প্ৰকাশ কৰিবলৈ সহায় কৰে। ই কেতিয়াবা সাধাৰণ বা অৰ্থহীন যেন লাগিলেও সুখ-দুখ, ভালপোৱা, বিৰহ, আশা বা হতাশা — এই সকলো অনুভূতি গানৰ জৰিয়তে সহজে প্ৰকাশ পায়। প্ৰতিটো গানেই যেন এক নিজস্ব বৈশিষ্ট্য বহন কৰে। বহুতো শিল্পীয়ে নিজৰ জীৱনৰ অভিজ্ঞতা, সুখ-দুখ, সংগ্ৰাম গানৰ মাজেৰেই প্ৰকাশ কৰে। গান মোৰ বৰ প্ৰিয়। গান গাই মই ভাল পাইছোঁ। মই গান শুনো মন ভাল লগাবলৈ, কেতিয়াবা দুখ লাঘৱ কৰিবলৈ, আৰু কেতিয়াবা উৎসাহ বা প্ৰেৰণা লাভ কৰিবলৈ। বৰ্তমান সময়ত নৱ প্ৰজন্মক গানৰ প্ৰতি আগ্ৰহী হোৱা দেখা যায়। তেওঁলোকে গান শুনে, গান গায় আৰু সংগীতক নিজৰ জীৱনৰ এটা গুৰুত্বপূৰ্ণ অংশ হিচাপে গ্ৰহণ কৰে আৰু ময়ো যেন তাৰ মাজেৰেই এজন।

আয়ান আফটাৰ, নৱম শ্ৰেণী 'খ' শাখা

## জীৱন - The Roller Coaster

বয়সৰ ফালৰ পৰা মোৰ অভিজ্ঞতা যদিও কম 'জীৱন' নামৰ শব্দটোৱে কিন্তু মোৰ মনত প্ৰায়েই খলকনিৰ সৃষ্টি কৰে। জীৱন এখনি যেন নাট্যমঞ্চ। ইয়াত এনে বহু উত্থান-পতন থাকে, যিবোৰক মই অনুভৱ কৰিব পাৰোঁ। মোৰ বাবে ই কেতিয়াবা খুবুৰেই ৰোমাঞ্চকৰ আৰু কেতিয়াবা একেবাৰেই নিৰস। আনকি কেতিয়াবা বেদনাদায়ক যেনো অনুভৱ হয়। কিন্তু জ্যেষ্ঠজনে কয়, এনে উত্থান পতনৰ মাজতেই হেনো আছে জীৱনৰ মাদকতা। জীৱন শব্দটো যেন মোৰ বাবে এখন ৰোলাৰকোষ্টাৰৰ যাত্ৰাৰ দৰে। মুহূৰ্ততেই সুখ মুহূৰ্ততেই দুখ। মই বহুতো মানুহ দেখিছোঁ যিয়ে কোনো সমস্যাক সন্মুখীন হ'লে নাইবা ব্যৰ্থ হ'লে কপাল বেয়া বুলি অভিযোগ কৰে। পৃথিৱীত আজিও বহু মানুহ আছে যি কেৱল জীয়াই থাকিবলৈ প্ৰতিদিনেই সংগ্ৰাম কৰে। দুবেলা দুমুঠি কিদৰে খাব পাৰে মাথোঁ তাৰেই চিন্তা। এইবোৰ কথা ভাবিলে মই নিজকে কৃতজ্ঞ অনুভৱ কৰোঁ। আমি বহুতেই অৱাবত সময় অপব্যয় কৰোঁ। সময়ৰ সঠিক ব্যৱহাৰ নকৰোঁ বৰঞ্চ আমি সুখী বা সফল হ'বলৈ সঠিক সময়ৰ বাবে অপেক্ষা কৰোঁ। কিন্তু আমি প্ৰচেষ্টা নকৰিলে সেই সময় কেতিয়াবা আহিব জানোঁ? জীৱনত সফল হ'বলৈ হ'লে আমি সময়ৰ সঠিক ব্যৱহাৰ কৰিবই লাগিব লগতে প্ৰত্যাহ্বানৰ সন্মুখীন হ'বই লাগিব। প্ৰত্যাহ্বানেহে আমাক অধিক সাহসী কৰি তুলিব। জীৱন নামৰ এই ৰোলাৰকোষ্টাৰৰ যাত্ৰাত মই প্ৰতিদিনেই নিজকে এক নতুন ৰূপত সজাই তোলাঁ। সাহস, উদ্যম আৰু আত্মবিশ্বাসক অধিক দৃঢ় কৰাৰ প্ৰয়াস কৰোঁ। যাতে মোৰ জীৱন অধিক মধুময় হয়।

আয়ুত্থান হাজৰিকা, নৱম শ্ৰেণী 'গ' শাখা

## বিশেষ ব্যক্তি

মা! জীৱনৰ বিশেষ ব্যক্তি,  
মাৰ কোলাতেই চকু মেলি,  
দেখিলো এই ধুনীয়া ধৰণী।

মা! জীৱনৰ বিশেষ ব্যক্তি,  
দুখ ভাগৰ নীৰৱে সহি,  
নিজৰ সুখ ত্যাগ কৰি  
সন্তানৰ সুখতেই সুখী,  
মা! জীৱনৰ বিশেষ ব্যক্তি।

সন্তানৰ সফলতা দেখি,  
মাতৃৰ চকুত জিলিকে  
গৌৰৱৰ চানেকি,  
মুখত সকাহৰ হাঁহি,  
মা! জীৱনৰ বিশেষ ব্যক্তি।  
মৰম, শ্ৰদ্ধা আৰু ভালপোৱাৰে  
বাখিম তেওঁক চিৰদিন আৱৰি।

জ্যোতিত্থান দত্ত, নৱম শ্ৰেণী 'ঘ' শাখা

## ব্ৰহ্মপুত্ৰ

বহল তুমি, বিশাল তুমি  
তোমাৰ বিনে উকা এই ভূমি  
মহান তুমি সকলোৰে প্ৰাণ তুমি,  
প্ৰাকৃতিক সৌন্দৰ্যৰে ভৰপূৰ  
অসমৰ স্বাভিমান তুমি।  
তোমাৰ বুকুত নাও জাহাজ চলে যেতিয়া  
সকলোৰে অন্তৰ জয় কৰা তুমি তেতিয়া।  
হিমালয় তোমাৰ উৎপত্তি  
বহু মানুহ এতিয়াও  
তোমাতেই নিৰ্ভৰশীল।

প্ৰতিটো ঋতুতেই তোমাৰ  
ন ন ৰূপ দেখোঁ,  
তাকে দেখি তোমাক  
শতবাৰ প্ৰণিপাত কৰোঁ।

জেনিফা দেৱী, তৃতীয় শ্ৰেণী 'গ' শাখা

## আমাৰ প্ৰকৃতি

সুবিশাল নীলা আকাশ  
ধুনীয়া ধৰণী,  
সেউজীয়া গছেৰে আৱৰা  
আমাৰ এই প্ৰকৃতি।

হাঁহি মাৰি উঠিলে সুৰুজ ককাই,  
ডালে ডালে গান গায় গায়  
উৰি ফুৰে নানা ৰঙী চৰাই।

কুলু কুলু কৈ বৈ যায়  
নৈ জান-জুৰি  
ফাগুনী পছোৱাই বসন্তক  
আনিছে আদৰি।

প্ৰজ্ঞান কিৰণ শৰ্মা, অষ্টম শ্ৰেণী 'ক' শাখা

## এইবেলি মাঘবিহু

বাপতিসাহোন 'বিহু' অসমীয়াৰ জাতীয় উৎসৱ। বিহু তিনিটা বহাগ বিহু বা ৰঙালী, কাতি বিহু বা কঙালী আৰু মাঘ বিহু বা ভোগালী। পুহ আৰু মাঘ মাহৰ সংক্ৰান্তিৰ দিনা মাঘ বিহু পালন কৰা হয় বিহুৰ আগদিনা 'উৰুকা'। উৰুকাৰ দিনা মেজিঘৰ বা ভেলাঘৰ সাজে। ৰাতি গীত গাই নাচি-বাগি ভেলাঘৰত সমজুৱাকৈ ভোজ ভাত খায়। বিহুৰ দিনা ৰাতিপুৱা গা-পা ধুই মেজি জ্বলাই অগ্নি দেৱতাক পূজা কৰে। সৰুৱে ডাঙৰক সেৱা জনাই আৰু ডাঙৰে সৰুক মৰম কৰে। ইঘৰে সিঘৰলৈ গৈ বিহুৰ ওলগ জনায়। যিহেতু মাঘ বিহুৰ সময়চোৱা শস্য চপোৱাৰ বতৰ গতিকে প্ৰতিঘৰ মানুহৰ উৰাল শস্যৰে ভৰি থাকে। সেয়েহে এইবিহুত মানুহে বিভিন্ন পিঠা-পনা যেনে- তিল পিঠা, ঘিলা পিঠা, সুতুলি পিঠা, তিলৰ লাড়ু, নাৰিকলৰ লাড়ু, সান্দহ, চিৰা আদি বনায়। মাঘবিহু ভোগৰ বিহু। মানুহে পিঠা পনা খাই ফুৰ্তি কৰি পালন কৰে বাবে ইয়াক ভোগালী বিহু বুলিও জনা যায়।

আনবাৰৰ লেখীয়াকৈ এইবাৰো আমি আইতাইঁতৰ ডিব্ৰুগড়ৰ ঘৰত বিহুপালন কৰিছোঁ। বিহুৰ বাবে আমাৰ বিদ্যালয় বন্ধ আছিল। উৰুকাৰ দিনা ৰাতিপুৱাই আমি নিজৰ গাড়ীৰে আমাৰ গুৱাহাটীৰ ঘৰৰ পৰা যাত্ৰা আৰম্ভ কৰিছিলোঁ। জাগীৰোডৰ দোকান এখনত ব্ৰেকফাস্ট আৰু বোকাখাতত দুপৰীয়াৰ আহাৰ গ্ৰহণ কৰি আবেলি ডিব্ৰুগড় পাছিলোঁগৈ। আইতা আৰু বৰদেউতাইঁতে আমাৰ বাবে অপেক্ষা কৰি আছিল। আমি গৈ পোৱাৰ লগেলগে সকলোৰে মুখত হাঁহি বিৰিঙি উঠিল। আমি মুখ হাত ধুই কিৰাকিৰি অলপ খাই ওলাই গৈছিলোঁ ভোজ খোৱা ঠাইলৈ। ইতিমধ্যে গাঁৱৰ মানুহবোৰ গোট খাই বিভিন্ন কামত ব্যস্ত হৈ আছিল। বন্ধাই ৰান্ধিছিল, পাচলি কটাই পাচলি কাটিছিল, মেজি বনোৱাই মেজি বনাইছিল, মেলমৰাই মেল মাৰিছিল। তাৰ মাজতে আকৌ আমি কেইজনমানে বিহুও নাচিছিলোঁ। মুঠতে এটা খুবেই ভাল লগা উৎসৱমুখৰ পৰিবেশ। সকলো তৈয়াৰ হোৱাৰ পিছত আমি সকলোৱে মিলি-জুলি মুকলি আকাশৰ তলত একেলগে কলপাতত ভোজ ভাত খালোঁ। ৰাতি মোৰ দাদাই বৰদেউতাৰ লৰা দাদাইঁতৰ লগত মিলি মেজি ঘৰতেই থাকিলে। ৰাতিপুৱা শুই উঠিয়েই গা-পা ধুই মেজি জ্বলোৱা চালোঁগৈ। মাহ, চাউল, তিল আদি দি অগ্নি সেৱা কৰোঁ। পৰিয়ালৰ সকলোকে বিহুৰ ওলগ জনাইছিলোঁ। বয়োজ্যেষ্ঠ সকলক সেৱা কৰিলোঁ। মা দেউতাৰ লগত ওচৰ-চুবুৰীয়া তথা সা-সম্বন্ধীয় সকলৰ ঘৰলৈ গলোঁ লগতে পিঠা পনা আৰু জলপান খালোঁ। মাখন আৰু জুলীয়া গুৰৰ সৈতে চিৰা দৈ মোৰ খুবেই প্ৰিয়। বহু দিনৰ মুৰত খাই বৰ ভাল লাগিল। বিহুৰ এদিন পিছতেই যিহেতু বিদ্যালয় খোলা কথা আছিল, আমি সকলোকে বিদায় জনাই পিছদিনা ৰাতিপুৱাই গুৱাহাটী অভিমুখে যাত্ৰা কৰোঁ। মাঘ বিহুত কটোৱা সময়কণ গাওঁৰ সেই মধুৰ স্মৃতি সদায় মোৰ হৃদয়ত সজীৱ হৈ থাকিব।

ধ্ৰুতিকা গগৈ - শ্ৰেণী পঞ্চম, খ শাখা

## মোৰ অসম

মোৰ অসম,  
সেউজীয়া সপোনেৰে ভৰা  
নৈৰ সুৰত জাগে প্ৰতিটো পুৱা।  
ঢোলৰ চেওঁত নাচে গাঁওখন  
আনন্দৰ কিৰিলিৰে ভৰে আকাশখন  
বতাহে কয়- চাহ বাগিচাৰ বুকুত,  
কত যে কাহিনী লুকাই আছে।  
পাহাৰৰ বুকুত মেঘৰ ঘৰ,  
তাতেই যেন শান্তিৰ চৰাইজাকে নাচে।  
আমি অসমৰ অসমীয়া  
আমাৰ অন্তৰ মৰমেৰে ভৰা।  
আমাৰ মাজত আছে  
ভাতুন্ধবোধৰ বাঞ্ছোন  
চিৰদিন জীয়াই থাকক  
মোৰ সেউজীয়া সপোন।

মান্যতা শইকীয়া, শ্ৰেণী অষ্টম, খ শাখা

## নতুন সময়ত কৃত্ৰিম বুদ্ধিমত্তাৰ অৱস্থা

বৰ্তমান সময়ত কৃত্ৰিম বুদ্ধিমত্তা (AI) দ্ৰুতগতিত আগবাঢ়িছে আৰু ই মানুহৰ জীৱনশৈলীত ডাঙৰ পৰিবৰ্তন আনিছে। শিক্ষা, চিকিৎসা, ব্যৱসায় আৰু যোগাযোগৰ ক্ষেত্ৰত AI ৰ ব্যৱহাৰে কাম-কাজ অধিক সহজ আৰু দ্ৰুত কৰি তুলিছে। স্বাস্থ্য ক্ষেত্ৰত AI ৰ সহায়ত ৰোগ চিনাক্তকৰণ সহজ হৈছে আৰু বহু ক্ষেত্ৰত আগতীয়াকৈ ৰোগ ধৰা পৰা সম্ভৱ হৈছে। এই প্ৰযুক্তিৰ জৰিয়তে চিকিৎসকসকলে সঠিক সিদ্ধান্ত লোৱাত অধিক সহায় পাইছে। শিক্ষাৰ ক্ষেত্ৰত AI এ অনলাইন পাঠদান, স্মাৰ্ট ক্লাছৰুম আৰু ভাষা অনুবাদ ব্যৱস্থাৰ উন্নত কৰিছে। ছাত্ৰ-ছাত্ৰীসকলে নিজৰ গতি অনুসৰি শিকাৰ সুযোগ লাভ কৰিছে, যাৰ ফলত শিক্ষাৰ মানদণ্ড বৃদ্ধি পাইছে। ব্যৱসায়িক ক্ষেত্ৰতো AI এ তথ্য বিশ্লেষণ, গ্ৰাহক সেৱা আৰু উৎপাদন ব্যৱস্থাত গুৰুত্বপূৰ্ণ ভূমিকা পালন কৰিছে। ই মানুহৰ সময় ৰাহি কৰিছে আৰু কামৰ দক্ষতা বৃদ্ধি কৰিছে। তথাপি, AI ৰ বিকাশৰ সৈতে গোপনীয়তা, নৈতিকতা আৰু চাকৰিৰ সুৰক্ষা সম্পৰ্কে কিছু চিন্তা দেখা গৈছে। বিশেষকৈ ডাটা সুৰক্ষা আৰু মানৱ নিয়ন্ত্ৰণৰ প্ৰয়োজনীয়তা অধিক গুৰুত্বপূৰ্ণ হৈ উঠিছে। সেয়ে AI প্ৰযুক্তি ব্যৱহাৰত সঠিক নীতি আৰু দায়িত্বশীল ব্যৱহাৰ নিশ্চিত কৰাটো অতি প্ৰয়োজন। মানৱ কল্যাণক মুখ্য লক্ষ্য হিচাপে ৰাখি AI ব্যৱহাৰ কৰা উচিত। সামগ্ৰিকভাৱে, কৃত্ৰিম বুদ্ধিমত্তা যদি সঠিকভাৱে নিয়ন্ত্ৰণ আৰু ব্যৱহাৰ কৰা হয়, তেন্তে ই সমাজৰ উন্নয়ন, অৰ্থনৈতিক অগ্ৰগতি আৰু জীৱনৰ মানদণ্ড উন্নত কৰাত এক শক্তিশালী সহায়ক হ'ব পাৰে।

প্ৰয়াস কলিতা, শ্ৰেণী একাদশ, ক শাখা

## পৰিৱেশ সংৰক্ষণ

পৰিৱেশ আমাৰ জীৱনৰ এক অতি গুৰুত্বপূৰ্ণ অংশ। মানুহ, পশু-পক্ষী আৰু উদ্ভিদ সকলোৱে পৰিৱেশৰ ওপৰত নিৰ্ভৰশীল। কিন্তু আধুনিক যুগত মানুহৰ অসাৱধানতা আৰু অতিমাত্ৰা বনধ্বংসৰ ফলত পৰিৱেশ প্ৰদূষিত হৈ পৰিছে। বায়ু, পানী আৰু মাটি প্ৰদূষণে আমাৰ স্বাস্থ্যত বেয়া প্ৰভাৱ পেলাইছে। সেয়েহে পৰিৱেশ সংৰক্ষণ কৰাটো আমাৰ সকলোৰে দায়িত্ব। গছ-গছনি ৰোপণ কৰা, প্লাষ্টিকৰ ব্যৱহাৰ কমোৱা আৰু পৰিষ্কাৰ-পৰিচ্ছন্নতা বজাই ৰখা আমাৰ কৰ্তব্য। যদি আমি আজি সচেতন নহওঁ, তেন্তে আগন্তুক প্ৰজন্মই বিপদৰ সন্মুখীন হ'ব লাগিব। সেয়ে আমি সকলোৱে একেলগে পৰিৱেশ সংৰক্ষণৰ বাবে চেষ্টা কৰিব লাগিব।

