



# ALMA MATTERS

THE ANNUAL SCHOOL MAGAZINE

**BIRLA VIDYA MANDIR**  
**NAINITAL**

**2018-2019**



# ALMA MATTERS

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# OUR PATRONS



**Syt. B. K. Birla and Late Sarala Birla**

**“Education is a meaningless ritual  
unless it can mould the character of students.”**

**Sarala Birla**



## CHAIRPERSON'S MESSAGE



**Mrs. Jayashree Mohta**

It was yet another race at the sports day at the school. But this was a race only for the specially abled children, each one with their own set of challenges and abilities. As the race began, one of them sprinted out of the blocks, only to realise midway that each one of them was labouring hard to finish the distance in their own unique ways. In between one of them stumbled.

Between the boy leading the race and the others in the fray, there was an exchange of glances, and it was clear. What was clear? They had to pick up the crestfallen grounded boy and, hand in hand, all of them ambled to the finish line.

No one won.

Yet, all of them emerged victors.

Sometimes we need to overcome the fight deep within ourselves and cross the self-hurdles ignoring the rat race.

We become stronger and better as “us” not as “I”, because our only competition is us.

Yes, in the market-driven expectations we have to remain relevant, but we cannot be a rat in the rat race.

Students, outperform your own markers.

Let the others do the same.

Together is the power of “we” and that will lead to “us”.

As the old Chinese saying goes “in learning you will teach: in teaching you will learn.”

Children, there is a lighthouse, however choppy the seas might be.

# VICE CHAIRMAN'S MESSAGE



**Mr. R. K. Ganeriwala**

Education is an all-embracing and pervasive concept and comprehending it in terms of syllabi, textbooks, definitions or formulae is more like circumscribing its scope. With the conditions being conducive, a wisp of cloud or an overhanging streak of fog may pervade the entire valley or the expanse of horizon. Isn't it that the same may be held true for education as well? Syllabi, textbooks and all the other conceivable attributes of education result into some mega fruition only when the seat of learning, i.e., the school, succeeds in providing an ambience conducive enough for these attributes to expand.

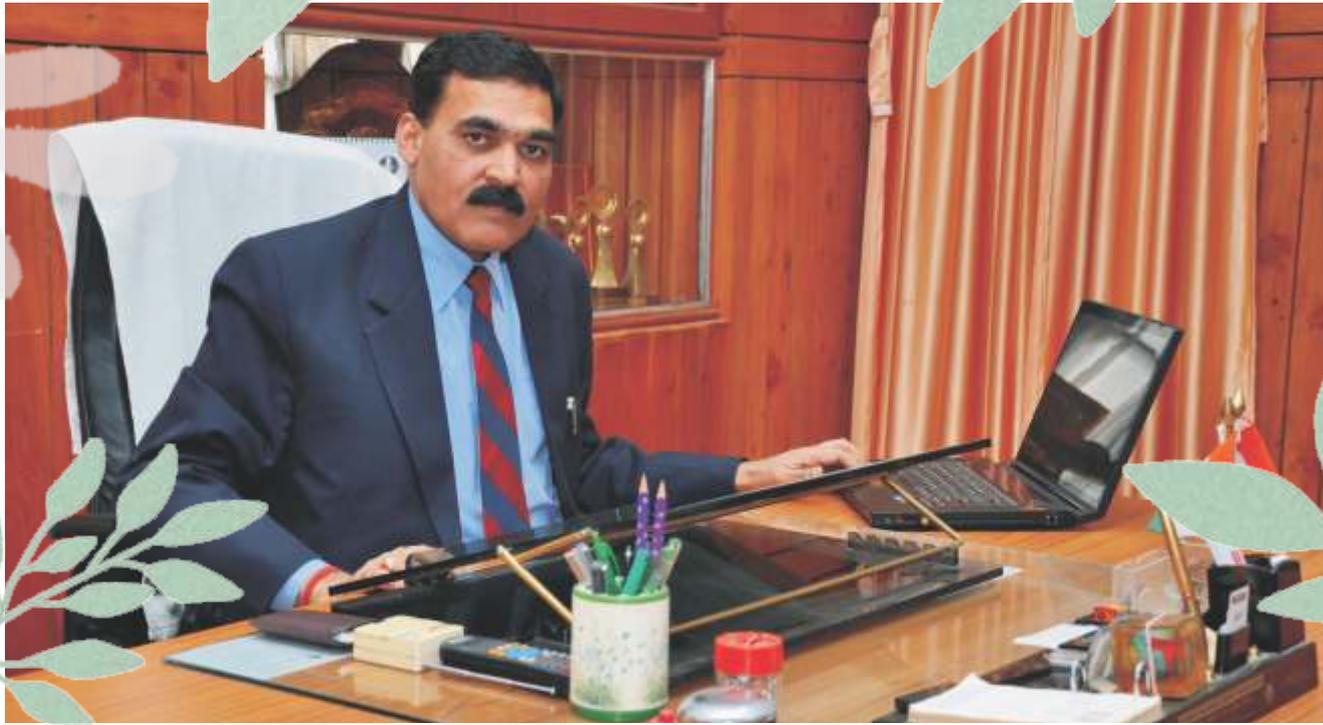
I am pleased to see that, over the years, Birla Vidya Mandir has been playing this creative role. Education here has been instrumental in instilling the values, in surfacing up the essential goodness we are born with, and more in making good human beings than the self-gratifying human templates of our times.

Keep it up and stay blessed.



# THE PRINCIPAL SPEAKS

LET A HUNDRED FLOWERS BLOOM...



In the contemporary times of rapidly growing technology, both physical hardware and educational theoretics are supposed to complement each other. However, the possibility of the former overshadowing the latter can hardly be ruled out. It is an acknowledged fact that the human element constitutes the core of the educational theoretics, whereas the physical hardware is there to facilitate the human endeavour. Technology, as has been warned by CEM Joad, has an assertive dimension that, occupying the helm of the affairs, it always pushes the human factor to the background.

It is unfortunate that in most of the developing countries like ours, the hardware is rapidly substituting the human factor involved in the teaching-learning process. This substitution may be involuntary, yet there is hardly any denial to the fact that it is there. It is high time for us to introspect and accept the truth that a dramatic monologue alone cannot constitute the core of the very process of imparting knowledge. For an interesting and better conveyance, dialogues with the spontaneity of expressions and the vigour of tonal variations are rather a must.

Alma Matters, I feel, bears an articulate testimony to this fact. The varied nuances of creativity in the pages that follow are the outcome of the warmth of human relationship and close interaction.

**Anil Kumar Sharma**

# Seventy First Annual Day Function

31 October 2018

## Principal's Annual Report



Hon'ble Chief Guest Dr. Anil Sadgopal ji, our distinguished alumnus, guests, Principals of other schools of Nainital, parents, guardians, media persons, ex-students, ladies, gentlemen and my dear students,

Good morning to you all.