বিতিশা মাইৰা ৰাজৱংশী, শ্ৰেণী সপ্তম, ঘ শাখা

## মোৰ সৰু গছজোপা

মোৰ নাম ৰাইশা। মই সপ্তম শ্ৰেণীত পঢ়ো। মই গছ-গছনি বৰ ভাল পাওঁ। গছ আমাৰ বন্ধু। গছৰ উপকাৰিতাৰ বিষয়ে আমি সকলোৱে জানোঁ। গছ ন'হলে কোনো জীৱ এই পৃথিৱীত জীয়াই থাকিব নোৱাৰিব। সেয়েহে এদিন মই সিদ্ধান্ত ল'লোঁ যে মই সঘনাই গছ পুলি ৰুম। এদিন বিদ্যালয়ৰ পৰা ঘৰলৈ উভতি আহোঁতে মই এটা সৰু আমগছৰ পুলি লৈ আহিছিলোঁ। মাকে মোক ঘৰৰ আগফালে গছপুলিটো ৰুৱাত সহায় কৰি দি। মই প্ৰতিদিনে তাত পানী দিওঁ। লাহে লাহে গছপুলিটো ডাঙৰ হ'বলৈ ধৰিলে। তাৰ পাতবোৰ সেউজীয়া আৰু সতেজ হৈ উঠিছিল। মোৰ মনটো আনন্দৰে ভৰি পৰিছিল। মই ভাবিলোঁ-যদি সকলো মানুহে এটাকৈ গছপুলি ৰুৱা আৰম্ভ কৰে, তেন্তে আমাৰ পৰিৱেশ সতেজ আৰু সুন্দৰ হৈ থাকিব। এতিয়া আম গছজোপা ডাঙৰ হৈছে। পুৱা গধূলি চৰাইবোৰ আহি তাৰ ডালত বহে। তাকে চাই মই বৰ গৰ্ব অনুভৱ কৰোঁ। এই গছজোপাই মোক শিকাইছে যে আমি যদি প্ৰকৃতিক ভাল পাওঁ, প্ৰকৃতিয়েও আমাক ভাল পাব।

ৰাইশা আগৰৱাল, শ্ৰেণী সপ্তম, ঘ শাখা



# साहित्य सरिता

## अष्टावक्र की अमरकथा

मैं वरेण्या शंकर हूँ। मैं इस विद्यालय का ग्यारहवीं, कला की छात्रा हूँ और बिहार के जनकनदिनी सीता की जन्मभूमि मिथिलांचल क्षेत्र से आती हूँ। यह वही पावन भूमि है जहाँ हर युग में एक से बढ़कर एक महाविद्वान, ऋषि और दार्शनिक जन्म लेते रहे हैं। इस मिथिला की धरती ने अपने ज्ञान से न केवल भारतवर्ष को, बल्कि पूरे संसार को चमत्कृत किया है। विद्वानों की परंपरा में ऐसे ही एक महान और अमर विद्वान का नाम है — ऋषि अष्टावक्र। उनकी जीवन-कथा केवल एक कहानी नहीं, बल्कि ज्ञान, साहस और आत्मबल का अनुपम उदाहरण है।

मिथिला बिहार और नेपाल की सीमा के मध्य स्थित कोई साधारण राज्य नहीं था। यह वह भूमि थी जहाँ हवा में भी वेदों की गूंज सुनाई देती थी, जहाँ तपस्वियों के चरणों से धरती पवित्र होती थी और जहाँ राजा जनक जैसे राजर्षि राज्य करते हुए भी आत्मज्ञान में लीन रहते थे और जिसे जनक नदिनी मां सीता ने अपने चरणों से पवित्र किया था।

जिस समय अष्टावक्र मिथिला की धरती पर उत्पन्न हुए थे, उस समय राज्यों की सीमाएँ आज की तरह खँची हुई रेखाओं में नहीं बँधी थीं। तब सीमाएँ नदियों की धाराओं, वनों की छायाओं और पर्वतों की गोद से पहचानी जाती थीं। मिथिला भी ऐसी ही एक विशाल और जीवंत भूमि थी, जिसकी सीमाएँ प्रकृति ने स्वयं रची थीं।

उत्तर दिशा में मिथिला की धरती हिमालय की तराइयों से आलिंगन करती थी। वहाँ घने वन थे, ऋषियों के आश्रम थे और तपस्या की अग्नि निरंतर प्रज्वलित रहती थी। यहीं से शीतल पवन बहकर मिथिला की वायु को भी वेदों की गंध से भर देती थी वहीं दक्षिण में पवित्र गंगा अपनी गंभीर धारा के साथ बहती थी। गंगा मैया मिथिला और मगध के बीच प्राकृतिक सीमा बनकर खड़ी रहती थी। उस पार युद्ध और साम्राज्य की कथाएँ थीं, और इस पार ज्ञान, दर्शन और आत्मचिंतन की साधना।

पश्चिम में गंडक नदी बहती थी, जो मिथिला को कोसल जनपद से अलग करती थी। उस दिशा में अयोध्या जैसे नगर थे, पर मिथिला की पहचान तलवार से नहीं, विचार से थी।

पूर्व में कोसी की प्रचंड धारा थी—कभी शांत, कभी उग्र। वही कोसी मिथिला और अंग जनपद के बीच सीमा का कार्य करती थी। उसकी धारा मानो मिथिला की स्वतंत्र चेतना की रक्षा करती रहती थी।

इन चारों दिशाओं से घिरी यह भूमि विदेह कहलाती थी—वह भूमि जहाँ राजा जनक जैसे शासक रहते थे, जिनके लिए राज्य से अधिक महत्वपूर्ण आत्मा का ज्ञान था। इसी विदेह की राजधानी थी मिथिला नगरी, जहाँ अष्टावक्र जैसे बालक बिना भय के राजा जनक की राजसभा में प्रवेश कर सके।

यही वह मिथिला थी—जहाँ शरीर की वक्रता नहीं, बुद्धि की प्रखरता देखी जाती थी; जहाँ बालक भी गुरु बन सकता था और राजा भी शिष्य।

मिथिला की राजसभा केवल शासन का केंद्र नहीं थी, बल्कि वह विचारों की रणभूमि थी। यहाँ ऋषि, मुनि और विद्वान शास्त्रार्थ करते थे। शब्दों से तर्क टकराते थे और ज्ञान की अग्नि से अज्ञान का अंधकार जलता था। गार्गी, मैत्रेयी और याज्ञवल्क्य जैसे महापुरुष और विदुषियाँ इसी सभा की शोभा थे। इसी मिथिला के गर्भ से प्रकट हुआ अद्भुत विद्वान का। इसी ज्ञान-परंपरा में जन्म हुआ एक ऐसे बालक का, जो जन्म से पहले ही वेदों के रहस्यों को समझने लगा था। वह था—अष्टावक्र। कहा जाता है कि जब उसके पिता कन्होड़ ऋषि वेदों का अशुद्ध उच्चारण करते, तब गर्भस्थ बालक उन्हें टोक देता। इस बात से आहत होकर कन्होड़ ऋषि ने क्रोध में आकर अपने अजन्मे पुत्र को शाप दे दिया कि वह आठ स्थानों से टेढ़ा जन्म लेगा।

समय आने पर बालक जन्मा। उसका शरीर वक्र था, पर बुद्धि अत्यंत प्रखर। इसी कारण उसका नाम पड़ा—अष्टावक्र, अर्थात् आठ वक्रताओं से युक्त।

एक बार कन्होड़ ऋषि राजा जनक की सभा में विद्वान बंदी से शास्त्रार्थ करने गए, पर पराजित होकर अन्य ब्राह्मणों के साथ बंदी बना लिए गए और यह प्रचारित कर दिया गया है कि उन्हें जल समाधि दे दी गई। अष्टावक्र का पालन-पोषण उसके नाना उद्दालक ऋषि ने किया। वह अपने मामा श्वेतकेतु को ही भाई समझता था।

एक दिन अष्टावक्र उद्दालक ऋषि की गोद में बैठे थे। तभी उनके मामा श्वेतकेतु वहाँ आए। उन्होंने अष्टावक्र को गोद से उतारते हुए कहा—“यह मेरे पिता की गोद है, यहाँ मैं बैठूँगा।”

उसी क्षण अष्टावक्र को यह बोध हुआ कि उद्दालक उनके पिता नहीं, बल्कि नाना हैं। तभी से उनके मन में अपने वास्तविक पिता को जानने की जिज्ञासा जाग उठी।

एक दिन जब उसे अपने वास्तविक पिता के विषय में सत्य ज्ञान हुआ, तो उसके हृदय में अपने पिता को मुक्त कराने का दृढ़ संकल्प जाग उठा। वह अपने मामा के साथ राजा जनक की सभा की ओर चल पड़ा।

सभा के द्वार पर द्वारपालों ने उसे रोक दिया और कहा कि राज्यसभा में बच्चों का प्रवेश वर्जित है। तब अष्टावक्र ने निर्भीक स्वर में कहा—

“बालक होना दोष नहीं, यदि बुद्धि में प्रकाश हो। मनुष्य को आयु नहीं, ज्ञान महान बनाता है। उन्होंने प्रहरी को यह भी कहा कि आदमी उम्र बढ़ने से बूढ़ा नहीं होता बल्कि जिसमें ज्ञान की माला ज्यादा है वह भी ज्ञानवृद्धि है।”

राजा जनक ने बालक की परीक्षा ली। उनसे कठिन और गूढ़ प्रश्न पूछे गए, जिनका उत्तर अष्टावक्र ने सहजता से दे दिया तब सभा आश्चर्यचकित रह गई।

फिर अष्टावक्र और बंदी के बीच शास्त्रार्थ आरंभ हुआ। यह संवाद संख्याओं और प्रतीकों पर आधारित था—एक से लेकर तेरह तक ब्रह्मांड के रहस्यों का वर्णन हुआ। तेरह पर आकर बंदी मौन हो गया। अष्टावक्र ने श्लोक पूरा किया और शास्त्रार्थ जीत लिया।

पराजित होकर बंदी ने सत्य बताया कि जिन ब्राह्मणों को जल में डुबाया गया था, वे सभी सुरक्षित हैं। तभी सभा में अष्टावक्र के पिता कन्होड़ ऋषि भी प्रकट हुए। पुल ने भाव-विह्वल होकर पिता के चरण स्पर्श किए।

कन्होड़ ऋषि के आशीर्वाद से अष्टावक्र ने समंगा नदी में स्नान किया। स्नान करते ही उसके शरीर की सभी वक्रताएँ समाप्त हो गईं और वह तेजस्वी रूप में प्रकट हुआ।

अष्टावक्र केवल एक पुल नहीं थे, जिन्होंने अपने पिता को मुक्त कराया, बल्कि वे एक महान दार्शनिक थे, जिन्होंने संसार को अष्टावक्र गीता जैसा अद्वैत वेदान्त का अमूल्य ग्रंथ दिया।

मिथिला तथा अष्टावक्र की यह कथा हमें सिखाती है कि शरीर की अपूर्णता ज्ञान की पूर्णता को रोक नहीं सकती। सत्य, विवेक और आत्मबल ही मनुष्य को महान बनाते हैं। अष्टावक्र की जीवन-कथा मिथिलांचल की उस गौरवशाली परंपरा का प्रतीक है, जिसने संसार को ज्ञान का प्रकाश दिया और जिस प्रकाश ने पूरे विश्व को अपने ज्ञान से आलोकित कर दिया।

## मिथिला की धरती और भामती का त्याग

मेरा नाम आदित्य बल्लभ शास्त्री है। मैं आठवीं कक्षा का छात्र हूँ और बिहार के मिथिलाचल क्षेत्र से आता हूँ। हमारी मिथिला की भूमि वह पवित्र भूमि है, जहाँ ज्ञान केवल पढ़ा नहीं जाता, बल्कि जिया जाता है। यह वही धरती है जहाँ राजा जनक, याज्ञवल्क्य, गार्गी, अष्टावक्र जैसे एक से बढ़कर महान विद्वान हुए हैं। मिथिला ने संसार को यह सिखाया कि सभ्यता तलवार से नहीं, विचार से आगे बढ़ती है।

मिथिला की इसी महान परंपरा में एक अद्भुत विद्वान हुए— “वाचस्पति मिश्र”।

वाचस्पति मिश्र बचपन से ही बहुत मेधावी और दार्शनिक प्रवृत्ति के थे। उन्हें खेल-कूद या सांसारिक सुखों में मन नहीं लगता था। उनका मन केवल शास्त्रों, वेदों और दार्शनिक समस्याओं को सुलझाने में रमता था। वे चाहते थे कि उनका पूरा जीवन ज्ञान-साधना में ही बीत जाए। इसी कारण वे आरभ में विवाह नहीं करना चाहते थे। पर उनकी माता चाहती थीं कि उनका पुत्र गृहस्थ जीवन अपनाए। माँ की इच्छा का सम्मान करते हुए वाचस्पति मिश्र को विवाह के बंधन को स्वीकार करना पड़ा, लेकिन विवाह के कुछ समय बाद ही उनकी माता का भी देहांत हो गया। माँ के जाने से वे अत्यंत दुखी हो गए और संसार से और भी अधिक विरक्त हो गए।

उनकी पत्नी का नाम “भामती” था। वह सरल स्वभाव की, धैर्यवान और सेवा-भाव से परिपूर्ण स्त्री थीं। विवाह के बाद उन्होंने शीघ्र ही समझ लिया कि उनके पति कोई साधारण गृहस्थ नहीं, बल्कि ज्ञान के साधक तपस्वी हैं। इसलिए उन्होंने कभी यह अपेक्षा नहीं की कि पति उनके लिए समय निकालें।

वाचस्पति मिश्र दिन-रात वेदांत दर्शन पर एक महान टीका लिखने में लग गए। वे इतने गहरे चिंतन में डूब जाते कि उन्हें बाहरी संसार का कोई भान नहीं रहता। कई बार वे समाधि की अवस्था में चले जाते थे।

इन सभी वर्षों में भामती चुपचाप अपने कर्तव्य निभाती रहीं। वे घर का सारा कार्य स्वयं करतीं। रात में जब वाचस्पति मिश्र लिखने बैठते, तब भामती एक दीपक जला देतीं। वे ध्यान रखती थीं कि दीपक का प्रकाश उनकी आँखों को कष्ट न दे। भोजन समय पर रख दिया जाता, लेखन सामग्री पास रहती—पर भामती कभी कुछ नहीं कहतीं।

वाचस्पति मिश्र को यह ध्यान ही नहीं रहा कि उनके चारों ओर की सारी व्यवस्थाएँ कौन कर रहा है। उनके लिए तो केवल शास्त्र, शब्द और विचार ही अस्तित्व में थे। यह सेवा एक-दो दिन नहीं, बल्कि कई वर्षों तक चलती रही। कॉल कम के अनुसार एक ऐसा समय आया जब ग्रंथ पूर्ण हुआ—वर्षों की साधना के बाद वेदांत की यह महान टीका पूरी हुई। जैसे ही अंतिम पंक्ति लिखी गई, दीपक का तेल भी समाप्त हो गया। दीपक बुझ गया—और उसी क्षण वाचस्पति मिश्र की समाधि भी भंग हुई और उन्होंने पहली बार अपने चारों ओर ध्यान से देखा। तभी उनकी दृष्टि एक ऐसी स्त्री पर पड़ी, जो घर के एक कोने में शांत भाव से खड़ी थी।

वाचस्पति मिश्र ने सहज स्वर में पूछा—

“आप कौन हैं?”

स्त्री ने विनम्रता से उत्तर दिया—

“मैं आपकी पत्नी हूँ।”

यह सुनकर वाचस्पति मिश्र स्तब्ध रह गए। उन्होंने आश्चर्य से कहा—

“यदि आप मेरी पत्नी हैं, तो इतने वर्षों तक आपने मुझे कभी बताया क्यों नहीं? आपने कभी मुझे टोका क्यों नहीं?”

भामती ने शांत स्वर में कहा—

“आप ज्ञान की साधना में थे। उस समय मेरा बोलना उचित नहीं था। मेरा धर्म आपकी सेवा करना था, न कि आपकी साधना में बाधा डालना।”

उसी क्षण वाचस्पति मिश्र की आँखें भर आईं। उन्हें समझ में आ गया कि जिस ग्रंथ को वे अपना श्रम समझ रहे थे, उसमें उनकी पत्नी का त्याग, धैर्य और मौन तपस्या भी समाई हुई है।

उन्होंने गहरे भाव से कहा—

“इस ग्रंथ का वास्तविक अधिकार मेरा नहीं, तुम्हारा है प्रिय।”

उसी समय उन्होंने निश्चय किया कि अपने जीवन के समस्त परिश्रम को अपनी पत्नी के नाम समर्पित करेंगे। इसलिए उन्होंने उस वेदांत टीका का नाम रखा— ‘भामती’।

यह केवल एक ग्रंथ का नाम नहीं था, बल्कि एक नारी की मौन साधना का अमर स्मारक था। मिथिला की सच्ची पहचान थी।

वाचस्पति मिश्र और भामती की यह कथा हमें बताती है कि मिथिला की महानता केवल विद्वानों में नहीं, बल्कि उन लोगों में भी है, जो विद्वानों के पीछे खड़े रहते हैं। यहाँ घर भी आश्रम बन जाता है और सेवा भी साधना बन जाती है।

यह भूमि तपस्वी महापुरुषों और महान नारियों को बार-बार प्रणाम करती है। वाचस्पति मिश्र और भामती हमें यह सिखाते हैं कि सच्चा ज्ञान केवल लिखने से नहीं, बल्कि त्याग, धैर्य और प्रेम से पूर्ण होता है।

सच में - इस मिथिलाचल के बारे में प्रसिद्ध श्लोक है कि-

“विद्यायाः भूमिरेषा, मिथिला पुण्यशालिनी।

जनकस्य पुरा प्रोक्ता, ज्ञानेन जगतीं जयति ॥”

अर्थात् : मिथिला विद्या की पवित्र भूमि है। यह जनक की नगरी है और अपने ज्ञान से संसार को जीतती है।

## नए स्कूल का पहला दिन

कुछ घबराहट, कुछ उत्साह,  
मे भरा हुआ था पहला दिन।  
नए नए वे बच्चे सारे,  
नए वे शिक्षक, शिक्षिकाएँ।  
हूँ रहीं थी अपनापन।

लगाता प्यारा स्कूल सारा  
अब जो साल हुआ खत्म।  
मुस्कुराहटों में बीते दिन,  
कुछ नया करने की रहता मन।  
कुछ नाम बड़ा बनाऊँ मैं।  
ऊँचाइयों को हूँ जाऊँ मैं,

मिलती है वह सीख हरदम,  
मन में है बस एक लगन।

गान्धा वैद, कक्षा: 3 (बी)

## पढ़ाई और सह-पाठ्य गतिविधियाँ: दोनों ज़रूरी

हम सब स्कूल पढ़ने जाते हैं ताकि हमें अच्छी शिक्षा मिल सके। पढ़ाई से हमें ज्ञान मिलता है और हम आगे बढ़ते हैं। लेकिन सिर्फ किताबें पढ़ना ही काफी नहीं है।

सह-पाठ्य गतिविधियाँ जैसे खेल, नृत्य, संगीत, चित्रकला और भाषण भी बहुत ज़रूरी होती हैं। ये हमें स्वस्थ बनाती हैं और हमारा आत्मविश्वास बढ़ाती हैं। खेल खेलने से हम टीमवर्क और अनुशासन सीखते हैं।

अगर हम सिर्फ पढ़ाई करेंगे और खेलेंगे नहीं, तो हम थक जाएंगे। और अगर सिर्फ खेलेंगे और पढ़ाई नहीं करेंगे, तो हमें ज्ञान नहीं मिलेगा। इसलिए पढ़ाई और सह-पाठ्य गतिविधियों के बीच संतुलन होना चाहिए।

मेरे विचार से, जो बच्चे पढ़ाई के साथ-साथ गतिविधियों में भी भाग लेंगे हैं, वही सच्चे अर्थों में सफल बनते हैं।

शशी गडोरिया, IV B

## पर्यावरण बचाओ – भविष्य सजाओ

धरती माँ हमसे कहती है,  
बच्चों अब तो समझो बात।  
पेड़ लगाओ, पानी बचाओ,  
तभी रहेगा मेरा साथ।

प्लास्टिक छोड़ो, स्वच्छ बनो,  
हरिवाली से जीवन सजे।  
आज बचाएँ धरती माँ को,  
तभी कल खुशहाल बने।

शशी गडोरिया, IV B

## ए.आई. – हमारा नया दोस्त

किताबों से आगे बढ़कर,  
अब सीखने का नया दौर।  
ए.आई. है हमारा साथी,  
जो ज्ञान से हर एक ओर।

कठिन सवाल आसान बनें,  
सीखना हो जाए खेल।  
समझदारी से उपयोग करें,  
तभी बनेंगे उज्ज्वल मेल।

शशी गडोरिया, IV B

## मोबाइल – दोस्त या आदत?

मोबाइल फोन है बहुत कमात,  
देता ज्ञान और मनोरंजन साथ।  
ऑनलाइन पढ़ाई, वीडियो, खेल,  
सब कुछ इसमें एक ही बात।

पर आँसों और समय का ध्यान,  
पह बात हमें समझनी है।  
खेल, किताब और परिवार संग,  
सुनियों की राह पकड़नी है। 😊

शशी गडोरिया, IV B

## पेड़ – धरती की मुस्कान

पेड़ खड़े हैं धूप में,  
देते हमें ठंडी छाया।  
फल, फूल, हवा सब देते,  
फिर भी दुख खेलते आया।

आओ मिलकर प्रण ले हम,  
हर साल एक पेड़ लगाएँ।  
धरती हैसे, जीवन सजे,  
ऐसा सुंदर कल बनाएँ। 🌳

शशी गडोरिया, IV B

## आर्टिफिशियल इंटेलिजेंस: हमारा नया दोस्त

आजकल हम एक नई चीज के बारे में बहुत सुनते हैं, जिसे आर्टिफिशियल इंटेलिजेंस या AI कहते हैं। यह कोई इंसान नहीं है, लेकिन यह इंसानों की तरह सोचने और काम करने में हमारी मदद करता है।

AI हमारे जीवन का एक हिस्सा बन चुका है। जब हम मोबाइल में गूगल से कुछ पढ़ते हैं या "अलेक्सा" से गाना बजाने को कहते हैं, तब AI हमारी बात समझता है। ऑनलाइन पढ़ाई में भी AI बहुत मदद करता है। अगर हमें कोई समाल समझ नहीं आता, तो AI हमें आसान तरीके से समझा देता है।

AI पढ़ाई को मज़ेदार बना देता है। इससे हम खेल-खेल में नई चीजें सीखते हैं। लेकिन हमें यह भी ध्यान रखना चाहिए कि हम AI का सही इस्तेमाल करें और अपनी खुद की सोच और मेहनत को कभी न भूलें।

मेरे अनुसार, अगर हम AI का सही तरीके से उपयोग करें, तो यह हमारा बहुत अच्छा दोस्त बन सकता है और हमें आगे बढ़ने में मदद करेगा।

— चन्दादा

शशी गडोरिया, IV B

## स्वामी विवेकानन्द के विचार

स्वामी विवेकानन्द का जन्म 12 जनवरी, 1863 को कलकत्ता में हुआ था, जिसे हाल ही में युवा दिवस के रूप में मनाते हैं।

उनका असली नाम नरेन्द्रनाथ दत्त था। वे हिन्दू धर्म एवं संस्कृति के प्रसारक थे। उन्होंने देश-विदेश में वेदांत एवं धर्म का प्रचार-प्रसार किया था। वे रामकृष्ण परमहंस के शिष्य थे। उन्होंने कहा था कि उनके विचार हमें सिखाते हैं कि क्या चाहिए:

1. हर मनुष्य को दयालु होना चाहिए।
2. उठो जागो और तब तक नहीं रुको, जब तक लक्ष्य न मिल जाए।
3. अपने आप को कमजोर नहीं समझना चाहिए।
4. जब तक जीवन होता है, तब तक सीखना चाहिए।
5. शपथ करके ही, जीत प्राप्त होती है।

आद्विक साहित्य, III B

## शीर्षक - शिक्षा पर (AI) यानि “कृत्रिम बुद्धिमत्ता” का प्रभाव

एआई का पूरा नाम आर्टिफिशियल इंटेलिजेंस (ARTIFICIAL INTELLIGENCE) है। हिंदी में इसे कृत्रिम बुद्धिमत्ता कहा जाता है। एआई एक ऐसी नई तकनीक है, जिसमें मशीनों और कंप्यूटरों को इंसानों की तरह सोचने और समझने की क्षमता दी जाती है। एआई बहुत सारी जानकारी को इकट्ठा करता है, उससे सीखता है और फिर उसी के आधार पर उत्तर देता है।

मानव मस्तिष्क बहुत ही अनोखा होता है। इंसान अपने मस्तिष्क से सोचता है, याद रखता है, समझता है और अनुभवों से सीखता है। इंसान के पास भावनाएँ भी होती हैं, जिससे वह सही-गलत का निर्णय लेता है। वहीं एआई का मस्तिष्क कंप्यूटर में बने प्रोग्राम पर आधारित होता है। एआई के पास भावनाएँ नहीं होती, लेकिन वह बहुत तेज़ी से काम कर सकता है और कम समय में सही जानकारी दे सकता है।

शिक्षा के क्षेत्र में एआई बहुत उपयोगी साबित हो रहा है। इससे पढ़ाई आसान और रोचक बनती है। एआई छात्रों की समझ के अनुसार पढ़ने की सामग्री देता है, जिससे हर विद्यार्थी अच्छे से सीख पाता है। कठिन विषयों को एआई सरल उदाहरणों के माध्यम से समझाने में मदद करता है। इससे समय की भी बचत होती है।

हालाँकि एआई के कुछ नुकसान भी हैं। यदि विद्यार्थी एआई पर बहुत अधिक निर्भर हो जाएँ, तो उनकी खुद सोचने और मेहनत करने की आदत कम हो सकती है। इसके अलावा, कभी-कभी एआई गलत जानकारी भी दे सकता है। इसलिए इसका सही और सीमित उपयोग करना चाहिए।

भविष्य में शिक्षा के क्षेत्र में एआई का उपयोग और बढ़ेगा। ऑनलाइन कक्षाएँ, सीखने वाले ऐप्स और डिजिटल साधनों से पढ़ाई और भी आसान हो जाएगी। शिक्षक भी एआई की मदद से छात्रों की प्रगति को समझ पाएँगे और उन्हें सही मार्गदर्शन दे सकेंगे। सही तरीके से उपयोग करने पर एआई शिक्षा को बेहतर बना सकता है।

अमायरा छाजेड, कक्षा: VIII C

## ऑपरेशन सिंदूर

दिखा दिया है दुश्मन को,  
अब लक्ष्य नहीं है दूर,  
जो कायरता तुमने दिखाई,  
उसका जवाब दिया भरपूर,

बेगुनाह लोगों को,  
जैसे तुमने मारा, बनकर क्रूर,  
भारत कैसे रहे सहिष्णु,  
कर दिया हमें, इतना मजबूर

गर्व हमें है, सैनिक हमारे  
शौर्य वीरता के लिए मशहूर,  
एक और, पराक्रम कर दिखाया,  
जिसे नाम दिया,  
ऑपरेशन सिंदूर !!

जय हिंद, जय भारत !!

जय गुरुवाणी, V C

## रंग - बिरंगे फूल

रंग बिरंगी फूलों की तरह  
अलग-अलग धर्म से सजी  
सुंदर माला की जैसे हो लड़ी  
ऐसी है मेरी भारत भूमि

कहीं ऊंचे ऊंचे पहाड़  
कहीं लहराती बहती नदियां  
कहीं दूर-दूर तक फैले रेगिस्तान  
विभिन्नता से भरी है यह भूमि महान

इस भूमि में कई राज्य है  
सबके अपनी अलग जुबानी  
विविध वेशभूषाओ से भरी  
इस भूमि की यह बात निराली

प्रेम दया और मानवता का  
पूरे विश्व को देती जो ज्ञान  
वीरता और साहस की यह भूमि  
नतमस्तक हो हम करें प्रणाम

वाण्या डागा, IX C

## आज की दुनिया में क्रिटिकल थिंकिंग का महत्व

आज की तेज़ी से बदलती दुनिया में, जानकारी हर जगह उपलब्ध है। एक क्लिक से, हम दुनिया भर की खबरें, राय और विचारों तक पहुँच सकते हैं। हालाँकि, जो सारी जानकारी हम देखते हैं, वह सच या उपयोगी नहीं होती। यही वजह है कि आज के छात्रों के लिए क्रिटिकल थिंकिंग सबसे महत्वपूर्ण कौशल में से एक बन गई है।

क्रिटिकल थिंकिंग का मतलब है साफ़ तौर पर सोचने, सवाल पूछने और जानकारी को स्वीकार करने से पहले उसका विश्लेषण करने की क्षमता। जो कुछ भी हम पढ़ते या सुनते हैं, उस पर विश्वास करने के बजाय, एक क्रिटिकल थिंकर तथ्यों को समझने, स्रोतों की जाँच करने और अलग-अलग दृष्टिकोणों को देखने की कोशिश करता है। यह हमें गलतफहमी और गलत जानकारी से बचने में मदद करता है।

स्कूल में, क्रिटिकल थिंकिंग सीखने को बेहतर बनाती है। यह छात्रों को तथ्यों को याद करने के बजाय कॉन्सेप्ट्स को गहराई से समझने में मदद करती है। जब हम क्रिटिकली सोचते हैं, तो हम समस्याओं को बेहतर तरीके से हल कर सकते हैं, लॉजिकल फैसले ले सकते हैं और अपने विचारों को आत्मविश्वास से व्यक्त कर सकते हैं। ये कौशल न केवल परीक्षाओं में बल्कि असल ज़िंदगी में भी उपयोगी हैं।

जिम्मेदार फैसले लेने में भी क्रिटिकल थिंकिंग जरूरी है। चाहे वह करियर चुनना हो, राय बनाना हो, या सोशल मीडिया का समझदारी से इस्तेमाल करना हो, ध्यान से सोचने से हमें बेहतर विकल्प चुनने में मदद मिलती है। यह क्रिएटिविटी, खुले विचारों और स्वतंत्र सोच को बढ़ावा देता है।

निष्कर्ष के तौर पर, क्रिटिकल थिंकिंग छात्रों को आधुनिक दुनिया की चुनौतियों के लिए तैयार करती है। यह हमें जानकार, जिम्मेदार और विचारशील व्यक्ति बनने में मदद करती है। इस कौशल को विकसित करके, हम आत्मविश्वास और समझदारी के साथ भविष्य का सामना कर सकते हैं।

राजल श्रीवास्तव, IX C

## मेरा अनुभव

इवॉटेक सरला बिरला ज्योति में होने वाला एक इंटर-स्कूल टेक फेस्ट है। यह फेस्ट दो दिनों तक चला और हर दिन ज्यादा मजेदार और रोमांचक था। इस फेस्ट में अलग-अलग स्कूलों के लोग कोडिंग और गेमिंग जैसे अलग-अलग स्तर पर अपने कला प्रदर्शित करने के लिए एक साथ आते हैं। मैं अपने सहपाठी के साथ वहाँ एक इवेंट - वीडियोग्राफी प्रतियोगिता के लिए वहाँ गई थी। यह मेरे लिए सीखने के लिए एक नया और कठिनाईपूर्ण कला था, जिसमें शॉट्स की प्लानिंग करना और वीडियो के जरिए कहानी कहना शामिल था। शुरू में मैं दूसरी टीमों को देखकर थोड़ा नर्वस था, लेकिन उस माहौल ने मुझे बहुत ज्यादा निडर बना दिया। वह जगह विचारों, क्रिएटिविटी और बहुत कुछ से भरी हुई थी। हर कक्षा, हर प्रवेश मार्ग का माहौल अलग था, कुछ हँसी-मजाक से भरे थे, तो कुछ इस प्रतियोगिता को जीतने के पकड़े इरादे के साथ थोड़े शांत थे। मेरे साथ यहाँ कुछ और स्टूडेंट्स भी अलग-अलग एरिया में इस फेस्ट में शामिल हुए। उन्होंने रोबोटिक्स और कोडिंग में भी प्राइज जीते। कुल मिलाकर, यह बहुत ज्यादा सीखने का एक शानदार प्लेटफॉर्म था। इसने नई स्किल सीखने को मजेदार बनाया, न कि सिर्फ बोरिंग। इसने मुझे सिखाया कि आप जो करते हैं उसमें आप कैसे अच्छे हो सकते हैं, आपको बस दिखाने के लिए एक प्लेटफॉर्म चाहिए। मैं अगले साल फिर से ऐसे फेस्ट में हिस्सा लेना चाहूँगी।

अविका अप्रवाल, 9 C

## वह छोटा कदम जिसने मुझे बहादुर बनाय

मैं एक शांत लड़की थी जो दूसरों के सामने बोलने से डरती थी। जब भी कक्षा में मुझसे पूछे गए प्रश्नों के उत्तर पता होने पर भी, मुझे लगता था कि अगर मैंने कोई गलती कर दी तो सब मेरा मज़ाक उड़ाएँगे। एक दिन अध्यापिका ने कक्षा में एक बहुत आसान प्रश्न पूछा। मुझे उसका उत्तर पता था, लेकिन मेरा दिल तेज़-तेज़ धड़कने लगा। मैंने गहरी साँस ली और हिम्मत करके हाथ उठाया। अध्यापिका मुस्कुराई और मुझसे उत्तर पूछा। मैंने डरते हुए उत्तर दिया। मेरा उत्तर सही था। मेरे सहपाठियों ने ताली बजाई। अध्यापिका ने मुझे सराहा। मुझे स्वयं पर बहुत गर्व महसूस हुआ। वह छोटा-सा पल मुझे बहुत खुशी और आत्मविश्वास दे गया। उस दिन के बाद मैं दोबारा कोशिश करने से नहीं डरी। मैंने सीखा कि बहादुर होने का मतलब डर का नया होना नहीं होता, बल्कि डरते हुए भी एक छोटा कदम उठाना है। वह एक छोटा-सा कदम मेरी जिंदगी बदल गया।

सीख: छोटे कदम हमें बहादुर बनाते हैं

समायरा जलान, कक्षा IVA

## काशी यात्रा से सीख

एक समय की बात है। जब मैं अपने परिवार के साथ काशी घूमने गई थी। मंदिर में दर्शन करने के बाद हम बाहर की ओर निकले और इधर-उधर का नजारा देखने लगे। तभी सड़क के किनारे माइक में एक धुन बज रही थी साथ ही साथ एक गायक था, जो उस धुन के साथ गाना गा रहा था। गाने का बोल था "निंदक नियरे राखिए।" उस समय मुझे कुछ भी समझ में नहीं आ रहा था कि वह यह क्या गाए जा रहा है? जब हम पूरा घूम लिए और होटल गए। तब मैंने अपने पिताजी से पूछा कि "पिताजी गायक क्या गा रहा था? मुझे कुछ भी समझ में नहीं आया।" तब मेरे पिताजी ने मुझे समझाया कि दरअसल वह गाना महान कवि कबीर दासजी की दोहे की कुछ पंक्तियाँ थीं।

## “निंदक नियरे राखिए

### आँगन कुटी छवाय।

बिन पानी, साबुन बिन

निर्मल करें सुभाई।"

जिसका अर्थ होता है हमें अपने निंदा करने वाले को अपने पास रखना चाहिए और हो सके तो उसे अपने घर में एक जगह देनी चाहिए क्योंकि हमारी निंदा करने वाले हमारी सारी कमियों को बिना पानी और साबुन के ही स्वच्छ कर देते हैं और हमारा चरित्र एकदम साफ-सुथरा हो जाता है। दोहे के अर्थ ने मुझपर बहुत असर किया और उस दिन से मैंने भी ठान लिया कि अब मैं भी किसी निंदा करने वाले की बात का बुरा नहीं मानूंगी और उसके द्वारा की गई बुराई को समझ कर अपनी कमियों को दूर करूँगी। ताकि मेरे अंदर की सारी कमियाँ दूर हो जाए एवं मेरे व्यवहार से सब लोग प्रसन्न रहे। सच मुझे कितनी अच्छी सीख मिली काशी की उस यात्रा से।