It is a matter of great privilege and honour for me to extend to you all a very warm welcome on behalf of the Birla Vidya Mandir fraternity on the auspicious occasion of the 71<sup>st</sup> Annual Day celebrations of the school.

It is a matter of great pride for all of us that our Chief Guest today is Dr. Anil Sadgopal ji, an illustrious alumnus of Birla Vidya Mandir, who passed out Intermediate in 1958 with flying colours. He is a versatile personality and a man of letters who has devoted his entire life for the noble cause of development in agriculture, cottage industry & education in rural areas. A highly educated person, Dr. Sadgopal did his M.Sc in Plant Physiology & Chemistry from Indian Agriculture Research Institute, New Delhi and Ph.D. from the California Institute of Technology, USA in Bio-chemistry & Molecular Biology. Thereafter he joined Tata Institute of Fundamental Research as a theoretical scientist. But his passion and strong desire to do some concrete work for the improvement of the living conditions of the people in villages made him leave the lucrative job. He then joined University of Delhi as a professor of Education and served as Dean, Faculty of Education for 11 years. In 1970, he founded Kishore Bharti, a voluntary organization in Hoshangabad District of Madhya Pradesh. After intensive preliminary field surveys in rural education, agriculture and cottage industries, he worked tirelessly for fulfilling the objectives of Kishore Bharti, and that too, without any help from any foreign agency or donor. Kishore Bharti has been doing excellent work in rural areas under the guidance of Dr. Anil Sadgopal who is the moving spirit and inspiration behind this. His in-depth studies and analyses of the formidable technical as well as social problems of rural development have made him one of the leaders of the rural regeneration in the country. In 1980 he was awarded the prestigious Jamnalal Bajaj award and in 1984 Shantiniketan's Rathindra Puruskar for Application of Science and Technology for Rural Development. He had also set up Eklavya, an NGO which is working successfully in the field of education in rural areas and introduced novel & innovative schemes in education for the children of rural areas. As an educationist & social activist he is very active and has been a member of many educational bodies such as Central Advisory Board of Education, National Commission on Teachers, NCERT's National Focus Group on 'Work and Education' and many other educational committees.

We wish him all the best for all his future endeavours.

Ladies & Gentlemen, founded in 1947 by the joint & tireless efforts of Bharat Ratna Pandit Gobind Ballabh Pant ji and Padam Vibhushan Shri Ghanshyam Das Birlaji, this institution, since its inception has been imparting quality education to its students and producing excellent results in board examinations. The institution has fulfilled the aims & objectives of its founders. Most of the former students of this institution are well qualified and highly placed in their professional careers.

### **Academic Achievements :**

The school has consistently been doing well in academics. I am proud to inform you about the sterling results both in the All India Senior School Certificate Exam (Class XII) and All India Secondary School Exam (Class X) 2018.

In the All India Senior School Certificate Examination – Class XII – sixty-six students appeared. All the students passed in the first division. Manik Maheshwari & Sanidhya Dev Gupta were the school toppers in the Science stream with 93.4% marks. Sahaj Poddar who scored 94.8% was the school topper in the Commerce stream. Sixteen students scored more than 90% marks. The average school percentage was 84.0%.



In the All India Secondary School Examination – Class X – 133 students appeared. 129 students passed in the first division. Shivang Agarwal topped the school with 96.6% marks. Aditya Pandey stood second with 95.6% marks and Pankhuri Saxena & Archit Rungta scored 95.4% marks and got the third position. The average school percentage was 83.3%. Congratulations to all of them. Excellence in academics is the hallmark of any good institution.

### **Co-Scholastic Activities :**

Co-scholastic activities help in the development of the mind and personality. The aim of these activities is to make the students fit for future, to develop in them a sense of competitive spirit and to provide them opportunities for the development of their creative talent. Co-scholastic activities form an integral part of the school routine. These activities complement academics and are spread over the entire year, carried out systematically under the supervision of the school staff.

Sambhav Sharma & Rohit Singh participated in Student Action Research Programme organized by Welham Boys School, Dehradun. It was a very useful and informative programme for the students.

Six students Aditeyendra Tiwari, Mayank Agarwal, Sambhav Sharma, Keshav Agarwal, Tanishq Upreti & Mradul Jaiswal participated in National Knowledge Convergence Meet & Literary Festival organized by Delhi Public School, Bokaro, Jharkhand. Mayank Agarwal, Sambhav Sharma & Aditeyendra Tiwari stood first in the Enactment of English short play. In General Quiz, Mayank Agarwal, Keshav Agarwal and Sambhav Sharma got the first position and were declared the Best Quizzard. In Art Installation, Mradul Jaiswal, Sambhav Sharma and Aditeyendra Tiwari stood third. Tanishq Upreti received the Best Content Writer Award in the Bridge Round of the Debate.

Sambhav Sharma, Phalguni Sharma, Shreya Bhardwaj, Divyansh Kala & Tanishq Upreti attended a workshop related to Indian cinema organized by experts from Film & Television Institute of India, Pune.

Young Ideators' Conclave, commemorating Pt. G.B. Pant and Jim Corbett, was organized in the first term. Fourteen prestigious schools participated in it. It consisted of Art Installation, Debate, General Quiz and Creative Writing. It was a very successful event.

Under the aegis of SPIC-MACAY, i.e. Society for the Promotion of Indian Classical Music and Culture Amongst Youth, Mr. Salil Bhatt, an internationally renowned artist, gave a performance on Satvik Veena and regaled the students and staff.

A mock fire fighting drill was staged by Nainital Fire Fighting Department. It was a learning experience to all those who witnessed it.

The International Award for Young People (IAYP) is one of the important activities in the school.

This year, fifteen students went on a 10-days trek to Milam Glacier. This IAYP trek was a great experience as it provided an opportunity to the students not only to exercise their adventurous instincts but also to live in the proximity of Mother Nature for a few days. A 28-minutes documentary film was made by the school on this trek. It can be viewed on You-Tube.

Under the Social Outreach Programme, our students & staff visited the local hospital to interact with the indoor patients.

To give exposure to the newly admitted students & to help them showcase their talent, the Fresher's Evening was organized.

Seven boys – Uditanshu, Abhishek Sharma, Amit Pal, Akshat Prakash, Aditya Raj, Priya Pratap Shahi and Abhishek Yadav participated in Nainital Bird Festival organized by the District Forest Department.

Prathmesh Dwivedi participated in PB Pande Orator-of-the-Year Competition organized by Long View Public School, Nainital. He got the fourth position.



A workshop on Astronomy was organized for the students of classes IX to XII. Dr. Sarvesh Kumar, an Astro-physicist in ISRO conducted the workshop. It was very useful for the students. JIGYASA, an inter house Science Quiz was organized for the senior students.