वासवी अगरवाल, कक्षा- V B

## छोटी सी तितली

छोटी सी तितली लाल -गुलाबी ,

फूलों पर करती मनमानी |

इधर-उधर वो उड़ती जाए ,

फूलों से हर प्राण चुराए |

सूरज बोले "तितली आओ" ,

फूलों संग तुम गीत सुनाओ |

नाच-नाच के हँसी लुटाओ ,

हर बच्चे की मुस्कान बन जाओ |

अनया जैन, EY III B

## खामोशी

खामोशी बेजुबान नहीं होती,  
मौन में भी पहचान यह संजोती,  
अनकहे भावों की सी है यह,  
मन के भीतर के दीप जलाती है।

अदृश्य अक्षरों के मोती सजे इसमें,  
अनुभूति का यह हार बनाती है,  
हर सन्नाटा कुछ कह जाता है,  
हर चुप्पी एक कथा सुनाती है।

शब्द विहीन होकर भी यह बोलती है,  
संवेदना के स्वर सजाती है,  
अंतर्मन की गहराइयों को खोलती हुई,  
आत्म तल तक पहुँच जाती है।

हर कोई इसे समझ न पाएगा,  
हर इंसान के दिल की बात नहीं,  
जो पढ़ ले मौन की भाषा,  
वह साधारण इंसान नहीं।

कभी यह पीड़ा बन बहती है,  
कभी यह प्रेम-राग रचाती है,  
कभी टूटे मन की सिसकी बन,  
कभी शांति का राग सुनाती है।

शब्दों से गहरी होती है खामोशी,  
अनुभव की यह अमर कहानी है,  
जो इसे जीवन में जान गया,  
उसकी हर चुप्पी भी अमर वाणी है।

नेहा सयाल,  
अध्यापिका  
रॉयल ग्लोबल स्कूल

## विद्यार्थिनः कर्तव्याः

विद्यार्थी राष्ट्रस्य भविष्यतः इति कथ्यते। यथा बीजं भवति तथा वृक्षः विकसितो भवति। एवं छात्रजीवने यत् शिक्षणं संस्काराश्च प्राप्यन्ते, तेनैव तस्य जीवनं निर्मायते। अतः विद्यार्थिनः कर्तव्याः अतीव महत्त्वपूर्णाः सन्ति। प्रथमं विद्यार्थिनः मुख्यं कर्तव्यं अध्ययनम् अस्ति। सः नित्यं समये विद्यालयं गच्छेत्, मनोयोगेन पाठं शृणुयात्, गृहकार्यं च सम्यक् कुर्यात्। आलस्यं परित्यज्य परिश्रमेण ज्ञानं अर्जयेत्। द्वितीयं कर्तव्यं गुरुणां मातापितृभ्योश्च सम्मानः। विद्यार्थी विनयी, आज्ञाकारी, शिष्टाचारी च भवेत्। गुरवः ज्ञानप्रदातारः सन्ति, अतः तेषां वचनं मनसि धारयेत्। तृतीयं कर्तव्यं सदाचारपालनम्। सत्यं वदेत्, धर्मं चरेत्, स्वच्छतां पालयेत्। मित्रैः सह सौहार्देन व्यवहारेत्, कदापि कलहं न कुर्यात्। चतुर्थं कर्तव्यं समयपालनम्। समयः अमूल्यः अस्ति। विद्यार्थी स्वकार्याणि समये एव पूर्णानि कुर्यात्। क्रीडायाः अपि महत्त्वम् अस्ति, किन्तु अध्ययनस्य हानिः न भवेत्। पञ्चमं कर्तव्यं राष्ट्रप्रेमम्। विद्यार्थी देशं प्रति श्रद्धां धारयेत्, नियमाः पालयेत्, पर्यावरणस्य रक्षणं कुर्यात्। एवं कर्तव्यनिष्ठः विद्यार्थी एव उत्तमः नागरिकः भवति। तस्मात् सर्वे विद्यार्थिनः स्वकर्तव्यपालने सदैव प्रयत्नशीलाः भवन्तु।

गीतार्थी गोस्वामी,  
विभागाध्यापिका, संस्कृतः विभागः

## गणित : ब्रह्मांड की लिपि और जीवन का शाश्वत संगीत

जब मनुष्य ने पहली बार रात्रि के अंधकार में नील गगन के तारों को गिना,  
जब उसने समय को क्षणों में बाँटा,  
जब उसने धरती को मापा और दूरी को समझा—  
तभी गणित का जन्म हुआ।

गणित केवल संख्याओं का शास्त्र नहीं,  
यह सृष्टि की वह मौन भाषा है,  
जिसके माध्यम से प्रकृति स्वयं से संवाद करती है।

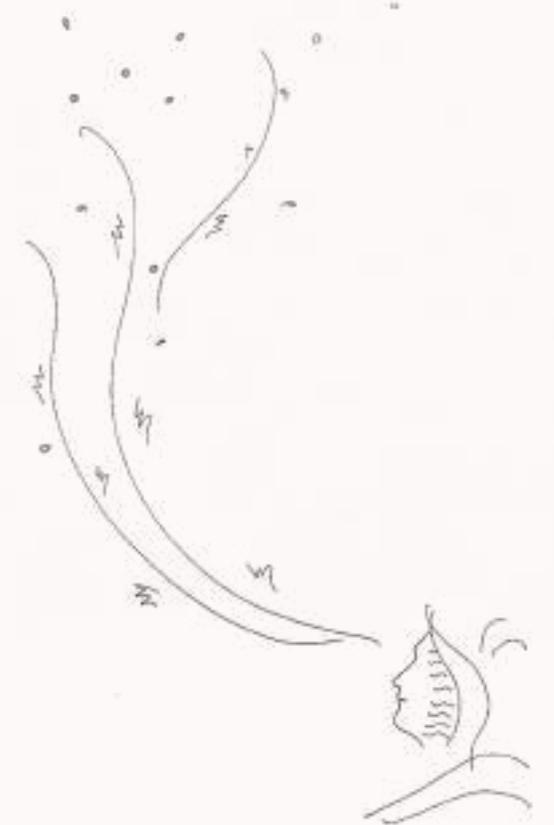
जहाँ शब्द चूक जाते हैं,  
वहाँ गणित का सत्य बोलता है।

यदि हम जानना चाहें कि गणित का स्वरूप कैसा है,  
तो निर्विवाद रूप से कह सकते हैं—

“बुद्धि का दीपक गणित तर्क की वह मशाल है  
जो अज्ञान के अंधकार को चीरकर ज्ञान-विज्ञान के आवरण को अपने आलोक से भर देती है।”

गणित हमें सिखाता है कि हर समस्या का कोई न कोई हल होता ही होता है—  
बस उसे सही दृष्टि से देखने की आवश्यकता होती है।

संख्या, रेखा, आकार, अनुपात और गति—  
ये सब मिलकर गणित का विशाल संसार बनाते हैं।



हम पूरे गर्व के साथ कह सकते हैं कि जब अन्य देश अज्ञान के अंधकार से ढँके थे, तब हमारा भारतवर्ष संसार का पहला देश रहा जहाँ ईश्वरीय कृपा से ज्ञान-विज्ञान का आलोक फैला, और मनुष्य जाति में सबसे पहले सभ्यता और संस्कार का जन्म हुआ। सिंधु घाटी सभ्यता की नगर योजना आज भी अद्भुत गणितीय बुद्धि का प्रमाण है।

हमारे वैदिक काल के शुल्ब सूत्र वेदिक यज्ञ वेदियों के निर्माण में प्रयुक्त ज्यामितीय सिद्धांतों का अद्भुत संग्रह है। “शुल्ब” का अर्थ है — मापने की रस्सी। इन ग्रंथों में वर्ग, आयत, वृत्त और त्रिभुजों के क्षेत्रफल निकालने के नियम दिए गए हैं। सबसे महत्वपूर्ण तथ्य यह है कि इनमें पाइथागोरस प्रमेय का सिद्धांत भारत में यूनान से बहुत पहले मौजूद था। जैसे—

“दीर्घ चतुरश्रस्य अक्षयया रज्जुः पार्श्वमानी तिर्यग्मानी च यत् पृथग्भूते कुरुतः।”

अर्थात् — आयत के विकर्ण का वर्ग, उसकी दोनों भुजाओं के वर्गों के योग के बराबर होता है। यह सिद्ध करता है कि प्राचीन भारत में गणित केवल सैद्धांतिक नहीं, बल्कि व्यावहारिक विज्ञान था। निष्कर्ष यह है कि—

वेदांग ने ज्ञान को व्यवस्थित किया, और शुल्ब सूत्रों ने गणित को जीवन से जोड़ा। इन दोनों के माध्यम से भारत ने विश्व को बताया कि धर्म, विज्ञान और गणित परस्पर विरोधी नहीं, बल्कि पूरक हैं। भारतीय गणितज्ञों के विचार : अनंत प्रेरणा भारतीय गणितज्ञों के प्रेरणास्रोत आर्यभट्ट कहते हैं: “जैसे सूर्य अंधकार को दूर करता है, वैसे ही गणित का ज्ञान अज्ञान को नष्ट करता है।” भास्कराचार्य का प्रसिद्ध कथन है: “गणित बुद्धि को तीव्र करता है और सत्य के मार्ग पर ले जाता है।”

ब्रह्मगुप्त ने कहा: “शून्य शून्यता का नहीं, अनंत संभावनाओं का द्वार है।” हमारे भारत के इन्हीं ऋषियों-मनीषियों, विद्वानों और गणितज्ञों ने विश्व को सोचने की नई दिशा दी।

गणित की शाखाएँ : जीवन का दर्पण

यदि हम गणित की विभिन्न शाखाओं पर विचार करें तो कह सकते हैं—

- अंकगणित जीवन का आधार है,
- बीजगणित रहस्यों की कुंजी,
- ज्यामिति सौंदर्य का विज्ञान,
- लिकोणमिति आकाश की भाषा,
- और सांख्यिकी समाज का दर्पण।

गणित: जीवन की अदृश्य रीढ़ (DAILY LIFE में उपयोग)

हम अक्सर सोचते हैं कि गणित केवल किताबों में है, लेकिन सच यह है कि गणित हमारे जीवन में हवा की तरह मौजूद है — दिखता नहीं, पर हर पल काम करता है। जब आप सुबह अलार्म लगाते हैं, तो समय का गणित चलता है। जब आप मोबाइल की बैटरी 18% देखकर निर्णय लेते हैं कि चार्ज करना है या नहीं, तो यह अनुमान (ESTIMATION) का गणित है। जब आप सब्जी वाले से 2 किलो आलू और 1.5 किलो टमाटर लेते हैं, तो यह दशमलव और अनुपात है। जब आप EMI, ब्याज, डिस्काउंट और कैशबैक समझते हैं, तो यह प्रतिशत और वित्तीय गणित है। और सबसे अद्भुत बात यह है—

👉 हर व्यक्ति रोज गणित का उपयोग करता है, चाहे वह गणित पढ़ा हो या नहीं। क्योंकि गणित केवल “हल” नहीं सिखाता, गणित हमें “सही निर्णय” लेना सिखाता है। गणित हमें बताता है कि—

- कम संसाधनों में अधिक परिणाम कैसे निकालें,
- और कठिन परिस्थितियों में भी रास्ता कैसे ढूँढ़ें।

इसलिए गणित केवल विषय नहीं, जीवन की अदृश्य रीढ़ है।

गणित : निर्णय लेने की कला (DECISION MAKING)

जीवन में सबसे बड़ी चुनौती सवाल हल करना नहीं,

सही निर्णय लेना है। और यही गणित हमें सबसे गहराई से सिखाता है। जब हम गणित में सीखते हैं कि “किसी भी प्रश्न को हल करने से पहले उसे समझो, फिर चरणबद्ध तरीके से आगे बढ़ो” तो यही आदत जीवन में भी काम आती है।

गणित हमें सिखाता है कि—

- भावनाओं में बहकर निर्णय मत लो
- तथ्य और तर्क के आधार पर सोचो
- हर समस्या का समाधान एक ही नहीं होता
- लेकिन सही दिशा हमेशा निकलती है

इसलिए जो व्यक्ति गणित को समझता है, वह जीवन की कठिन परिस्थितियों में भी घबराता नहीं, बल्कि सोचता है—

“चलो इसे भी हल करते हैं।”

गणित: संतुलन का विज्ञान (BALANCE OF LIFE)

गणित का सबसे सुंदर संदेश है — संतुलन। जैसे समीकरण में दोनों तरफ संतुलन जरूरी है, वैसे ही जीवन में भी—

- समय और काम का संतुलन
- परिवार और करियर का संतुलन
- खर्च और बचत का संतुलन
- सपने और वास्तविकता का संतुलन

जब संतुलन बिगड़ता है, तो जीवन का “उत्तर” गलत आने लगता है। गणित हमें सिखाता है कि यदि परिणाम गलत आ रहा है, तो समाधान यह नहीं कि हार मान ली जाए, बल्कि यह है कि—

- अपने कदमों को दोबारा जाँचा जाए।

यही जीवन का सबसे बड़ा मंत्र है। गणित से भय नहीं, मित्रता करें

मैं एक गणित शिक्षक हूँ और कई वर्षों से छात्रों को गणित का ज्ञान बाँट रहा हूँ। लेकिन आज जब मैं कक्षा में गणित पढ़ाने जाता हूँ, तो कभी-कभी लगता है कि आजकल के बच्चों को गणित से भय लगता है।

पर मैं पूरे अनुभव और विश्वास के साथ कहना चाहता हूँ कि—  
छात्रों को गणित से थोड़ा भी डरने की आवश्यकता नहीं।  
क्योंकि गणित — छात्रों का सच्चा मित्र है।  
गणित डर नहीं, शक्ति है।  
यह मन को मजबूत बनाता है,  
निर्णय क्षमता बढ़ाता है,  
और आत्मविश्वास जगाता है।  
जो छात्र गणित से मिला करता है,  
वे जीवन से कभी हारते नहीं।  
प्रकृति: ईश्वर द्वारा लिखा गया गणित का महान ग्रंथ  
यदि हम ईश्वर की सर्वोच्च सुंदर कृति प्रकृति पर नजर डालें,  
तो हम यह पाते हैं कि—  
फूलों की पंखुड़ियाँ संख्याओं में खिलती हैं,  
समुद्र की लहरें समीकरणों में नाचती हैं,  
पृथ्वी सूर्य की परिक्रमा गणितीय पथ पर करती है,  
ऋतुएँ समय के सूत्रों में बदलती हैं।  
सचमुच—  
प्रकृति ईश्वर द्वारा लिखा गया गणित का महान ग्रंथ है।  
समापन  
मित्रों, अंत में मैं अपनी वाणी को विराम देते हुए कहना चाहता हूँ—  
गणित से भय नहीं, प्रेम करें।  
गणित वह दीप है जो भविष्य का मार्ग दिखाता है।  
यह केवल परीक्षा का विषय नहीं,  
यह जीवन जीने की कला है।  
यदि हम गणित को समझ लें,  
तो संसार को समझना आसान हो जाता है।  
इसलिए याद रखें—  
“गणित कठिन नहीं — दृष्टि कठिन होती है।  
दृष्टि बदलते ही गणित सरल बन जाता है।”

संजय शर्मा  
(वरीय गणित शिक्षक)

## शीर्षक-योग भगाए रोग

योग है जीवन का अमृत-धार,  
जिससे खिल उठे तन-मन का संसार।  
प्राणों में भर दे नव उजास,  
हर श्वास बने स्वास्थ्य का विश्वास।  
जहाँ योग, वहाँ आरोग्य वास,  
दुःख-दर्द हों जीवन से उदास।  
स्वर्णिम सुबह, स्वस्थ भविष्य —  
योग से ही संभव यह अद्भुत सृष्टि-रहस्य।

योग करे मन को उज्वल, शांत,  
चिंता-तम हटे,  
बहे आनंद-प्रभात।  
धैर्य, दीप्ति, साहस का संचार,  
योग बने जीवन का श्रेष्ठ आधार।

योग से तन में शक्ति अपार,  
नस-नस में दौड़े जीवन-सार।  
स्वास्थ्य बने जब जीवन-धन,  
रोग स्वयं ही जाए जीवन बने नंदन वन।

श्रद्धा शर्मा, VI B

## समय का मूल्य

पुराने शहर के एक कोने में, अमन नाम का एक लड़का रहता था। उसे पुरानी चीजे जमा अच्छा लगता था। एक दिन उसे कबाड़ी की दुकान पर एक थूल भरी किताब मिली, उसके पर एक चक्र बना था। अमन ने वह किताब खरीद ली। उस रात को उसने वह किताब खोली। किताब के पन्ने खाली थे, पर थोड़ी देर बाद उस पर कुछ लिखा हुआ आने लगा- "अगर बिता कल देखना हो, तो घड़ी को उलटा घुमाओ।  
अमन को विश्वास नहीं हुआ तो उसने घड़ी को उलटा घुमाया और अपने-आप को एक बगीचे में पाया। उसे ने देखा उसके परदादजी वही है और एक किमती हार डूँड रहे है। उसे याद आया कि यह उसके घर का पुराना बगीचा है और उसे अपने पैर के नीचे एक हार मिला उसने हार दादाजी को दे दिया। वह खुश हुए और उसे आशीर्वाद दिया। अचानक से वह वर्तमान में आ गया। मेज पर वह किताब देखी और उस पर लिखा था- 'बीता हुआ कल कभी वापस नहीं आता, इसलिए समय की कद्र करो।' तभी वह उठा और उसे पता चला कि यह तो सपना था। उस दिन के बाद वह हमेशा समय कि कद्र करने लगा।