The students of Class XI & XII Biology group visited National Bureau of Plant & Genetic Resource Centre, Bhowali, to gain knowledge about medicinal, ornamental and traditional plants.

We participated in IPSC Dramatics Competition, organized by GD Birla Memorial School, Ranikhet, and got the fourth position.

A workshop on Smart Electronics was conducted by Mr. Manish Gupta of Science Place, New Delhi, for classes IX to XII.

The World Environment Day was celebrated. Saplings were planted in the school campus and the students were exhorted to maintain a healthy environment.

We prepare students for the prestigious Music exams conducted by the Trinity College of Music, London. This year 61 students successfully cleared the exam for proficiency in guitar, synthesizer & drums.

A book fair was organized in the campus by M/s Scholastic India. It is the most awaited annual event in the school.

To commemorate Saint Kabir's 500<sup>th</sup> year of demise, a play – 'We the Bent: We the Curved' was staged in the physical theatre genre. Quite a few performing artists from the town along with other dignitaries witnessed it.

14 students participated in the prestigious Sarala Birla Conclave organized by Mahadevi Birla World School, Kolkata. Our students performed very well and won various trophies & medals. Mayank Agarwal & Rohit Singh stood first in Debate, Mayank Agarwal stood first in Hindi Creative Writing contest, Keshav Agarwal stood third in English Creative Writing contest. In Table Tennis (Singles) Alekh Raj got the second position. We were adjudged the Best Delegation Team in the Photo Walk and Muse-cum-Creative Writing contest. Our school was declared the 1<sup>st</sup> Runners-Up in the conclave.

Three of our students – Mayank Agarwal, Rohit Singh & Tanishq Upreti participated in Dr. Amidas Garodia Inter School Debate Competition organized by the Indian School, New Delhi. We lifted the Best Outstation Delegate Team Trophy.

Five students – Aditya Pande, Prabhanshu Parashar, Yash Mishra, Kunal Kashyap and Aditya Pratap Singh participated in Inter School Essay Writing Competition organized by The Nainital Samachar and the Inter School Hindi Debate Competition organized by Arya Samaj Nainital.

Sambhav Sharma, Nirmal Yadav, Tanmay Gangwar & Nawneet Kumar participated in the Silver Jubilee Commemorative Young Thinkers' Conclave 2018 hosted by Mayo College Girls School, Ajmer. Sambhav Sharma got the first prize in the Bridge round. Our school got the third position in Dramatics and the second position in Creative Writing contest.

Our students regularly participate in IPSC GK Test. This year 753 students appeared in the IPSC GK Test. The IPSC GK Test has become on-line from this year.

Debates and discussions are very vital for students to develop their language skills and to improve their knowledge. Our students participated in All India Inter School Llewelyn Debate & Quiz Competition organized by Sherwood College, Nainital and performed well.

Eight students, Rohit Singh, Prathmesh Dwivedi, Tanishq Upreti, Keshav Agarwal, Uditanshu, Agnivo Banerjee, Nirmal Yadav & Tanmay Gangwar, participated in literary events organized by Singapore International School, Mumbai and BK Birla School, Kalyan, Mumbai & also in IPSC Fest organised by BK Birla Centre for Education, Pune. At Singapore International School, Mumbai, Rohit Singh got the first position in English debate and was adjudged the Best Turncoat speaker, while Keshav Agarwal got the third position in Creative Writing contest. At BK Birla School, Kalyan, Mumbai, Rohit Singh got the



first position in English debate and Uditanshu & Keshav Agarwal got the third position in Quiz Competition. In IPSC Fest held at BK Birla Centre for Education, Pune, Rohit Singh was adjudged the Best Turncoat Speaker. Tanmay Gangwar and Uditanshu got the second position in Sanskrit Shlok Chanting contest, Agnivo Banerjee got the second position in Book Cover Designing contest, Prathmesh Dwivedi & Tanishq Upreti got the third position in Duologue. Keshav Agarwal was adjudged the Most Promising Quizzard.

We participated in Inter School Literary Competition (SPECTRUM) organized by St. Xavier's School, Nainital. Suryansh Dhawan stood second in Chart Making contest and Aditya Pratap Singh got the second position in Free Hand Drawing.

15 students of Class XII attended a symposium held at All Saints College, Nainital, under the aegis of the Institute of Counsellor Training, Research & Consultancy (ICTRC).

Members of the Heritage Club visited a museum at Bhimtal.

We organized a multi-disciplinary inter school contest – Abhiviyakti 2018. Seventeen schools participated in various events like I.T. Fest, Art Competition, Sarala Birla Memorial Quiz and Music Competition.

In our school, elocutions, debates, quizzes, creative writing contests, declamations etc. (in Hindi & English), have always been a part of the co-scholastic activities. Students are encouraged to participate in such activities.

### **Games & Sports:**

Games and Sports play an important role and keep us healthy and active. Games & sports activities are very beneficial, especially to those who are in their formative years. Such activities have been made compulsory in our institution.

Twenty six students participated in All India Invitational Gymnastics Championship held at DAV School, Muzaffarnagar. The performance of our students was praise-worthy. In under-10 category, Tanishq Prajapati won two gold medals, Rudra Tolia, Anadi Tyagi, Daksha Gariya & Daksha Gautam won one silver medal each & Aditya Drolia won one bronze medal. In under-12 category, Ekatra Pandey won two gold medals, Naman Kathuria, Madhur Verma, Kumar Sambhav & Arnav Paul won one silver medal each and Priyansh Parihar won one bronze medal. In under-14 category, Kunal Sharma won one gold medal, Udai Pratap Singh, Sahil, Jayant Nayal, Ayush Arya and Aman Gupta won one silver medal each & Shashank Gupta & Akash Anil Sikaria won one bronze medal each. We were awarded the Winners trophy.

Seven students participated in the 13<sup>th</sup> Uttarakhand State under-13 (Boys) Chess Championship 2018 at Kichha, organized by the Chess Association of Uttarakhand. Three students, Umang Duttatreya, Vishal Kumar & Aarav Anand were selected for the national chess championship to be held at Ahmedabad.

We successfully organized the IPSC Taekwondo Championship for the fourth time. Eight teams participated in this championship. Birla Vidya Mandir was adjudged the overall champion with 12 gold, 12 silver and 5 bronze medals. The Emerald Heights International School, Indore got the second position by winning 5 gold, 5 silver and 4 bronze medals. GD Birla Memorial School, Ranikhet got the third position with 4 gold, 4 silver and 4 bronze medals.

Our student Harminder Bahadur Singh got the 23<sup>rd</sup> position in the under-18 category in the Commonwealth Chess Tournament held in Delhi. Chess players from forty countries participated in the tournament.