शैलाक्षी मिश्रा, V C

## रॉयल प्रीमियर लीग

रॉयल ग्लोबल स्कूल में आयोजित “रॉयल प्रीमियर लीग” ने विद्यालय के खेल इतिहास में एक महत्वपूर्ण स्थान बना लिया है। यह क्रिकेट टूर्नामेंट अब विद्यालय के आधिकारिक वार्षिक कैलेंडर का हिस्सा बन चुका है और प्रत्येक वर्ष बड़े उत्साह के साथ आयोजित किया जाता है।  
इस लीग में कुल 12 टीमों और 96 खिलाड़ी भाग लेते हैं। प्रत्येक टीम की अपनी विशेष रूप से डिज़ाइन की गई जर्सी होती है, जिससे प्रतियोगिता में पेशेवर माहौल का अनुभव मिलता है। खिलाड़ियों का चयन एक संगठित नीलामी (ऑक्शन) प्रक्रिया के माध्यम से किया जाता है, जिससे पारदर्शिता और प्रतिस्पर्धा दोनों बनी रहती है।  
टूर्नामेंट के दौरान कई रोमांचक मुकामले देखने को मिले। मैदान पर खिलाड़ियों ने खेल भावना, अनुशासन और प्रतिस्पर्धात्मक ऊर्जा का शानदार प्रदर्शन किया। शिक्षकों की सक्रिय भागीदारी ने आयोजन को और भी विशेष बना दिया। कक्षा में पढ़ाने वाले शिक्षक मैदान पर भी अपनी खेल प्रतिभा का प्रदर्शन करते नजर आए, जिससे छात्रों का उत्साह दोगुना हो गया।  
हालाँकि, प्रतियोगिता के दौरान कुछ चुनौतीपूर्ण क्षण भी आए। कुछ मौकों पर निर्णयों को लेकर मतभेद हुए, बहसें हुईं और खेल के तनावपूर्ण पल भी सामने आए। लेकिन इन सबके बावजूद टूर्नामेंट का समापन सौहार्द, अनुशासन और उत्साह के साथ हुआ।  
दो सफल सत्रों के बाद यह लीग विद्यालय के सबसे चर्चित आयोजनों में से एक बन चुकी है। दोनों सीज़न में विजेता टीमों का नेतृत्व बोर्डिंग छात्रों ने किया। सीज़न 1 में “मैन ऑफ द टूर्नामेंट” का सम्मान दिगंत महतो को मिला, जबकि सीज़न 2 में यह उपलब्धि रवि वर्मा ने हासिल की।  
“द रॉयल प्रीमियर लीग” केवल एक खेल प्रतियोगिता नहीं, बल्कि टीमवर्क, नेतृत्व, संगठन क्षमता और खेल भावना का सशक्त उदाहरण बनकर उभरी है। इस आयोजन ने विद्यालय में एक नई खेल संस्कृति को जन्म दिया है, जो आने वाले वर्षों में और भी विस्तार प्राप्त करेगी।

नैतिक अप्रवाल, XII

## समय का महत्व

“समय” जीवन की सबसे मूल्यवान पँजी है। संसार मे धन और शक्ति दोबारा प्राप्त हो सकती है, लेकिन समय वापिस नहीं आता है। समय निरंतर आगे बढ़ता रहता है। इसलिए तो कहा जाता है जो व्यक्ति समय का सही उपयोग करेगा वह जीवन में सदा उन्नति करता है। मनुष्य के जीवन में समय एक अलग भूमिका निभाता है। अगर एक विद्यार्थी जीवन में समय पर पढ़े, अनुशासन में रहें और समय का महत्व समझें तो वह भविष्य में कुछ बड़ा काम कर सकता है। समय एक बार परीक्षा से पहले मैंने पढ़ाई को टाल दिया सोचा कि बाद में कर लूँगा। जब परीक्षा निकट आई, तो मुझे घबराहट होने लगी और मैं अच्छे से तैयारी न कर पाया। तो परिणाम भी मेरे अनुसार नहीं आया। उसी समय मुझे समझ आया की जो काम समय पर होता है उसका फल सदा अच्छा होता है अगर आप रोज सिर्फ पंद्रह मिनट बर्बाद करते हो, तो साल भर मे लगभग तीन-चार दिन साल में बर्बाद। इसलिए समय नहीं बर्बाद करें और हर एक मिनट का सम्मान करें। समय कभी किसी के लिए नहीं रुकता है, वह सदैव आगे बढ़ता है। सूर्य और चंद्रमा को समय का पालन करना पड़ता है। इतिहास गवाह है कि महापुरुषों ने समय का सदुपयोग किया है, इसलिए तो वह महान बन पाए हैं। महात्मा गांधी स्वामी विवेकानंद और ए.पी.जे अब्दुल कलाम बने। समय का सही उपयोग कर देश को नई दिशा दी। अतः हमें अपने जीवन में अपना लक्ष्य को हासिल करना है तो समय का सदुपयोग करना महत्वपूर्ण है। अगर हम समय का उपयोग सही ढंग से करेंगे तो हम महान बन सकते हैं।

अथर्व साण्डिल्य, VI B

## काशी यात्रा से सीख

एक समय की बात है। जब मैं अपने परिवार के साथ काशी घूमने गई थी। मंदिर में दर्शन करने के बाद हम बाहर की ओर निकले और इधर-उधर का नजारा देखने लगे। तभी सड़क के किनारे माइक में एक धुन बज रही थी साथ ही साथ एक गायक था, जो उस धुन के साथ गाना गा रहा था। गाने का बोल था “निंदक नियरे राखिए।” उस समय मुझे कुछ भी समझ में नहीं आ रहा था कि वह यह क्या गाए जा रहा है? जब हम पूरा घूम लिए और होटल गए। तब मैंने अपने पिताजी से पूछा कि “पिताजी गायक क्या गा रहा था? मुझे कुछ भी समझ में नहीं आया।” तब मेरे पिताजी ने मुझे समझाया कि दरअसल वह गाना महान कवि कबीर दासजी की दोहे की कुछ पंक्तियाँ थी। “निंदक नियरे राखि आँगन कुटी छवाय। बिन पानी, साबुन बिन निर्मल करे सुभाई।” जिसका अर्थ होता है हमें अपने निंदा करने वाले को अपने पास रखना चाहिए और हो सके तो उसे अपने घर में एक जगह देनी चाहिए क्योंकि हमारी निंदा करने वाले हमारी सारी कमियों को बिना पानी और साबुन के ही स्वच्छ कर देते हैं और हमारा चरित्र एकदम साफ-सुथरा हो जाता है। दोहे के अर्थ ने मुझपर बहुत असर किया और उस दिन से मैंने भी ठान लिया कि अब मैं भी किसी निंदा करने वाले की बात का बुरा नहीं मानूँगी और उसके द्वारा की गई बुराई को समझ कर अपनी कमियों को दूर करूँगी। ताकि मेरे अंदर की सारी कमियाँ दूर हो जाए एवं मेरे व्यवहार से सब लोग प्रसन्न रहे। सच मुझे कितनी अच्छी सीख मिली काशी की उस यात्रा से।

वासवी अग्रवाल, V B

## छोटी सी तितली

छोटी सी तितली लाल-गुलाबी,  
फूलों पर करती मनमानी |  
इधर-उधर वो उड़ती जाए,  
फूलों से हर प्राग चुराए |  
सूरज बोले “तितली आओ”,  
फूलों संग तुम गीत सुनाओ |  
नाच-नाच के हँसी लुटाओ,  
हर बच्चे की मुस्कान बन जाओ |  
अनया जैन, EY III B

## नए स्कूल का पहला दिन

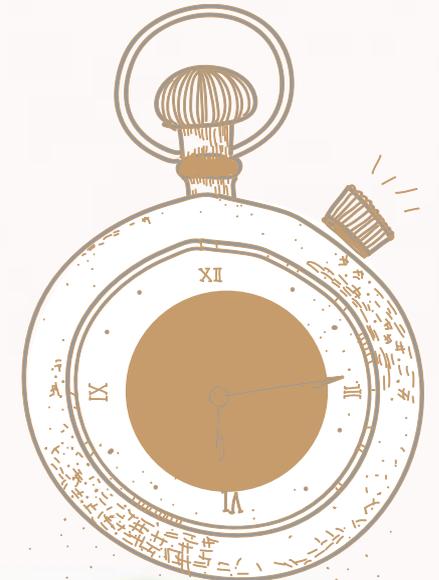
कुछ घबराहट, कुछ उत्साह,  
से भरा हुआ था पहला दिन।  
नए नए थे बच्चे सारे,  
नए थे शिक्षक, शिक्षिकाएँ।  
ढूँढ रही थी अपनापन।  
लगता प्यारा स्कूल सारा  
अब जो साल हुआ खत्म।  
मुस्कुराहटों में बीते दिन,  
कुछ नया करने को रहता मन।  
ऊँचाइयों को छू जाऊँ मैं,  
कुछ नाम बड़ा बनाऊँ मैं।  
मिलती है यह सीख हरदम,  
मन में हैं बस एक लगन।

मान्या वैद, कक्षा: ३ (बी)

## समय का मूल्य

पुराने शहर के एक कोने में, अमन नाम का एक लड़का रहता था। उसे पुरानी चीजे जमा अच्छा लगता था। एक दिन उसे कबाड़ी की दुकान पर एक धूल भरी किताब मिली, उसके पर एक चक्र बना था। अमन ने वह किताब खरीद ली। उस रात को उसने वह किताब खोली। किताब के पन्ने खाली थे, पर थोड़ी देर बाद उस पर कुछ लिखा हुआ आने लगा- “अगर बिता कल देखना हो, तो घड़ी को उलटा घुमाओ। अमन को विश्वास नहीं हुआ तो उसने घड़ी को उलटा घुमाया और अपने-आप को एक बगीचे में पाया। उसे ने देखा उसके परदादजी वही है और एक किमती हार ढूँढ रहे है। उसे याद आया कि यह उसके घर का पुराना बगीचा है और उसे अपने पैर के नीचे एक हार मिला उसने हार दादाजी को दे दिया। वह खुश हुए और उसे आशीर्वाद दिया। अचानक से वह वर्तमान में आ गया। मेज पर वह किताब दिखी और उस पर लिखा था- ‘बीता हुआ कल कभी वापस नहीं आता, इसलिए समय की कद्र करो।’ तभी वह उठा और उसे पता चला कि यह तो सपना था। उस दिन के बाद वह हमेशा समय कि कद्र करने लगा।

शैलाक्षी मिश्रा, V C



# गीर्वाण - गरिमा



## पितामह - पितामहीनां दिवसः

अस्माकं विद्यालये 15 नवम्बर 2025 दिनाङ्के महान् आनन्देन उत्साहेन च पितामहपितामहीनां दिवसः पालितः अभवत् । पितामहपितामहीनां प्रेमं, परिचर्या, बुद्धिं च सम्मानयितुं, तेषां विशेषतां अनुभवितुं च आयोजनस्य आयोजनं कृतम् आसीत् ।

विद्यालयस्य परिसरः सुन्दरं अलङ्कृतः आसीत्, वातावरणं च सुखेन पूरितम् आसीत्, यतः पितामहपितामही स्मितमुखैः सह आगच्छन्ति स्म । उत्सवस्य समये विविधानि सांस्कृतिकप्रदर्शनानि प्रस्तुतानि आसन् । मम सौभाग्यम् आसीत् यत् भारतनाटम् इति शास्त्रीय भारतीयनृत्ये भागं ग्रहीतुं मम सौभाग्यं आसीत् । पितामहपितामहयोः पुरतः नृत्यं मम कृते स्मरणीयः अनुभवः आसीत्, तेषां उष्णहसाः, तालिकावादनानि च मां बहु प्रोत्साहयन्ति स्म ।

केचन पितामहपितामहाः स्वस्य अनुभवान् आशीर्वादं च व्यक्तं अकुर्वन्, येन उत्सवः अधिकः सार्थकः अभवत् ।

आयोजनं आनन्ददायकरूपेण समाप्तम्, सुन्दरस्मृतिः त्यक्त्वा । पितामह-पितामही-दिवसः अस्मान् कृते पितामह-पितामहीनां सम्मानस्य, पोषकस्य च स्मृतिः अभवत् । सत्यमेव हृदयस्पर्शी, अविस्मरणीयः च दिवसः आसीत् ।

सिया सोनथालिया, नवमी कक्षा

## प्रान्तेषु रम्यः बिहारः

मम राज्यं बिहारम् अस्ति । भारतवर्षे स्थितः मम प्रान्तः बिहारः ज्ञान-विज्ञानस्य, अध्यात्मस्य च भूमिः अस्ति । बिहार एव राज्यः अस्ति यत्र प्रथमवारं लोकतन्त्रस्य परिकल्पना प्रकटीभूता ।

बिहार राज्यस्य प्रसिद्धः पर्वः छट्-पूजा इति अस्ति । एषः चतुर्दिनात्मकः पर्वः अस्ति ।

प्रथमः दिवसः "नहाय-खाय" इति कथ्यते । द्वितीयः दिवसः "खरना" इति कथ्यते । अस्मिन् दिने गुडमिश्रितं क्षीरं पुरिकां च पाचयित्वा सायं भास्करस्य समक्षं समर्पयामः, तदनन्तरं ताम् प्रसादरूपेण स्वीकारम् कुर्वन्ति ।

तृतीये दिवसे सायं वेलायां व्रतधारिणः नद्याः जले स्थित्वा सवितारम् अर्घ्यं यच्छन्ति ।

चतुर्थे दिवसे व्रतधारिणः उदिताय सविलेः अर्घ्यं यच्छन्ति ।

बिहार प्रान्तस्य प्रसिद्धं भोजनं "लिट्टी-चोखा" इत्यस्ति ।

बोधगया अस्माकम् प्रदेशस्य प्रसिद्धं स्थानम् अस्ति, यत्र भगवान् बुद्धः बोधिं प्राप्तवान् ।

बिहार राज्यस्य स्थितिं नालन्दा-विश्वविद्यालयेन अपि प्रसिद्धः अस्ति, अपितु विश्वस्य प्राचीनतमेषु विश्वविद्यालयेषु एकः अस्ति ।

राजगृहं (राजगीर) अपि ऐतिहासिकं धार्मिकं च महत्त्वपूर्णं स्थानम् अस्ति ।

बिहार राज्यस्य लोकनृत्यानि प्रसिद्धानि सन्ति, यथा जट्-जटिन्, झूमर इत्यादयः ।

तथा च सोहर, कजरी, छट्-गीतानि इत्यादि लोकसंगीतानि अपि प्रसिद्धानि सन्ति ।

आदित्य शास्त्री, कक्षा अष्टमी

## प्रकृतिः

प्रकृतिः अस्माकं जीवनस्य आधारः अस्ति । सा सर्वेषां प्राणिनां जननी इव भवति । प्रकृतौ पर्वताः, नद्यः, वनानि, वृक्षाः, पशवः, पक्षिणः च सन्ति । वायुः, जलं, भूमिः, अग्निः, आकाशः च प्रकृतेः पञ्चमहाभूतानि सन्ति । एतेषां साहाय्येन एव मानवजीवनं सम्भवति । वृक्षाः अस्मभ्यं प्राणवायुम् ददाति, फलानि पुष्पाणि च प्रयच्छन्ति । नद्यः पवित्रं जलं ददाति, क्षेत्राणि सिञ्चन्ति । प्रकृतिः सौन्दर्यपूर्णा अस्ति, सा मनसः शान्तिं जनयति । अद्यत्वे मानवः स्वार्थेन प्रकृतेः अतीव शोषणं करोति, येन पर्यावरणदूषणं वर्धते । अस्माभिः प्रकृतिः रक्षितव्या । वृक्षारोपणं, जलसंरक्षणं, स्वच्छतापालनं च कर्तव्यम् । यदि वयं प्रकृतिं रक्षामः, तर्हि प्रकृतिः अपि अस्मान् रक्षिष्यति ।

आविशा गोस्वामी, कक्षा अष्टमी

## वृक्षाणाम् महत्त्वम्

अस्माकं जीवने वृक्षाणाम् महती आवश्यकता अस्ति । वृक्षाः परोपकारिणः भवन्ति । ते अस्मभ्यं शुद्धं वायुं (ऑक्सीजन) यच्छन्ति । वृक्षान् विना वयं जीवितुं न शक्नुमः । वृक्षाणाम् अनेके लाभः सन्ति । ते अस्मभ्यं मधुरफलानि, सुगन्धितानि पुष्पाणि, काष्ठं औषधानि च ददन्ति । द्रौष्णकाले वृक्षाः पथिकेभ्यः छायां प्रयच्छन्ति । खगाः वृक्षेषु नीडानि रचयन्ति तत्र च सुखेन वसन्ति । वृक्षाः वातावरणं सन्तुलितं कुर्वन्ति । ते वर्षायाम् अपि सहायकाः भवन्ति । आधुनिके युगे जनाः स्वार्थाय वृक्षान् कृन्तन्ति, एतत् उचितं नास्ति । वृक्षाणाम् अभावे पृथ्वी रक्षाहीना भविष्यति । अतः अस्माभिः वृक्षाः रक्षणीयाः । "वृक्षो रक्षति रक्षितः" इति अस्माकं ध्येयमन्त्रः भवेत् ।

सानाया मलहोत्रा, कक्षा अष्टमी

## मित्राणि

मित्राणि एव तत् परिवारं भवति यत् स्वस्य कृते चिन्वन्ति । न ते जन्मना बलात् सम्बन्धः । कदापि चिन्तितम् यत् वयं सत्यानां मित्राणां नकलीमित्राणां च भेदं किमर्थं कुर्मः? मित्रं भवतः पार्श्वे स्थितं भवतः समर्थनं करोति । नकलीमित्राणि एव भवतः मित्रं दर्शयन्ति, परन्तु वास्तविकतायाम्, ते भवतः संकटे एव त्यक्ष्यन्ति, सन्निहाणि च भवतः सम्यक् मार्गं दर्शयन्ति, अन्येषां पुरतः एव वदन्ति, तेषां सह एकान्ते भवतः सम्पादनं च कुर्वन्ति ।

देवाः मां आशीर्वादं दत्तवन्तः तथा च तीणि पुतादृशानि मित्राणि ददाति आफ्रिन्, लिथोड्, देवीशी च - तेषु एकः मम परममित्रः अस्ति, यस्य नाम देवीशी अस्ति । ते मां उपदिष्टवन्तः यत् विचित्रत्वं वस्तुतः विचित्रं न भवति, केवलं भवतः भवतः भवितुं एव । न तु अस्माकं कृते कलहाः न सन्ति, परन्तु अस्माकं मैत्रीं न प्रभावितं करोति, तत् दृढं करोति । शिक्षकाः छालान् पृच्छन्ति, " भवन्तः किमर्थं विद्यालयम् आगच्छन्ति?" वयं मृषा वदामः, " अध्ययनार्थम्" इति । वयं अध्ययनार्थम् आगच्छामः एव, परन्तु तत् अस्माकं द्वितीया प्राथमिकता भविष्यति, प्रथमा अस्माकं मित्राणि आगतानि । अतः एव वयं आगताः ।

अहं व्यक्तिगतरूपेण मम जीवने तान् प्राप्य अतीव प्रसन्ना अस्मि । अस्माकं ये अल्पाः स्मृतयः सन्ति ते केवलं अतीव अभिभूताः सन्ति । अहं कनिष्ठः अपि समूहस्य माता इव अस्मि । अस्माकं समूहाय पुस्तकपठनं बहु रोचते । आशासे च भविष्ये अस्माकं समूहः तथैव तिष्ठति ।

दिव्याना अग्रवाल, कक्षा अष्टमी

## दीपावली पर्वम्

दीपावली भारतस्य प्रमुखः धार्मिकः उत्सवः अस्ति । अयं उत्सवः कार्तिकमासस्य अमावस्यायां मन्यते । “दीपावली” इति शब्दः दीपानां आवलिः इति अर्थं सूचयति । अस्मिन् दिने सर्वत्र दीपाः प्रज्वाल्यन्ते । दीपावली पर्वे जनाः स्वगृहाणि स्वच्छानि कुर्वन्ति । ते दीपैः, पुष्पैः, रङ्गोलिभिः च गृहाणि अलङ्कुर्वन्ति । अस्मिन् उत्सवे भगवान् रामः लङ्कायाः विजयम् कृत्वा अयोध्यां प्रत्यागच्छत् इति कथा प्रसिद्धा अस्ति । तदा अयोध्यावासिनः दीपान् प्रज्वाल्य रामस्य स्वागतं कृतवन्तः । दीपावल्यां लक्ष्मीपूजा अपि क्रियते । जनाः देवी लक्ष्मीं समृद्धयर्थं पूजयन्ति । मित्रैः सह मिष्टान्नानि खादन्ति, उपहारान् ददति, आनन्दं च अनुभवन्ति । दीपावली केवलं उत्सवः न, अपि तु अन्धकारात् प्रकाशस्य, असत्यात् सत्यस्य, अधर्मात् धर्मस्य विजयस्य प्रतीकः अस्ति । अतः अस्माभिः दीपावली पर्वं हर्षेण, शान्त्या, पर्यावरणस्य संरक्षणेन च आचरितव्यम् ।

रूपल जैन, कक्षा अष्टमी

## केरलप्रदेशः

नमो नमः । अहं मम स्वराज्यस्य केरलस्य विषये वदितुम् इच्छामि । अहं उत्तर-केरळस्य कण्णूरु-मण्डले स्थितस्य पय्यानूरु-नगरस्य निवासी अस्मि । उत्तर-केरलं ‘मलबार’ इति नाम्ना अपि प्रसिद्धम् अस्ति । एतत् क्षेत्रं मलबार-बिर्याणी-सदृश-भोजनपदार्थानां कृते अतीव विख्यातम् अस्ति । केरलं भारतस्य दक्षिणभागे स्थितं सुन्दरं राज्यम् अस्ति, यत् ‘ईश्वरस्य निजदेशः’ इति नाम्ना विख्यातम् अस्ति । अत्र नारिकेलवृक्षाणां बाहुल्यं वर्तते, अतः अस्य नाम ‘केरळम्’ इति प्रसिद्धम् अभवत् । केरलस्य भाषा मलयाळम् अस्ति, या व्याकरणदृष्ट्या संस्कृतेन बहु प्रभाविता अस्ति । केरले ‘कूडियाट्टम्’ इत्याख्यस्य एकमात्रस्य प्राचीनसंस्कृतनाट्यप्रकारस्य उद्भवस्थानम् अस्ति, यत् युनेस्को (UNESCO) संस्थया मान्यतां प्राप्तवत् । ओणम् उत्सवः अस्य राज्यस्य मुख्यः उत्सवः अस्ति । एप्रिल-मासे ‘विषु’ उत्सवः भवति, यः असम-राज्यस्य ‘बिहू’ उत्सवेन सह संपाती भवति । अत्र ‘तय्यम्’ इति प्रसिद्धं धार्मिक-अनुष्ठान-नृत्यं भवति यत् उत्तर-केरळस्य सांस्कृतिकं गौरवम् अस्ति ।

तन्मय सपिन गोपी, कक्षा अष्टमी

## राजस्थानम्

राजस्थानम् भारतस्य पश्चिमप्रान्तस्य प्रसिद्धं राज्यम् अस्ति । एतत् राज्यं शौर्यस्य, संस्कृतेः, परम्परायाः च भूमिरूपेण विख्यातम् अस्ति । अस्य राज्यस्य राजधानी जयपुरम् अस्ति । जयपुरम् ‘पिंक सिटी’ इति नाम्ना प्रसिद्धम् अस्ति । राजस्थानस्य भूमिः विस्तीर्णा अस्ति । अत्र थरमरुस्थलः अपि अस्ति । अत्र ग्रीष्मकाले उष्णता अधिका भवति, शीतकाले च अधिकं शीतम् अनुभवति । अत्र अनेकाः नद्यः सन्ति । तासु चम्बलनदी, बनासनदी, लुणीनदी आदि च विख्याता सन्ति । राजस्थानं ‘किलानां राज्यम्’ इत्यपि च कथ्यते । अत्र चित्तौड़गढ़, कुम्भलगढ़, जैसलमेर, रणथंभौर इत्यादयः प्रसिद्धाः किल्लाः सन्ति । राजस्थानस्य जनजीवनं सरलम् अस्ति । अत्र जनाः परम्परागताः वेशाः धारयन्ति । पुरुषाः घोटी - कुर्ता धारयन्ति, महिलाः च घाघरा - चोली धारयन्ति । अत्र घुमरनृत्यं कालबेलियानृत्यं च अति प्रसिद्धे नृत्ये । राजस्थानस्य भोजनम् अपि प्रसिद्धम् अस्ति । दालबाति, चूरमा, लालमास इत्यादयः अस्य प्रदेशस्य प्रमुखानि भोजनानि सन्ति । राजस्थानस्य जनाः उत्साहेन सह अतिथिसत्कारं कुर्वन्ति तथा ‘पधारो म्हारो देश’ इति भावनां प्रदर्शयन्ति । शौर्यसंस्कृतिपरम्पराः इत्यादिमा प्रोज्वलं भारतस्य प्रमुखं राज्यं राजस्थानम् ।

गतिक आगरवाल, कक्षा - अष्टमी

## \*समयस्य मूल्यं\*

रविः अष्टमवर्गस्य छात्रः आसीत् । सः क्रीडायां दूरदर्शनदर्शने च अधिकं समयं यापयति स्म । अध्ययनविषये सः सदा “पश्चात् करिष्यामि” इति चिन्तयति स्म । एकदा विद्यालये गणितस्य आकस्मिकपरीक्षा घोषिता । तदा रविः अत्यन्तं चिन्तितः अभवत्, यतः सः पाठं सम्यक् न पठितवान् । सायंकाले अपि सः अध्ययनं न कृत्वा मित्रैः सह क्रीडितवान् । रात्रौ सः शीघ्रं सुप्तः । प्रातः परीक्षा काले रविः भयभीतः आसीत् । प्रश्नाः तु परिचिताः आसन्, किन्तु उत्तराणि स्मर्तुं सः न शक्तवान् । अतः सः यथाशक्ति उत्तराणि लिखितवान् । परीक्षापरिणामे रविः अल्पाङ्कान् प्राप्तवान् । सः दुःखी अभवत् । तदा गुरुः तम् अवदत्— “रवि, त्वं बुद्धिमान् अस्ति, किन्तु समयस्य मूल्यं न जानासि । गतः समयः पुनः न आगच्छति ।” एतानि वचनानि रविम् अत्यन्तं स्पृष्टवन्ति । ततः सः प्रतिज्ञां कृतवान् यत् सः समयस्य सदुपयोगं करिष्यति । सः अध्ययनस्य समयसारिणीं निर्मितवान् । अन्यस्मिन् परीक्षायां रविः उत्तमाङ्कान् प्राप्तवान् । तदा सः आत्मनः गर्वं अनुभूतवान् । नीतिः-समयः बहुमूल्यः अस्ति । समयस्य सदुपयोगः एव सफलतां ददाति ।

शपथ गुप्ता, कक्षा अष्टमी

## मम प्रियः विषयः

मम नाम देवीशी दासः । अहं अष्टमी कक्षायां पठामि । मम बहवः प्रियाः विषयाः सन्ति । तेषु केचन चित्रकला, गायनम्, क्रीडा च अन्येषु बहूनां मध्ये । अहं मम विषयाः मम आरामस्य मार्गरूपेण, व्यक्तिरूपेण स्वस्य उन्नतिं कर्तुं च उपयुञ्जामि । सङ्गीतं अपि मह्यम् रोचते । अहं देशसङ्गीतात् आरभ्य प्रादेशिकशास्त्रीयगीतानां यावत् सर्वविधं सङ्गीतं शृणोमि । क्रीडा सर्वदा एव मम विषयेषु ध्यानं दत्तुं विनोदं कर्तुं च सहायकं भवति । सांसारिकता डायरी लेखनम् आदिषु विषयेषु मम रुचिः अस्ति । अहं कदाचित् लघुशिल्पानि अपि करोमि । एते कश्चन विषयाः सन्ति ये मम अतीव प्रियाः सन्ति । भवतः किम् ?

देवीशी दास, कक्षा अष्टमी

## संस्कृतस्य इतिहासः

संस्कृतभाषा विश्वस्य प्राचीनतमासु भाषासु एका अस्ति । अस्याः उत्पत्तिं वैदिककाले अभवत् । वेदाः - ऋग्वेदः, यजुर्वेदः, सामवेदः, अथर्ववेदः च संस्कृतभाषायामेव रचिताः सन्ति । आदौ इयम् भाषा वैदिकभाषा इति रूपेण प्रसिद्धा आसीत् । पश्चात् पाणिनिना अष्टाध्यायी नामकं व्याकरणं रचयित्वा इमां भाषां सुव्यवस्थितां अकरोत् । इयम् भाषा भारतस्य सर्वेषां भाषाणां जननी इव अस्ति । भारतस्य संस्कृतिः संस्कृते एव प्रतिष्ठिता भवति । जयतु संस्कृतम् ।

जेसमिन कौर, कक्षा चतुर्थी

## विद्यार्थिनः कर्तव्याः

विद्यार्थी राष्ट्रस्य भविष्यतः इति कथ्यते । यथा बीजं भवति तथा वृक्षः विकसितो भवति । एवं छात्रजीवने यत् शिक्षणं संस्काराश्च प्राप्यन्ते, तेनैव तस्य जीवनं निर्मायते । अतः विद्यार्थिनः कर्तव्याः अतीव महत्त्वपूर्णाः सन्ति । प्रथमं विद्यार्थिनः मुख्यं कर्तव्यं अध्ययनम् अस्ति । सः नित्यं समये विद्यालयं गच्छेत्, मनोयोगेन पाठं शृणुयात्, गृहकार्यं च सम्यक् कुर्यात् । आलस्यं परित्यज्य परिश्रमेण ज्ञानं अर्जयेत् । द्वितीयं कर्तव्यं गुरुणां मातापितृभ्योश्च सम्मानः । विद्यार्थी विनयी, आज्ञाकारी, शिष्टाचारी च भवेत् । गुरवः ज्ञानप्रदातारः सन्ति, अतः तेषां वचनं मनसि धारयेत् । तृतीयं कर्तव्यं सदाचारपालनम् । सत्यं वदेत्, धर्मं चरेत्, स्वच्छतां पालयेत् । मित्रैः सह सौहार्देन व्यवहारेत्, कदापि कलहं न कुर्यात् । चतुर्थं कर्तव्यं समयपालनम् । समयः अमूल्यः अस्ति । विद्यार्थी स्वकार्याणि समये एव पूर्णानि कुर्यात् । क्रीडायाः अपि महत्त्वम् अस्ति, किन्तु अध्ययनस्य हानिः न भवेत् । पञ्चमं कर्तव्यं राष्ट्रप्रेमम् । विद्यार्थी देशं प्रति श्रद्धां धारयेत्, नियमाः पालयेत्, पर्यावरणस्य रक्षणं कुर्यात् । एवं कर्तव्यनिष्ठः विद्यार्थी एव उत्तमः नागरिकः भवति । तस्मात् सर्वे विद्यार्थिनः स्वकर्तव्यपालने सदैव प्रयत्नशीलाः भवन्तु ।

गीतार्थी गोस्वामी, विभागाध्यापिका, संस्कृतः विभागः

## वेगप्रधानजीवने आत्मतत्त्वस्य स्मरणम्

अद्यतनजीवनं तीव्रगतिना प्रवहति । समयः इव धावति, चिन्तनं तु अनुगन्तुं न शक्नोति । नवयुवानां चेतना अस्मिन् युगे सततं बाह्यविषयेषु प्रवृत्ता दृश्यते, यत्र दृष्टव्यं, श्रवणीयं, प्राप्तव्यं च अनन्तं अस्ति, किन्तु आत्मनि अवस्थानस्य अवसरः अत्यल्पः । अस्मिन् बाह्याभिमुखे जीवनविन्यासे मनुष्यः शनैः शनैः स्वस्य अन्तःस्वरूपात् दूरं गच्छति, यतः सः यथार्थतः कः इति प्रश्नः अप्रस्तुतः इव भवति ।

जीवनस्य मूल्यनिर्णयः अपि अस्मिन् युगे परिवर्तितः अस्ति । यत्र पूर्वं अन्तःस्थितं शीलं, धैर्यं, विवेकः च मान्यतां प्राप्नुवन्ति स्म, तत्र इदानीं बाह्यदृश्यता, शीघ्रसिद्धिः, क्षणिकस्वीकृतिः च प्रधानस्थानं धारयन्ति । मनुष्यः स्वस्य अस्तित्वं अन्येषां दृष्टिपथेन मापयितुं आरभते, परिणामतः आत्मगौरवः अनिश्चितः, चञ्चलः, पराधीनः च भवति ।

एतादृशे परिवेशे तुलना स्वाभाविकं वृत्तिं प्राप्नोति । अन्येषां जीवनं आदर्शरूपेण दृश्यते, स्वकीयं जीवनं तु अपूर्णम् इव अनुभूयते । अस्य तुलनाप्रधानदृष्टेः फलरूपेण मनसि असन्तोषः, आत्मसंशयः, शून्यता च उत्पद्यते । मनुष्यः यदा निरन्तरं अन्येषां मार्गं पश्यति, तदा स्वमार्गं स्थितुं सः शक्तिहीनः भवति ।

तथापि अस्य कोलाहलस्य मध्ये एकः सूक्ष्मः, किन्तु गभीरः स्वरः अन्तःकरणे शनैः शनैः उदेति — “अहं कः?”

एषः प्रश्नः न जिज्ञासामात्रं, अपि तु अस्तित्वस्य मूलम् । यदा मनुष्यः एतस्मिन् प्रश्ने स्थिरतां प्राप्नोति, तदा एव बाह्यजगतः प्रभुत्वं क्षीयते । आत्मस्वरूपबोधः न त्वरितः, न सहजः, न च सर्वेषां प्रियः; सः तु धैर्येण, मौनेन, अन्तर्मुखताया एव साध्यते ।

अस्मिन् सन्दर्भे मौनस्य महत्त्वं विशेषतः अनुभूयते । यत्र सर्वे वदन्ति, तत्र मौनं दुर्लभं भवति । किन्तु मौनमेव आत्मचिन्तनस्य द्वारम् । शब्दैः जगत् ज्ञायते, मौनेन आत्मा । यः मौनं धारयितुं शक्नोति, सः एव स्वचित्तस्य गहने प्रवेशं कर्तुं समर्थः भवति ।

ऋषिक झुनझुनवाला, कक्षा - नवमी भागः

## “नायमात्मा प्रवचनेन लभ्यः

न मेधया न बहुना श्रुतेन ।”

## -कठोपनिषद्

एषा वाणी स्पष्टं दर्शयति यत् आत्मतत्त्वं न बहिर्ज्ञानस्य विषयः, न च निरन्तरश्रवणस्य फलम् । आत्मा तु अनुभवे, न सूचनायाम्; स्थैर्ये, न वेगे; अन्तर्मुखतायां, न बहिर्मुखतायाम् ।

यदा आत्मबोधः शनैः शनैः विकसितः भवति, तदा मनुष्यस्य दृष्टिः परिवर्तते । प्रशंसा तं न उत्पापयति, निन्दा तं न पातयति । सफलता तस्य अहङ्कारं न वर्धयति, असफलता तस्य आत्मविश्वासं न क्षिणोति । सः स्वस्य केन्द्रे स्थितः भवति ।

एषा एव वास्तविकस्वतन्त्रता । न यत्र बाह्यस्वीकृतेः आवश्यकता, न यत्र प्रचलनस्य भयम् । आत्मनिष्ठायां स्थितः मनुष्यः न अनुगामी भवति, न विरोधी; सः तु स्वतन्त्रः चिन्तकः भवति ।

## “आत्मैव ह्यात्मनो बन्धुः, आत्मैव रिपुरात्मनः ।”

## - भगवद्गीता

अस्मात् एव स्पष्टं भवति यत् आत्मा एव मनुष्यस्य उन्नतेः कारणं, पतनस्य च मूलम् । बाह्यजगत् केवलं परिस्थितिं निर्माति; उन्नतिः पतनं वा आत्मनः दृष्टेः एव परिणामः ।

अतः अस्मिन् वेगप्रधानयुगे यः आत्मतत्त्वं स्मरति, सः कालातीतः भवति । युगाः परिवर्तन्ते, प्रवाहाः आगच्छन्ति गच्छन्ति च, किन्तु आत्मस्वरूपे स्थितः मनुष्यः सर्वेषु परिवर्तनेषु अपि अविचलितः एव तिष्ठति ।

## विषयः : मम विद्यालयः

मम विद्यालयः अतीव सुन्दरः अस्ति ।

अहं प्रतिदिनं विद्यालयं गच्छामि ।

अस्माकं विद्यालये अनेके छात्राः सन्ति ।

विद्यालये गुरवः अस्मान् पाठयन्ति ।

ते अस्मान् स्नेहेन शिक्षयन्ति ।

अस्माकं विद्यालये स्वच्छाः कक्षाः सन्ति ।

विद्यालये विशालः क्रीडाङ्गणः अस्ति ।

वयं प्रतिदिनं क्रीडाङ्गणे क्रीडामः ।

विद्यालये ग्रन्थालयः अपि अस्ति ।

अहं ग्रन्थालये पुस्तकानि पठामि ।

विद्यालये प्रार्थना प्रतिदिनं भवति ।

वयं समये विद्यालयं आगच्छामः ।

वयं नियमाः पालयामः ।

विद्यालयः अस्मान् शिष्टान् करोति ।

अहं मम विद्यालयं अतीव प्रियं मन्ये ।

मम विद्यालयः मम जीवनस्य महत्त्वपूर्णं स्थानम् अस्ति ।

जान्वी, कक्षा - अष्टमी

# Français, c'est la vie



## Ma visite à la pépinière de Daffodil

La semaine dernière, je suis allée à la pépinière de Daffodil pour une sortie scolaire avec des amis de mon école. C'était une sortie très amusante et intéressante. Tous mes amis étaient avec moi et nous avons beaucoup apprécié le trajet en bus. Nous avons écouté des chansons et nous avons beaucoup ri ensemble.