Udai Pratap Singh, Kunal Pandey, Divya Choudhary and Abhishek Pandey successfully qualified the Taekwondo Black Belt test held at Ranikhet.

We participated in IPSC Boxing Tournament hosted by Rashtriya Military School, Dholpur. Our boxers performed very well. 12 boys qualified for the semi-finals and won bronze medals, while 3 students qualified for the finals and bagged silver medals.

Our senior soccer team participated in IPSC Soccer Tournament organized by The Emerald Heights



International School, Indore. We reached the semi-finals and gave a tough fight to the opposite teams.

We participated in the Inter School Table Tennis Tournament held at New Club, Nainital. Our boys performed extremely well. In the singles, Shivang, Kalash Mishra, Jatin Kumar & Vignesh Bansal won a bronze medal each whereas Pratyush Kumar & Alekh Raj won a silver medal each. The Overall championship was bagged by Birla Vidya Mandir for the fourth time.

We participated in the IPSC Basket Ball Tournament held at Welham Boys School, Dehradun and reached the quarter finals. We participated in the IPSC Chess Tournament organized by Delhi Public School, Mathura Road, New Delhi and got the fourth position.

Our students participated in Inter School Chess Tournament 2018 organized by Parvatiya Sanskriti Samiti, Nainital. The performance of our students was excellent. In under-17 category, Harminder Singh got the first position and Harshit Singh got the second position. In under-15 category, Ayush Harshit & Mridul Singh got the second & third positions respectively. In under-13 category, special prizes were awarded to Priyanshu Yadav and Abhay Pratap Mishra

### **BVM in Europe**

Two years back our students went on an educational tour to NASA, USA. It was highly educative. This year 23 students and 4 staff members visited Italy, France, Germany and Switzerland. We will continue to arrange educational tours to foreign countries in future so that our students get international exposure.

### **Career Counselling & Staff Enrichment Programmes :**

As an educational institution, we are actively involved in shaping the career of our students. Career counselling helps them understand the career options they have. Career counselling programmes make the students aware of the future opportunities. A well-known professional career counselling agency, One Step Up, conducted various career counselling sessions in the school.

A number of representatives from various overseas universities visited the school to brief the students about the various courses available in their universities, admission procedures & availability of scholarships.

Life is a continuous process of learning. It is imperative for an educationist to be in harmony with the paradigm shift in the field of education & technological advancement. In our school, regular orientation programmes are organized to familiarize the teaching faculty with the new techniques being developed in the field of education. One such important orientation programme for the teaching faculty was conducted by Miss Adity Arur, Miss Ankita Chawla and Miss Deepika Sethi which focused on differentiated instruction & communication & team building.

Mr Parivesh Kumar Pandey, English teacher, attended a training session on On-line Record Book Next Generation organized by the Duke of Edinburgh International Award Foundation at the Doon School, Dehradun.

Two staff members Mr Amit Sharma & Mr. Brajesh Pandey attended a workshop at GD Birla Memorial School, Ranikhet, conducted by the CBSE, regarding the new system of evaluation in English & Mathematics.

A symposium of Physics & Chemistry teachers was organized. Prof. S.P. Mehta of Kumaon University, Nainital was the key speaker on this occasion. This symposium was attended by the faculty members along with the students of classes XI & XII.

Two teachers Mr Deepak Pandey & Mr Brajesh Pandey attended the Regional Conference of School Teachers at St. Mary's Convent School, Nainital, organized by the Institute of Counsellor Training, Research & Consultancy, New Delhi.

A workshop for English teachers was organized by the staff of Cambridge University. It was regarding preparing the students for Cambridge English Language Test.



**Ex-Students:**

Birla Vidya Mandir Old Boys Society is playing a pivotal role in bringing all the old boys under one umbrella. We feel delighted when we hear about the achievements of our ex-students in their professional careers. The ex-students are regular visitors to their Alma-Mater. The Alumni Meet is always appreciated as it creates a special bonding between the students who have passed out and have established themselves in life. It is a perfect platform to meet peers and teachers and relive the past. We had an Old Boys Meet on 8 September, 2018 which was attended by a large number of ex-students. They were very happy to see the infra-structural development works carried out in the school campus and overall growth of their Alma-Mater. We wish all the best to our dear ex-students for their future endeavours.

We are grateful to our patron Syt. B.K. Birla ji for his interest in the overall development of the school. We would also like to express our gratitude to our chairperson, Mrs. Jayashree Mohta ji, for evincing deep interest in the progress of the institution and providing consistent support. Her progressive vision and active participation in school life for its overall growth is of great value to us. My sincere thanks are also due to the parents for their support & trusting us with the responsibility of their wards. Once again I would like to thank you all for sparing your time and being with us today to be a part of this grand occasion.

I conclude my report with all good wishes for the festive season ahead.

**Anil Kumar Sharma**

# HOUSE



# REPORTS



# RAMAN HOUSE





# RAMAN HOUSE

*“In the history of science, we often find that the study of some natural phenomenon has been the starting point in the development of a new branch of knowledge.”*

– CV RAMAN

The inmates of Raman House were full of confidence as they welcomed the year 2018 with anticipation. They were determined to work together, to carry on the tradition of co-operation and to be each other's strength. In the year under review, the strength of the house was 89. Looking back, we are satisfied as we achieved much in all the spheres of the school life – academics, games and sports, co-curricular and cultural activities.

Here is a brief account of the achievements of the inmates of the house during the session.

## ACADEMICS

Academic excellence is the top priority for the Ramanians. They are blessed with the faculties of intelligence and diligence. In the year under review, the students who performed exceedingly well in academics are Kunal Pandey, Sanchit Gupta, Adarsh Srivastav, Aayush Anand, Aditya Raj, Akshat Prakash, Divyansh Rai, Aryan, Ekansh Goyal, Dhananjay Singh, Achyut Ark and Metereya Singh.

## GAMES & SPORTS

The performance of our sportspersons in all games and sports tournaments was admirable. We participated in all the games and sporting events enthusiastically, giving a tough competition to our rivals. We stood 1st in Inter-house Cricket 'A' group, Football 'A' group and Football 'B' group tournaments. We also stood first in Athletics 'B' group championship. Kunal Pandey won a gold medal in the IPSC Taekwondo Championship.

## CO-CURRICULAR & CULTURAL ACTIVITIES

Our school provides many platforms to the students to showcase and enhance their co-curricular and cultural skills. The inmates of Raman house take much interest in such activities. In the year under review, we stood 1st in English Extempore Speech Contest, Hindi Elocution Contest, English Poem Recitation Contest, English Self-composed Poem Recitation Contest, English Debate Competition, Hindi Debate Competition, Hindi Poem Recitation Contest, Hindi Essay Writing Contest, English Essay Writing Contest, Art Competition and Bird-watching Competition. We also participated in various bird-watching activities held at Nainital Botanical Garden and Kilbury Bird-Watching Sanctuary. The boys who did exceedingly well in these activities are Ayush Pandey, Adarsh Srivastav, Rohan Gupta, Achyut Ark, Metereya Singh, Aditya Raj, Akshat Prakash, Dhananjay Singh, Kunal Pandey, Aayush Anand, Arsh Mishra and Raj Jaiswal.