Quand nous sommes arrivés à la pépinière de Daffodil, j'ai appris que c'est la plus grande pépinière du Nord-Est de l'Inde. Il y avait beaucoup de plantes de différentes sortes. J'étais vraiment étonnée de voir autant de plantes belles et uniques.

J'ai aussi mis de l'engrais sur quelques plantes. C'était une très belle expérience pour moi. J'ai appris comment les plantes sont cultivées et entretenues. J'ai même vu une plante qui coûtait onze lakhs de roupies. C'est un montant énorme. Cette sortie était très enthousiaste, mémorable et pleine de joie.

Cette visite m'a aussi appris l'importance de protéger la nature et les plantes pour notre avenir. Les enseignants nous ont bien guidés et expliqué chaque chose avec patience. J'ai compris que les plantes ont besoin de soins, d'eau et de temps pour bien grandir. Cette sortie m'a rendu plus curieuse et plus respectueuse envers l'environnement. Je garderai toujours ce souvenir dans mon cœur et j'aimerais visiter encore une fois la pépinière de Daffodil avec mes amis.

*Jisha Jain, VI D*

## Le pays des bijoux

Le Manipur est un état situé dans le nord-est de l'Inde. Son territoire est entièrement entouré de neuf chaînes de collines, formant une structure ovale en son centre. Le Manipur est connu pour la diversité de ses communautés, composées de trente-trois tribus répertoriées. Les Meitei constituent le groupe ethnique le plus important du Manipur, formant la majorité de la population et habitant la vallée centrale d'Imphal. Les habitants du Manipur vénèrent des divinités issues de deux traditions principales : le Sanamahisme et le Vaishnavisme manipuri. Bien que la plupart des Meitei aient adopté l'hindouisme au XVIII<sup>e</sup> siècle, intégrant ainsi ses rituels dans leur vie quotidienne, le Manipur est également réputé pour ses nombreux temples dédiés à Sanamahi et à Vaishnavi. Par exemple, le temple Shree Shree Govindajee était un lieu historique important pour les Vaishnavites du Manipur. Le thali, plat traditionnel du Manipur, est généralement servi lors d'occasions spéciales comme les rassemblements sociaux, les festivals et pour honorer les invités.

Ce thali comprend du riz cuit à la vapeur, de l'eromba, du morok metpa, de l'ooty, du chamthong, du singju et parfois du curry de poisson ou de poulet, selon l'occasion.

Le Manipur est l'un des États les plus fascinants et les plus époustoufflants de l'Inde, avec ses histoires légendaires, comme l'épopée amoureuse de Khamba et Thoibi, originaires de l'ancien royaume de Moirang, et bien d'autres encore.

*Bonnie Wairokopam, IX C*

## Le chat est sorti du sac : l'origine

Il était une fois, à l'époque, peut-être vers la fin du XIX<sup>e</sup> siècle, les gens vendaient de la viande dans des sacs. Mais il ne s'agissait pas des sacs modernes que nous connaissons aujourd'hui. Il s'agissait de sacs fabriqués en jute ou en une autre fibre ou matière rugueuse. Le boucher mettait la viande fraîchement coupée dans le sac et le fermait avec une corde ou un morceau de tissu, de sorte qu'il ressemblait à un sac de toile. Au début, les gens ne vérifiaient pas le contenu du sac, payaient la viande et rentraient chez eux contents. Cependant, ces vendeurs voulaient gagner de l'argent tout en réduisant la quantité de viande à abattre et à découper. Pour y parvenir, beaucoup d'entre eux ont commencé à mettre des chatons ou des chats errants dans les sacs, réduisant ainsi leur travail tout en gagnant la même somme d'argent en arnaquant leurs clients. Si une personne n'était pas assez méfiante et achetait le sac de « viande » sans le vérifier, elle rentrait chez elle et découvrait, en ouvrant le sac, une adorable petite boule de poils pleine d'énergie au lieu de la viande qu'elle souhaitait acheter. Si, par chance, une personne était assez perspicace pour ne pas tomber dans le piège et ouvrait le sac devant le vendeur, ce dernier était démasqué et la vérité éclatait au grand jour. C'est l'origine de l'expression « Le chat est sorti du sac », qui signifie « La vérité a été révélée ».

*Melvina Oinam, IX C*

## Un lien indéfectible

La famille est le pilier de nos vies, un groupe de personnes qui nous aiment et nous soutiennent inconditionnellement. Ma famille se compose de quatre membres : ma mère, mon père, ma sœur et moi. Nous sommes très unis et chaque instant passé ensemble renforce nos liens. Ma mère est le cœur de notre famille ; elle nous nourrit de sa tendresse et de sa gentillesse. Elle veille à ce que notre maison soit chaleureuse et accueillante, emplie de délicieux repas et de rires. Mon père, quant à lui, est notre pilier, travaillant sans relâche pour subvenir à nos besoins et nous transmettant de précieuses leçons de vie. Ma sœur est ma meilleure amie et ma complice ; avec qui je partage secrets, blagues et d'innombrables souvenirs. Ensemble, nous célébrons nos réussites et nous nous soutenons mutuellement dans les moments difficiles. Qu'il s'agisse d'une soirée jeux en famille, d'un pique-nique au parc ou simplement de partager des histoires autour d'un bon repas, ces moments nous rapprochent. Ma famille m'a enseigné l'importance de l'amour, du respect et de l'empathie, et a contribué à faire de moi la personne que je suis aujourd'hui.

Mugdha Devi, VI A

## Paris : la ville lumière et de la rêve

Paris, le cœur de la France, est une ville qui ressemble à un rêve vivant, un endroit où chaque coin semble touché par la magie. Dès que vous entrez dans ses rues, vous pouvez ressentir la beauté qui a inspiré les poètes, les peintres et les rêveurs pendant des siècles. La Tour Eiffel, le symbole le plus célèbre de la France, s'élève gracieusement vers le ciel, se dressant fièrement comme si elle veillait sur la ville. Pendant la journée, elle brille fièrement contre les nuages, et la nuit, elle scintille comme une constellation d'étoiles descendues juste pour éclairer Paris. La Seine serpente doucement à travers la ville, reflétant les ponts, les grands bâtiments et la douce lueur des soirées parisiennes, donnant à chaque promenade le long de ses rives l'impression d'entrer dans un livre de contes.

La France, pays où la langue et la culture françaises sont nées, a donné à Paris son charme unique, son élégance et son allure intemporelle. Écouter le français parlé dans les cafés et les rues, c'est comme entendre de la musique douce, fluide et presque poétique. Les rues pavées vous mènent à travers des jardins cachés, de minuscules librairies et des coins tranquilles où le passé semble vivant. L'arôme des pâtisseries fraîches, des baguettes et du café riche flotte de chaque café, invitant les gens à faire une pause, à se détendre et à savourer le moment. Les cafés se déversent dans les rues avec de petites tables et des chaises où les artistes dessinent, les amis rient et le monde ralentit juste assez pour que vous remarquiez les petites choses.

Paris également une ville d'art, d'histoire et d'histoires qui semblent murmurer depuis chaque bâtiment. Les grands musées comme le Louvre abritent des trésors qui fascinent depuis des générations, tandis que les jardins délicats comme le Jardin des Tuileries vous invitent à flâner et à rêver. L'architecture historique, de la majestueuse cathédrale Notre-Dame aux charmantes maisons anciennes avec leurs balcons en fer forgé, confère à la ville élégance et caractère. Même un simple lampadaire semble avoir sa propre personnalité à Paris, brillant doucement comme pour vous inviter à vous arrêter et à profiter de l'instant présent.

Mais au-delà de ses images et de ses sons, la véritable beauté de Paris réside dans ce qu'elle vous fait ressentir. Elle inspire l'émerveillement, la créativité et un sentiment de possibilités infinies. Chaque coucher de soleil sur les toits semble être le début d'une nouvelle histoire, chaque pierre provenant d'une table de café est comme une musique écrite spécialement pour vous, et chaque rue étroite est comme un secret qui attend d'être découvert. Paris n'est pas seulement la ville que l'on visite, c'est une ville que l'on vit. Vous ne vous contentez pas d'admirer sa beauté, vous la ressentez, vous la respirez et vous la gardez longtemps après votre départ. À Paris, en France, l'ordinaire devient extraordinaire, chaque instant est un souvenir en attente d'être créé, et chaque regard vous invite à retomber amoureux du monde.

Khushii Choudhary, VI D



## Une journée spéciale à l'école

Un jour, notre école a organisé une petite activité de propreté et de la plantation des arbres. Tous les élèves étaient très contents. Notre professeur nous a demandé d'apporter une petite plante de la maison. J'ai apporté une plante de neem et mon meilleur ami Aman a apporté une plante de rose. Nous nous sommes rassemblés dans la cour de l'école. L'air du matin était frais et le ciel était clair. Des oiseaux volaient près des arbres de notre école. La professeure nous a expliqué que les arbres nous donnent de l'oxygène et de l'ombre. J'ai aimé écouter ses paroles. Ensuite, nous avons commencé à planter les jeunes plantes près du terrain de jeu. Aman et moi avons travaillé ensemble. J'ai creusé la terre et il a placé la plante avec soin. Après cela, nous avons arrosé la plante. Mes mains étaient sales, mais je me sentais heureux. Pendant la récréation, nous nous sommes assis sous un arbre et nous avons partagé notre déjeuner. Nous avons parlé de la façon dont la plante allait grandir. J'ai compris que l'école n'est pas seulement pour les livres, mais aussi pour apprendre de bonnes habitudes et travailler avec des amis. Cette journée m'a appris l'importance de l'amitié, de la nature et de l'école dans ma vie.

*Aksish Das, VI A*



## La Natation interhouse

### Poème : Ma vie à l'école

Chaque matin, je vais à l'école,  
Avec mon sac et un cœur content.  
Mes amis marchent avec moi,  
Nous parlons et rions tout le temps.  
Dans mon école, il y a des arbres verts,  
Ils nous donnent de l'ombre à midi.  
Les oiseaux chantent sur les branches,  
Et rendent l'école plus jolie.  
En classe, mes amis sont près de moi,  
Nous partageons livres et crayons.  
Quand je suis triste ou je fais une erreur,  
Mon ami me donne de l'aide et du soutien.  
Les professeurs nous montrent le bon chemin,  
Ils nous apprennent le bien et le mal.  
Ils disent aimer la nature et aider les autres,  
Ce sont des leçons importantes et normales.  
L'école n'est pas seulement les livres et les devoirs,  
Elle construit notre avenir chaque jour.  
Avec l'amitié, la nature et l'éducation,  
Mon école m'apprend à vivre toujours.

*Aksish Das, VI A*

Mon expérience lors de la compétition de la natation interhouse a été formidable. Tous mes amis m'encourageaient et je les encourageais aussi. La compétition était intense, mais j'ai quand même remporté des médailles. Ma meilleure amie, Sprihaasmita, était là pour m'encourager tout au long de la compétition. Juste avant le départ, j'ai oublié mes pensées et je me suis concentrée sur la course, sur la façon de gagner et de dépasser les autres concurrents. Pendant les courses, le bruit était assourdissant, car tout le monde encourageait ses amis avec ferveur. Au moment du départ, mon cœur battait la chamade, mais j'ai tout donné et mon équipe a finalement assuré sa place. Lors d'une course de dos, j'ai eu peur de me cogner la tête et j'ai perdu. Mais je n'étais pas du tout triste, car je savais que j'avais tout donné. Ce n'était pas grave de ne pas avoir gagné.

*Alankrita Chakraborty, VI D*

## Vie de la ballerine

Le ballet est une forme de danse classique. La danseuse est appelée ballerine. Je suis ballerine. J'ai toujours voulu apprendre à faire du ballet parce que la danse était si élégante et les danseurs semblaient voler. J'ai commencé le ballet à l'âge de 9 ans. Quand j'ai commencé, on ne m'a pas donné de pointes, mais des chaussures plates, douces, presque comme des chaussettes. On m'a donné cette chaussure parce qu'elle m'aidait à préparer mes pieds pour l'achat de pointes. J'ai reçu mes pointes à l'âge de dix ans et demi et ce n'était pas facile. La pointe me faisait mal aux pieds, donc je devais utiliser des coussinets pour les orteils, du ruban à ampoules et d'autres accessoires, mais au bout d'un moment je m'y suis habitué. Ce n'est pas très facile car la majeure partie de ton poids corporel repose sur les orteils et les pointes sont dures. C'est pourquoi vous pouvez voir certaines ballerines briser littéralement leurs chaussures à pointe et différentes avoir des méthodes différentes pour casser leurs chaussures. J'ai admiré toutes les ballerines car elles ne se contentent pas de danser, elles sont aussi très fortes car le ballet exige une bonne posture, un tronc solide et une forte force des jambes. Je pratique le ballet à l'école et en dehors de l'école. Je vais aux cours de 18h00 à 20h00 le samedi et de midi à 14h00 le dimanche. À un moment, j'ai voulu arrêter parce que ce n'était pas facile, mais mes parents m'ont dit d'être optimiste et de surmonter mon opinion négative sur le ballet et ont dit que si j'arrêtais maintenant, je le regretterais. Je suis content d'avoir écouté car en chemin, je n'ai pas seulement appris le ballet, je me suis fait des amis, j'ai appris une compétence, j'ai appris la discipline et la résilience. C'est mon point de vue en tant que ballerine. Et j'aimerais me voir un jour sur la scène mondiale.

*Anahita Das, VI A*

# Shutter Stories



Toshai Siyem  
Class XII B



EY I



EY II



EY III A



EY III B



Stage I A



I B



I C



Stage II A



II B



II C



Stage III A



III B



III C



III D



Stage IV A



IV B



IV C



IV D



V A



V B



VC



VI A



VIB



VIC



VI D



VII A



VII B



VII C



VII D



VIII A



VIII B



VIII C



VIII D



IX A



IX B



IX C



IX D



X A



X B



X C



XI A (Science)



XI C (Commerce)



XI D (Commerce)



XI E (Humanities)



XII A (Science)



XII B (Humanities)



XII C (Science)



XII D (Commerce)



XII E (Commerce)





Administrative Department



Department of Child Care Assistance



Department of Food & Beverage (F&D)



Housekeeping Staff



Pastoral Care



Office Peons



Security Staff



Transport Department

# The Alumni Constellation





Royal Global School marked a significant milestone in its journey with the successful hosting of its inaugural Alumni Meet on 22 December. The evening commenced with a brief yet elegant introductory programme, warmly welcoming alumni back to their alma mater and rekindling fond memories of their formative years at the institution. A defining highlight of the event was an engaging round-table interaction with the Director, during which alumni participated in an insightful question-and-answer session. The dialogue offered a meaningful platform for graduates to share their experiences, seek guidance, and reflect upon the school's progressive vision, thereby reinforcing a deep sense of belonging and institutional pride.

The celebration was further enlivened by a captivating musical performance by the renowned band Malkouns, whose soulful and spirited presentation infused the evening with warmth, nostalgia, and vibrant energy. The gathering concluded on an uplifting note, strengthening the bonds between past and present members of the Royal Global School community while laying the foundation for a dynamic and enduring alumni network.

*Ms. Himadri Saikia*  
TGT English





“Short, yet the most significant chapter of my school life.”

This line encapsulates my journey at Royal Global School. Though my time here spanned just two years—and circumstances often kept me from attending regularly—the moments I did experience proved more meaningful than the previous decade of my schooling. Beyond academics, the school shaped who I am today, instilling confidence, discipline, resilience, and the courage to believe in myself. What made this journey truly special were the teachers. Seema Ma’am’s ever-bright smile could dispel any gloom, and her quiet wisdom imparted life lessons effortlessly. Bala Ma’am introduced me to debating and believed in me before I believed in myself. Pankaj Sir and Korobi Ma’am, though strict, offered unwavering support that nurtured both my academic and personal growth. While the infrastructure was exceptional, it was the people who made these twilight years so meaningful. The most unforgettable moment was my last day, when teachers I deeply admired expressed their pride in me—a validation that made every challenge worthwhile. My only regret is that this remarkable chapter could not have lasted a little longer.

*Aadrika Singh  
Pursuing CA from ICAI  
Entrepreneur- Will soon launch a Tourism Sector Brand.  
Batch 2022*



RGS was one of the most pivotal chapters of my schooling years and the perfect place to conclude my school journey. The faculty was exceptional, and it was where teachers truly became mentors and friends, making learning both meaningful and enjoyable. I remain deeply grateful to Seema Ma’am, Karabi Ma’am, Pankaj Sir, and Meenakshi Ma’am for shaping the foundation of who I am today.

I pursued my Bachelor of Management Studies at Mithibai College, which helped me build independence and confidence, followed by my postgraduate studies in London where I strengthened my research and analytical skills. Today, I apply these learnings in my role as a Social Strategist at Connect Management, an influencer marketing agency based in London, where I work across industries with global brands such as Honda, Vodafone, Volkswagen, Aldi, Disney, to name a few.

*Anangcha Das  
Batch: 2015  
Graduation: Bachelor of Management Studies, Mithibai Colleg Mumbai  
Postgraduation from London  
Currently working as Social Strategist at Connect Management based at London.*



I was in RGS for my 11th and 12th grade, between 2018 and 2020. As a small-town boy from Sivasagar, I was skeptical about moving to a big school. But the faculty, the management and my fellow schoolmates made me feel at home from the first day onwards. My teachers, the sports faculty, and my mentors in different extra curriculums, together brought the best in me, exponentially broadening the space for serendipity. After RGS, I completed my Bachelors in Economics in Delhi, following which, I started my Masters in Public Policy at the Hertie School of Governance in Berlin. Currently, I stay in Lusaka, Zambia, and work as a Junior Advisor for the German Development Agency GIZ, under a EU commissioned project providing technical assistance in Domestic Revenue to the Zambian Ministry of Finance and the Zambia Revenue Authority.