We would like to thank our house master Dr TS Bisht for rendering parental love and support to us and our house mother Mrs Arati Mitra for always guiding and encouraging us. We express our heartfelt gratitude towards our Principal Mr Anil Sharma for motivating us to reach greater heights and for his interest in our well-being.

**Sanchit Gupta**  
VIII C



# PATEL HOUSE





# PATEL HOUSE

*“Take to the path of dharma - the path of truth and justice. Don't misuse your valour. Remain united. March forward in all humility, but fully awake to the situation you face, demanding your rights and firmness.”*

- SARDAR VALLABH BHAI PATEL

The inmates of Patel house, named after the Iron Man of India, firmly believe that it is faith that leads to achievement and that nothing can be done without hope and confidence. They are always prepared to make whole-hearted efforts to achieve success, with full confidence in their abilities. In the year under review, the strength of the house was 101. Looking back, we feel satisfied with our achievements through the year.

## ACADEMICS

We believe that education is not just the preparation for life, education is life itself. Therefore, we always strive for academic excellence. This year, the academic performance of all the inmates of the house was praiseworthy. However, the following students need special mention for their exemplary performance in academics - Akash Chaudhry, Abhishek Chaudhry, Ansh Lohia, Vishal Kumar Singh, Nakshtra Kanchan, Ishan Agarwal, Ankur, Shivansh, Gaynshu Raj, Madhav Beria, Sudhanshu Satyam, Yuvraj Singh and Ujjawal Jajodia.

## GAMES & SPORTS

The inmates of Patel house understand the importance of sports and games. We believe that they prepare one for life by helping in character building. We play all games and sports with interest and participate in all games and sports competitions with enthusiasm. We have many prominent sports persons in our house. Some of them are Abhishek Chaudhry, Vishal Kumar Singh, Saheel Sachdeva, Yasharth Bisht, Bhavishya and Yatharth Singh.

## CO-CURRICULAR & CULTURAL ACTIVITIES

We believe that success lies in doing the task at hand whole-heartedly. We consider the co-curricular & cultural activities as important for students as academics. We participate in all co-curricular and cultural activities. In the year under review, some of the inmates of the house who gave excellent display of their talents in such activities are Anvesha Chandra, Chaitnya Anand, Ujjawal Jajodia, Shivansh Agarwal, Ankur, Rudra Priya Shahi, Piyush Dwivedi and Bhavishaya.

We would like to thank our house master Mr Brijendra Dwivedi and house mother Mrs. Suma Jai Singhani for their love and guidance. We would like to express our gratitude to the Principal Mr. Anil Sharma and school administration for their support.

**Akash Chaudhary**  
VIII A



# GANDHI HOUSE





# GANDHI HOUSE

*“True education must correspond to the surrounding circumstances or it is not a healthy growth.”*

– MAHATMA GANDHI

Gandhi house has as its inmates the youngest students of the school. It accommodates the students of classes IV to VI. The young students take part in all the activities of the school with enthusiasm. Their enthusiasm led them to win the Commendable Performance Award for the session 2018-19.

The strength of the house, in the session 2018-19, was 72. It included many new students who joined us in the month of April.

In the year under review, the following students gave excellent performance in various activities.

## ACADEMICS

Though all the inmates of the house did well in academics, the following students need a special mention for their excellent performance in various examinations - Vansh Modi, Samridha Bharat, Naman Prakash, Abhinav Bhatt, Apurv Ayan, Arman Singh Mertia, Achintya Sah, Ishaan Joshi, Rudransh Trivedi, Om Pratap Jindal, Arnav Gupta, Ram Agarwal, Atharv Gupta, Akash Garg, Udai Bhanu Mishra, Tanishq Prajapati, Saket Luharuka, Akshat Gupta, Lakshya Papneja and Shashank Dutta .

## GAMES & SPORTS

All the inmates of the house play all the games spiritedly. However, some of the better sportspersons of the house are Arman Singh Mertia, Rudransh Trivedi, Reeva Chaoudhary, Jaimann Singh, Akash Garg, Lakshya Papneja, Virendra Pratap Singh, Shashank Dutta, Aryan Jain, Tanishq Prajapati, Udai Bhanu Mishra, Anand Kumar, Vishal Kumar, Rachit Jalan, Saket Luharuka, Abhinav Bhatt, Abhishek Belwal, Daksh Garia, Anadi Tyagi, Daksh Gautam, Rudra Toliya, Pranav Bisht, Ujas Tamta, Viraj Balwaria, Vansh Modi, Amit Kumar, Shreyash Singh, Vishal Kumar, Anand Kumar, Kushagra Gupta, Krishna Agarwal, Kartik Agarwal.

## CO-CURRICULAR & CULTURAL ACTIVITIES

The inmates of the house also understand the importance of co-curricular and cultural activities. They take part in all such activities with enthusiasm. Abhinav Bhatt, Adwiteeya Awasthi, Rishabh Singh, Divyanshu Saroj, Daksh Gautam, Abhishek Belwal, Ritam Agarwal, Amit Kumar, Aditya Pratap Singh, Daksh Garia, Rakshit Molasi, Aditya Grover, Tanishq Prajapati and Udai Bhanu Mishra are very good orators, while Tanishq Prajapati, Lakshya Papneja, Reeva Choudhary, Virendra Pratap Singh, Abhishek Belwal, Shaurya Mittal, Jaimann Singh, Ram Agarwal, Anadi Tyagi, Dev Verma, Pranav Bisht, Abhaiv Shankar, Kushagra Gupta, Shashank Dutta, Shreyash Singh, Kartik Agarwal, Shivansh Gupta, Sharansh Sharma, Aditya Pratap Singh, Anand Kumar, Abhinav Bhatt, Vishal Kumar and Adwiteeya Awasthi are very good dancers and singers.

We are proud of our achievements during the session and are ready to welcome the new session with enthusiasm and optimism.

We thank the Principal Mr Anil Sharma, our house master Mr RC Durgapal, our house mother Mrs Vijay Sharma and all our teachers for their unconditional love, support and blessings.

**Akash Garg**  
VI A



# RADHAKRISHNAN HOUSE





# RADHAKRISHNAN HOUSE

*"A life of joy and happiness is possible only on the basis of knowledge and science."*

DR. SARVAPALLI RADHAKRISHNAN

In the year under review, the strength of Radhakrishnan house was 67. We welcomed the session with enthusiasm and with the aim of performing well in all the spheres of the school life. Looking back, we feel satisfied that we could achieve what we wanted and as a result, we won the Cock-house Winners trophy for the year 2018-19.

## ACADEMICS

We give the top most priority to academics. All the students work very hard to do their best in academics and as a result, are able to perform very well in all the examinations. The following students, however, need a special mention for their performance in academics - Harman Singh, Kaustubh Pandey, Amit Kumar, LakshyaDev, Yash Vardhan, Rahul Kumar and Gauransh Khandelwal.

## GAMES & SPORTS

Games and sports are an important part of a student's life. We participate in all the games and sports tournaments with enthusiasm. This year we won Inter-house Basketball, Billiards, Badminton, Table Tennis and Gymnastics tournaments. We have many good sportspersons and a few among them are Amit Kumar, Simar Singh, Manit Sahu, Rajan Gupta, Saurabh Kr Singh, Nikhil Anand and Priyanshu Raj.

## CO-CURRICULAR & CULTURAL ACTIVITIES

The inmates of the house understand the importance of co-curricular & cultural activities. This year, they won many prizes in various co-curricular & cultural competitions. The students who performed extremely well in different co-curricular & cultural activities are Kaustubh Pandey, Suhana Kapoor, Swasti Durgapal, Aditya Roy, Lakshya Dev, Yash Vardhan, Abhishek Yadav and Ashutosh Mishra.

We would like to express our gratitude to our house master Dr RK Dubey and our house mother Mrs. Archana Pandey for guiding us throughout the year.

We would also like to thank our Principal Mr. Anil Sharma for inspiring us to attain new heights.

**Kaustubh Pandey**  
VIII B



# SUBHASH HOUSE





# SUBHASH HOUSE

*“Nationalism is inspired by the highest ideals of the human race, Satyam (the true), Shivam (the God) and Sundaram (the beautiful)”.*

– SUBHASH CHANDRA BOSE

The strength of Subhash house, in the year under review, was 44. All the inmates of the house were, as per the traditions of the house, keen to work hard to leave an everlasting impression for the successors. At the end of the year, we are satisfied that we could achieve what we wanted.

## ACADEMICS

Academic excellence is always the first priority for Subhashians. Throughout the academic session, we work hard to pass all the examinations with flying colours. This year also, all the students performed very well in academics. The students who performed exceptionally well in academics are Prince Kumar, Aman Anan, Vishal Kumar, Priyanshu Mahapatro, Ehan Sajjad Siddiqui and Pranav Kumar Singh.

## GAMES & SPORTS

We believe that 'A healthy mind lives in a healthy body' and give much importance to our physical well-being. We take part in all sports and games competitions with zeal. Some of the inmates of the house with superb sporting skills are Aman Anan, Vishal Kumar, Yash Gupta, Ajay Anand, Abhay Pratap Mishra, Harshvardhan, Ekatra Pandey, Mayank Rajput, Aryan Kumar and Kartik Mishra.

## CO-CURRICULAR & CULTURAL ACTIVITIES

We understand the value of co-curricular & cultural activities and take part in all such activities enthusiastically. Those inmates of the house, who need a special mention for their participation in various co-curricular & cultural activities are Shreyansh Maurya, Arnav Kamthan, Arnav Bhardwaj, Paras Joshi, Snehil Pandey, Yashaksh Agarwal, Amrit Kumar and Harsh Rana.

For all our achievements, we are thankful to our Principal Mr Anil Sharma, our house master Mr PP Singh, and all our teachers.

**Aman Anan**  
VIII B



# NEHRU HOUSE





# NEHRU HOUSE

*"Children are like buds in a garden and should be carefully and lovingly nurtured, as they are the future of the nation and the citizens of tomorrow."*

– JAWAHARLAL NEHRU

Nehru house, named after the first Prime Minister of the nation, is well-known for its traditions of brotherhood and camaraderie. Over the years, we have achieved much in all the spheres of the school life - academics, sports & games and co-curricular & cultural activities, mainly because of the team spirit with which we approach every task. In the year under review, too, we won the Cock-house Runners – up trophy, because of our team spirit.

## ACADEMICS

The inmates of Nehru house have always been proud of their academic achievements. In the session under review, all the students performed well in the various examinations. In AISSCE 2018 (class XII), Ayush Sikaria topped the school in the Commerce stream, while Sanidhya Dev Gupta was the second position holder in the Science stream. Ayush Harshit, Shivam Saurabh, Mayank Kumar, Ishan Ankit, Prakhar Shingla and Ayush Yadav also brought laurels to the house by standing first in their respective classes.

## GAMES & SPORTS

We are a force to reckon with in games and sports. This year, we won many sports tournaments. A few of the better sportspersons of the house are Harsh Saini, Harshit Singh, Khushal Agrawal, Aryan Gupta and Hariom Gupta. We are very proud of Harminder Singh, an inmate of the house, who represented India in the Commonwealth Chess tournament.

## CO-CURRICULAR & CULTURAL ACTIVITIES

We take part in all co-curricular & cultural activities with zeal. The following inmates of the house represented the school in various inter school competitions, in the year under review - Mayank Agrawal, Ayush Yadav, Agnivo Banerjee Vedansh Goel, Ishan Ankit and Jatin Singhla. They bagged a number of prizes in competitions organized by different schools.

### School Appointment 2018-19

**Head Boy** Mayank Agarwal

### House Appointments 2018-19

**House Captain** Ayush Yadav

**House Prefects** Rishabh Soni

Yash Bindal

Saurav Sahoo

Harsh Saini

We are thankful to our house master Mr Rakesh Molasi for his immense love, affection and support. We are also grateful to the Principal Mr Anil Sharma for always guiding and motivating us.

**Mayank Agrawal**

XII A



# TAGORE HOUSE

## HOUSE REPORTS





# TAGORE HOUSE

*"Reach high, for stars lie hidden in you. Dream deep, for every dream precedes the goal."*

— RABINDRANATH TAGORE

Keeping the above lines of Rabindranath Tagore in mind, we, the inmates of Tagore house welcomed the session 2018-19 with hope and excitement.

This year the strength of the house was 88. The inmates of Tagore House displayed excellent performance in all the spheres of the school life. We are satisfied with our achievements in different fields.

## ACADEMICS

Academic excellence has always been the strength of the inmates of Tagore house. In AISSE 2018 (class X), Aditya Pandey secured the second position in the school, with 95.8% marks. 17 students of the house secured more than 90% marks. The students who excelled in the sphere of academics are Vaibhav Rai, Abhishek Rajwanshi, Anmol Choudhary, Divyansh Kala, Prabhanshu Parashar, Yash Mishra, Mayank Drolia and Aditya Srivastav.