*Ashwas Mahanta*

*Batch of Bachelors in Economics , Delhi University*

*Masters in Public Policy from the Hertie School of Governance, Berlin*

*Junior Advisor to the Zambian Ministry of Finance and Zambia Revenue Authority*



I never imagined becoming a pilot until Class 12. Having explored humanities and later commerce, aviation was an unfamiliar world to me. It was only in my final school year that I discovered a genuine interest in flying and decided to pursue it wholeheartedly. After a year in college, I realised the skies were where I truly belonged. Leaving college was difficult, and without a science background, I had to work relentlessly—completing the Class 11 and 12 Physics syllabus in two months through NIOS before beginning aviation ground classes independently.

My flying training at FlyOla Aviation Academy in Khajuraho was both challenging and transformative. Each flight built skill, patience, and confidence, and by October 2025, I had completed 200 flying hours. The most unforgettable moment was flying my parents on my final training flight, making the journey deeply personal and rewarding.

I remain grateful to Royal Global School and my teachers, whose guidance instilled the discipline and perseverance that carried me through this demanding path. Next month, I will join a charter company as a First Officer. This journey has taught me that with dedication and courage, even distant dreams can take flight.

*Darpan Jain*

*Batch 2021*

*Captain Darpan Jain*



I joined RGS in the year 2018. My leadership quality was recognized by one and all and I was selected as the Head Boy of the school for the Session 2023-24. Besides taking part in debating competitions I also took active part in various inter-school and intra school competitions like football, chess, swimming, quiz, debate, Round Square Conference, MUN's and so on. In sports I won 2 silver medals as the Captain of Tagore House Cricket Team, Semi finalist at Aditi Parliamentary Debate by Vasant Valley School, quarter finalists at Shri Ram Debate , Best Speaker in the RGS I Sync inter school debate competition, 2 time winner in Meraki interhouse debates. I won the gold medal in SOF English Olympiad, Gold Medal in cricket series hosted in Kalyani, Kolkata, Silver medal in the Behes inter school Debate Competition.

Right now I am pursuing CA from the Institute of Chartered Accountants of India (ICAI).

Looking back, it has been the most beautiful journey a naïve boy could have asked for to transform into a confident person who doesn't fear facing whatever lies henceforth.

*Dev Tiwari  
Batch of 2023  
Pursuing CA*



I am Gaurav Agarwal, an ordinary boy from the small town of Lanka. After securing 85% in my Class 10 SEBA examinations at Buds English School in 2015, I joined Royal Global School for higher secondary education, where I stayed in the hostel and scored 88% in my Class 12 boards. I embraced every challenge my teachers set, striving to prove myself at each step.

My journey after school was not linear. I enrolled at St. Xavier's University, Kolkata, and later at Royal Global University, Guwahati, but my childhood dream of becoming a businessman, social worker, and politician drew me back home. In 2018, with initial financial support from my father and his friend, I began an electrical distribution business. The early days were marked by rejection and struggle, but perseverance turned adversity into opportunity. Within two years, I repaid the initial investment and built a thriving enterprise.

Today, my ventures span electrical distribution, electronics retail, FMCG distribution for ITC, and Kinetic Green automobiles, with a turnover exceeding ₹50 crore. Alongside business, I serve as Finance In-Charge of BJYM Hojai District, BJP Assam Pradesh, and actively engage in social work through recognised organisations.

Message to my juniors: Education shapes your character, etiquette, and perspective, but true success comes from practical experience, resilience, and the courage to rise after failure.

*Gaurav Agarwal  
Batch of 2016  
Bcom from Lanka College  
Businessman, Social Worker, Finance I/C of BJYM Hojai District*



Reflecting on my time at Royal Global School, I can honestly say it was a transformative experience that laid the foundation for both my academic and professional journey. From the supportive teachers to the friendships, each moment contributed to my growth. I am currently graduating from St Xavier's College, Kolkata with a honours in Bachelor's of Commerce. On top of that, I've successfully completed two levels of the CFA exams, fueling my passion in finance and investment management. I look forward to carrying forward the spirit and legacy of our school in all my future endeavors.

*Kritika Modi  
Batch of 2022  
Pursuing BCOM(H) from St Xavier's College, Kolkata  
Cleared two levels of the CFA exams*



My journey began at Royal Global School (RGS), which played a foundational role in shaping who I am today. The school not only nurtured my academic curiosity but also encouraged me to participate in extracurricular activities, helping me build confidence, leadership skills, and a sense of responsibility. The values and discipline instilled in me at RGS guided me through my undergraduate years and now into my MBA journey at IIM Rohtak. I will always remain grateful to RGS for providing me with a strong platform to dream bigger and strive higher.

*Preesha Malhotra  
Batch 2020-21  
Graduation( BBA) from UPES , Dehradun.  
Currently pursuing MBA from IIM , Rohtak*



My years at Royal Global School shaped my independence, leadership, and resilience. From boarding life to captaining my house and playing badminton, I grew through discipline and guidance from mentors. Today, after studying design and founding STUDIO TARA, I carry forward the values, friendships, and confidence my school instilled in me.

*Tanisha Singhania  
Batch of 2019  
Graduation ( Interior Designing) from Sristi School of Art, Design and Technology, Bangaluru*



### Pursuing Law at the University of Warwick, United Kingdom

Spending eleven formative years at Royal Global School shaped both my academic foundation and personal growth. The school instilled discipline, resilience, responsibility, and strong time-management skills that continue to guide me today.

Beyond academics, RGS nurtured my confidence through leadership roles, public speaking, and active participation in school events. These experiences strengthened my ability to communicate clearly, balance responsibilities, and grow through challenges. Equally meaningful were the friendships and shared experiences that taught me collaboration, integrity, and mutual support.

Today, as I pursue a Law degree and engage with professional environments, I recognise that my analytical thinking, work ethic, and confidence are rooted in the values cultivated at RGS. It will always remain more than a school to me—it is the foundation of my journey and personal growth.

*Radha Das*

*Batch of 2025*

*Pursuing Law at the University of Warwick, United Kingdom*



School was more than academics for me—it was a journey that built my character, confidence, and sense of responsibility. Leading the chess team taught me patience and foresight, while serving in the Prefect Council and as Tagore House Captain showed me that leadership is grounded in accountability and empathy. The encouragement of my teachers—Tamanna Ma'am, Poonam Ma'am, and Seema Ma'am—strengthened my self-belief and became a cornerstone of my growth. At Christ University, I carried these lessons forward, growing from volunteer to Lead of the Stage Committee and learning teamwork, crisis management, and composure under pressure. I discovered that true leadership lies in service. Looking ahead, I plan to pursue an MSc in Digital Marketing and Branding abroad and continue learning beyond formal degrees. Message to students: Step beyond your comfort zone—participation today shapes the person you become tomorrow.

*Yash Singhanian*

*Batch of 2023*

*Currently preparing for MSC in Digital Marketing and Branding abroad ( Australia)*



My journey at RGS was one that continues to shape me as a person. My teachers were, and still are, pivotal to whatever amount of growth I was able to display then, and have since had. From a shy teenager unsure of where she stood, to someone who eased into her surroundings, it's been quite the trajectory. I credit it all to my teachers and mentors at RGS, who gave me the ability to see beyond a textbook and truly value knowledge. This kind of unwavering support and love helped me transition from a student in school, to one enrolled in her BA, and now, into someone preparing to complete her postgraduate degree.

*Ananya Khound*

*Batch of 2023*

*Graduation from Indraprastha College for Women, Delhi University*

*Currently pursuing PG from Lady Shri Ram College for Women, DU*



My name is Swayam Agarwal, and I am proud to be a founding student of Royal Global School, Class of 2024. I am currently pursuing my Bachelor of Technology at the prestigious Indian Institute of Technology, Kanpur. The incredible environment at Royal Global School allowed me to experience true holistic growth through opportunities that went far beyond the classroom. From organizing school council events and debating, to playing cricket and performing in the band, balancing these diverse passions with my studies made me who I am today.

*Swayam Agarwal*

*Batch of 2024*

*Currently pursuing Bachelor of Technology from Indian Institute of Technology*



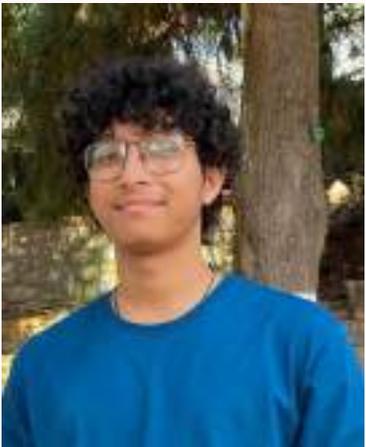
My journey with Royal Global School began with a felicitation for my HSLC results, which opened the door to a scholarship and the privilege of studying at this exceptional institution. The two years I spent there were transformative—shaped by dedicated faculties, a nurturing environment, and outstanding facilities that helped me grow both academically and personally. I successfully completed my Class 12 boards with flying colours and remain deeply grateful and proud to be an alumnus of RGS. After graduating, I pursued B.Tech in Chemical Engineering at IIT Guwahati. I then began my professional journey as a Process Design Engineer at Honeywell UOP, where I worked for four years. Driven by my passion for teaching, I later transitioned to academia and currently serve as a Lecturer in Chemical Engineering at Lakhimpur Polytechnic, contributing to the growth of aspiring engineers.

*Sanidhya Sandhilya*

*Batch of 2015*

*Graduation : Chemical Engineering from IIT,Guwahati*

*Currently working as Lecturer at Lakhimpur Polytechnic*



From the first day I walked into the campus as a nervous student to the final day when I proudly received my graduation certificate, every moment helped me grow both academically and personally. The school has not only given me knowledge about books but taught me the essence of friendship, gratefulness and discipline

*Ranitya Raj Sarmah*

*Batch - 2024*

*Currently pursuing engineering from IIT, Guwahati*



My journey at RGS was a mix of challenges and wonderful memories. Balancing studies, exams, and friendships taught me discipline and resilience. The last-minute exam revisions, unforgettable classroom laughter, and festival celebrations made my time at RGS memorable. The two years I spent there have given me lessons and friends I'll cherish forever.

*Prashant Saraf  
2023-24 Batch*

*Business and Management (Hong Kong University of Science and Technology)*



I joined RGS in Grade 7, actively engaging in all activities, participating in events, and serving as Prefect of Vivekananda House in Grades 9–10. Selected for the Asia Kakehashi Project (2020–21), I now pursue Asia Pacific Studies at Ritsumeikan Asia Pacific University, Japan, focusing on media and technology. My thesis explores algorithmic surveillance in Black Mirror. As PR Head of TEDx Ritsumeikan APU, I aim to promote Northeast India through social business initiatives globally.

*Arishmita Bordoloi  
Batch of 2023*

*Currently in the 4th Semester (undergrad) at Asia Pacific Studies College (Asia Pacific University) Japan*



I am delighted to share that I have successfully cleared the Final Examination conducted by the Institute of Chartered Accountants of India, the results of which were declared on 1 March 2026. I completed my schooling at Royal Global School, where I was the Topper of the Batch of 2019 and a dedicated hosteller. The guidance and support of my teachers played a vital role in shaping my discipline and academic foundation. I later graduated from St. Xavier's College while pursuing Chartered Accountancy. I remain deeply grateful to my school for nurturing my aspirations and helping me achieve this important milestone in my journey.

*Aditya Patwary  
Topper of Batch of - 2019  
Graduation- ST Xavier's College , Kolkata*



Hi, My name is Nikhil Deorah, and I completed my MBA from IIM Indore in 2024. I pursued my Class 11 and 12 at Royal Global School, where I received exceptional exposure across academics, Model United Nations, sports, and dance. The school encouraged holistic development while ensuring strong academic focus, and I remain deeply grateful to the teachers for their constant guidance and support at every step.

I went on to complete my undergraduate studies at NMIMS Bombay, followed by my post-graduation at IIM Indore. The foundation laid at Royal Global School helped me actively participate in institute teams for volleyball, basketball, and badminton, while balancing academics alongside. I truly credit my school years for shaping my discipline, confidence, and all-round growth, and I remain thankful for the role they played in my journey.

*Nikhil Deorah  
Batch of 2019*

*Graduation from Narsee Munji Institute of Management Studies , Mumbai  
MBA from IIM, Indore  
Currently into Family business of Real Estate*



I completed my higher secondary education at Royal Global School, Guwahati, and being part of the first batch was a truly special experience. The teachers were extremely supportive, and their guidance and engaging way of teaching made learning very enjoyable. During this time, I developed a strong interest in Biology, which gradually inspired me to pursue a career in medicine. With their encouragement and my growing passion for the subject, I secured a seat in MBBS and later went on to complete my MS in Obstetrics and Gynecology.

*Shriya Sharma*

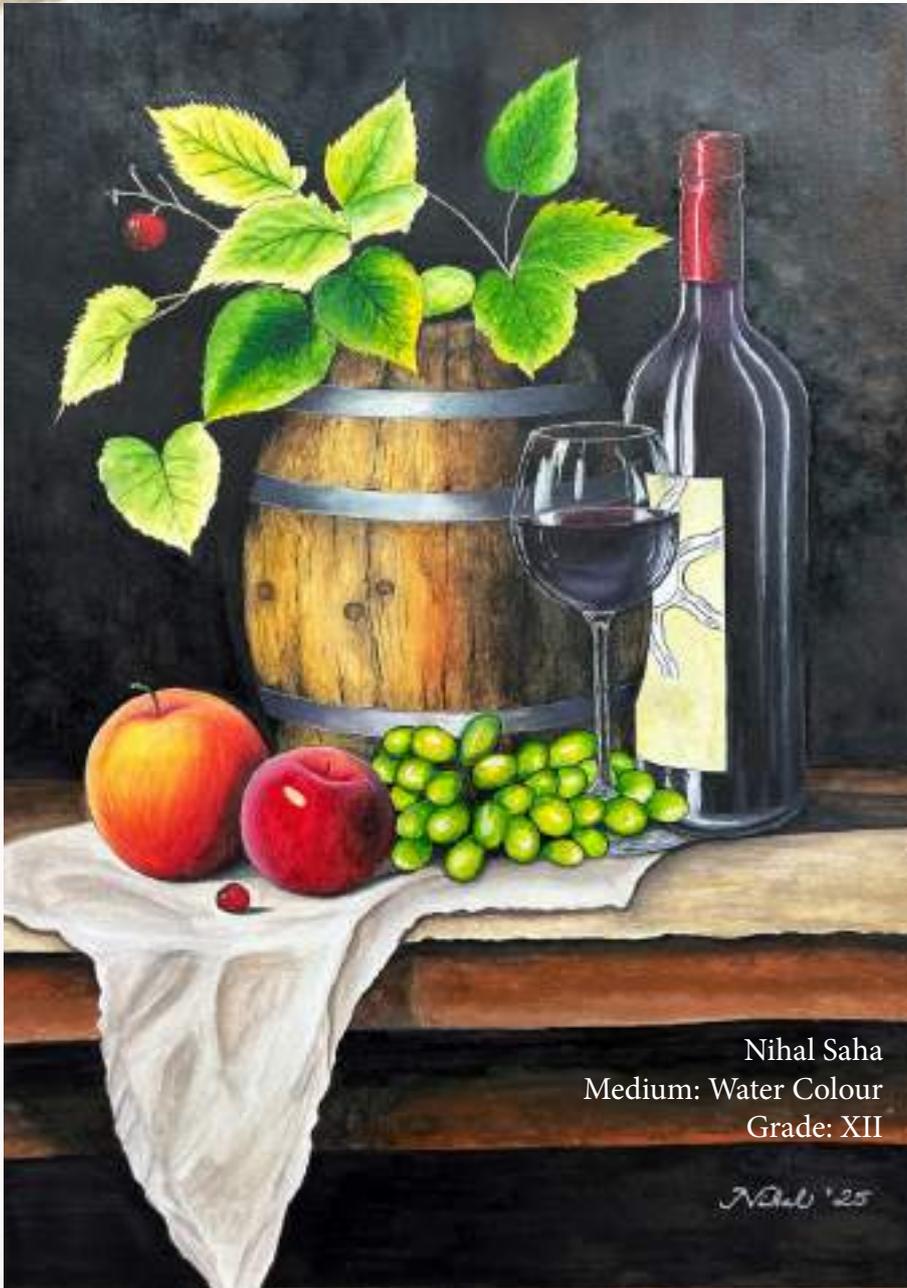
*Graduation from (MBBS) Dr DY Patil Medical College,Hospital and research centre , Pune  
MS OBGY from Dr DY Patil School of Medicine Nerul Navi Mumbai  
Currently pursuing Senior Residency In Obstetrics and Gynaecology from DR DY Patil school of medicine nerul Navi Mumbai*



My years in Royal Global School were extremely enriching and power packed. The teachers provided me thorough guidance in understanding the subjects and build a strong academic foundation,. The school in itself, is a home to culture, art and is a hub of extracurricular activities. One of my fondest memories is playing the piano in school. Royal, was an experience, filled with love, laughter, and wonderful friendships. It gave me space as a young student to learn, grow and shape myself into a better and confident student. Always grateful, and a very proud alumnus.

*Adrita Barthakur  
Batch: 2016-2018*

*Graduation from Gauhati Medical College and Hospital, Guwahati  
Currently pursuing Post Graduation in MD Medicine, AIIMS Rishikesh*



Nihal Saha  
Medium: Water Colour  
Grade: XII



Aarchita Saha  
Medium: Water colour  
Grade; XII



Navyaa Oja  
Medium: Water colour  
Grade: XII



Shrya Deb Roy  
Medium: Water colour  
Grade: XII



Toshai Siyem  
Class XII B



Zaveri Tahsin  
Medium: Water colour  
Class : XII B

Syantana Saikia  
Class : XII B



Shrya Deb Roy  
Class : XII E





Toshai Siyem  
Class XII B



Reeha Bhuyan  
Medium: Water Colour  
Grade: XII





**Royal Global School**  
**Betkuchi, NH-37, Guwahati-35**  
**Assam (India)**



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