## GAMES & SPORTS

The inmates of Tagore House have always been excellent sportspersons. This year, many of them represented the school in various inter school sports tournaments. Umang, one of our chess enthusiasts, was ranked 7th in the IPSC Chess Championship. Some other students who performed very well in the field of sports are Pranjal Choudhary, Aditya Pratap Singh, Sarthak Chopra, Kishan Yadav, Prabhanshu Parashar and Vindhyachal Kumar.

## CO-CURRICULAR & CULTURAL ACTIVITIES

The performance of the inmates of the house in different co-curricular & cultural activities, during the year, was praiseworthy. We stood 1st in Hindi Elocution Contest and Hindi Extempore Speech Contest. We were second in Hindi Essay Writing Contest, Hindi Debate Competition and Hindi Poem Recitation Contest. The following students performed exceedingly well in co-curricular and cultural activities - Aditya Pratap Singh, Prabhanshu Parashar, Yash Mishra, Divyansh Kala and Aditya Srivastav.

### House Appointments 2018-19

<b>House Captain</b>	Vaibhav Rai
<b>House Prefects</b>	Susheel Yadav
	Kishan Yadav
	Abhinav Pandey
	Anmol Choudhary

We are thankful to our house master Mr AN Mishra for his blessings. We are grateful to the Principal Mr Anil Sharma for his love and affection.

**Vaibhav Rai**  
XII A



# TILAK HOUSE





# TILAK HOUSE

*“Life is all about a card game. Choosing the right cards is not in our hand, but playing well with the cards in hand, determines our success.”*

– BAL GANGADHAR TILAK

The inmates of Tilak House welcomed the new academic session with hope and confidence and successfully completed it, marked with many achievements. There is a tradition of co-operation in the house and it helped us a lot in achieving our targets.

## ACADEMICS

In academics, the performance of the inmates of Tilak house was commendable. In AISSE 2018 (Class X), Shivang Agarwal, Shaurya and Rohit Singh scored more than 95% marks. In AISSCE 2018 (class XII), Manik Maheshwari topped the school in the Science stream. The performance of the inmates of the house in the examinations conducted by the school was also praiseworthy, with Suryansh Kedia, Vighnesh Bansal, Kishan Kumar Jalan, Adityendra Tiwari, Naman Goyal, Uditanshu, Jayant Nayal, Abhinav Raj, Siddhartha Singh and Sumit Chaudhary performing exceptionally well.

## GAMES & SPORTS

The inmates of Tilak house, in the year under review, took part in all games and sports tournaments with zeal. They displayed true team spirit. We won a few tournaments and stood runners-up in a few others. A few remarkable sportspersons in the house are Shanu Kumar, Vansh Baijal, Utkarsh Raj, Shishank Gupta, Nikhil Pandey, Prem Vishwas, Ashutosh Jaiswal, Ujjwal Chaudhary and Aditya Rahul.

## CO-CURRICULAR & CULTURAL ACTIVITIES

We understand the value of co-curricular and cultural activities and participate in all such activities with enthusiasm. We have a few good speakers, musicians and singers like Devansh Agarwal, Kishan Kumar Jalan, Sushant Gupta, Keshav Agarwal, Rohit Singh, Uditanshu, Naman Gupta, Pushpendra Pratap Singh, Aditya Aridiman, Amit Pal and Animesh Kumar.

### House Appointments 2018-19

<b>House Captain</b>	Devansh Agarwal
<b>House Prefects</b>	Suryansh Kedia
	Ujjwal Chaudhary
	Keshav Agarwal
	Nikhil Pandey

We are thankful to the Principal Mr Anil Sharma, our house master Mr NN Tiwari and all our teachers for the immense support and guidance throughout the session.

**Devansh Agarwal**  
Class XII



# PANT HOUSE





# PANT HOUSE

*"I am one of those who feel that we must do all that we can to enlarge the scope of education."*

– GOVIND BALLABH PANT

The inmates of Pant house started the academic session 2018 with confidence and with a wish to make a permanent impression for the coming generations to see. We were determined to perform well in all the spheres of the school life and feel satisfied that we were able to achieve much.

## ACADEMICS

Excellence in academics is what we are famous for. For the last four years, the inmates of Pant house have been topping the school in the examinations conducted by CBSE. In AISSCE 2018 (class XII), the students who performed exceedingly well are Ayush Kumar Mall, Nimish Birla, Abhijeet Chaudhary, Paras Bindal and Sanchay Gupta.

## GAMES & SPORTS

We actively participated in all the games and sports tournaments throughout the year, as we understand the importance of games and sports. We won the Inter-house Cricket 'A' group, Football 'A' group, Basketball 'A' group and Badminton tournaments. We also won the Inter-house Athletics Championship. Some of the better sportspersons of the house are Birendra Bhandari, Mayank Bhandari, Rudra Pratap Singh, Ankit Kumar Singh, Vaibhav Singhal, Avatansh Agarwal, Awadh Pratap Singh, Vrishank Singh, Gauravjeet Singh, Avijit Kiraula, Rishabh Yadav, Snehil Parashar, Yuvraj Singh, Sarwesh Kumar, Ohm Singh and Kaushal Raj.

## CO-CURRICULAR & CULTURAL ACTIVITIES

The inmates of Pant house take part in all the cultural and co-curricular activities actively and enthusiastically. We have a few good debaters, singers and actors like Gauravjeet Singh, Vaibhav Singhal, Karunya Maurya, Dhruv Krishna Goel, Shivansh Maheshwari, Tanmay Gangwar and Prajeet Dubey. Tanmay Gangwar represented the school in various inter-school competitions.

### House Appointments 2018-19

<b>House Captain</b>	Prakhar Tayal
<b>House Prefects</b>	Aditya Sharma
	Vrishank Singh
	Vishrut Singh
	Pulkit Sharma

We are thankful to our house master Mr Jatin Grover for his loving and caring attitude. We would like to thank the Principal Mr Anil Sharma for always guiding and motivating us. We thank all our teachers for making our journey exceptionally beautiful.

**Prakhar Tayal**  
XII A



# VIVEKANANDA HOUSE





# VIVEKANAND HOUSE

*“Never think there is anything impossible for the soul. It is the greatest heresy to think so. If there is sin, this is the only sin; to say that you are weak, or others are weak.”*

— SWAMI VIVEKANANDA

We, the inmates of Vivekanand House, always set high goals for ourselves to enable us to achieve success in various spheres. We don't rest on past laurels, but keep on striving for betterment. In spite of having the least number of students, the inmates of Vivekanand house created history this year by winning the Cock House Winners Trophy for the first time.

## ACADEMICS

Academics are the most crucial sphere of the school life. We work hard to perform well and to maintain our academic standard. In AISSCE 2018 (class XII), Sahaj Poddar scored 94.8% marks. Sahaj Poddar, Devesh Pratap Singh, Raghav Singhal and Apurv Todi scored 95% marks in Accountancy. In AISSE 2018 (class X), Archit Rungta and Pankhuri Saxena topped the school with 95.4% marks, while Ritesh Rajput, Pratyush, Rishabh Goyal, Madhur Gupta, Harshit Singh and Harsh Mittal scored more than 90% marks. The subject toppers in class X were Yash Kansal (Mathematics-100 marks), Archit Rungta (Social Studies-100 marks) and Pankhuri Saxena (English-99 marks). Other students who displayed excellence in academics are Gautam Kumar, Priyansh Parsai and Mridul Jaiswal.

## GAMES & SPORTS

The performance of our sportspersons in all games and sports tournaments was praiseworthy. We stood 1st in Inter-house Gymnastics tournament and 2nd in Inter-house Chess, Football and Table Tennis tournaments. Akash Gupta and Priyanshu Gupta got the 1st position in Inter-school Gymnastics tournament. Harshit Singh and Mridul Singh stood 2nd and 3rd, respectively, in Inter School Chess tournament. Some of our outstanding sportspersons are Akash Gupta, Vedant Agni, Abhay Pratap Singh, Priyanshu Gupta; Pranjal Yadav, Ayush Arya, Harshit Singh, Lovepreet Singh, Ritesh Rajput, Abhishek Sharma, Dhruvit Singh Gill, Archit Rungta and Alekh Raj.

## CO-CURRICULAR & CULTURAL ACTIVITIES

Participating in co-curricular and cultural activities enhances the self-esteem and confidence of the students. The inmates of Vivekanand house take part in all such activities with zeal. This year, we stood 1st in English Elocution Contest, English Poem Recitation Contest, English Self-composed Poem Recitation Contest, Hindi Debate Competition and Hindi Self-composed Poem Recitation Contest. The students who performed exceedingly well in these contests are Dhruvit Gill, Nirmal Yadav, Nawneet Kumar, Priyansh Parsai, Kushagra Kapoor and Chahak Saxena.

### House Appointments 2018-19

**House Captain** Priyanshu Gupta

**House Prefect** Akash Gupta

We would like to thank our house master Mr. NK Saxena for rendering parental love and support to us, for always being with us and for encouraging us. We express our heartfelt gratitude towards the Principal Mr. Anil Sharma for his affection and guidance.

**Priyanshu Gupta**  
XII C

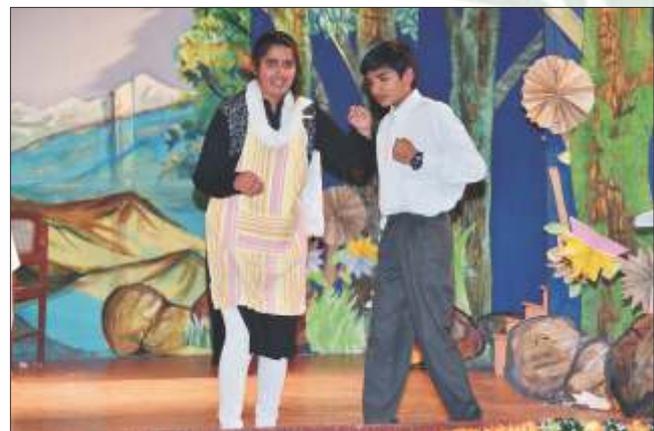
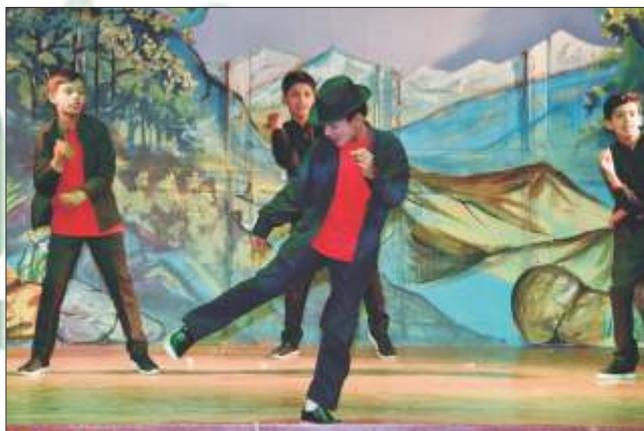


# Felicitations





# Cultural Programme





# Cultural Programme





# Round of Exhibitions





# Round of Exhibitions





# Field Activities



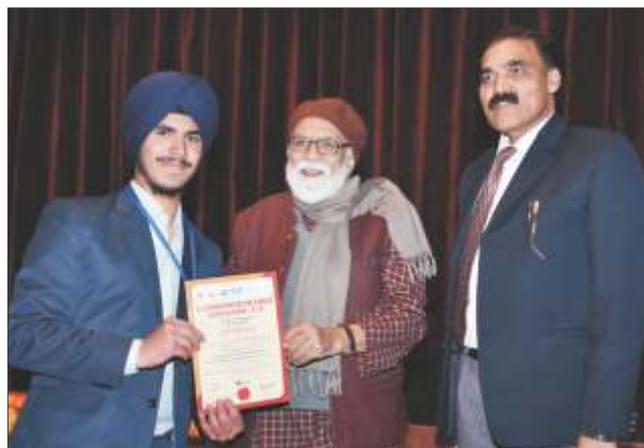
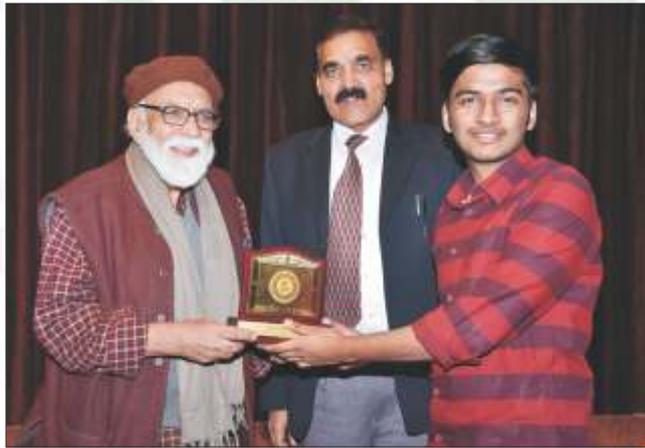


# Field Activities





# Prize Distribution





## English Debate Juniors



## Hindi Debate Juniors





# Educational Tour to Europe

A group of 23 students and 3 escorts, Mr Sanjay Gupta, Mr Rakesh Molasi and Mr Mohit Kumar, went on an educational tour to five European countries – France, Germany, Switzerland, Italy and the Vatican City, from June 28<sup>th</sup> to July 7<sup>th</sup>, 2018.

The group visited the Louvre Museum, the Eiffel Tower and the Disneyland in Paris; the Mercedes Benz Museum in Stuttgart; the Headquarters of the United Nations in Geneva; the Leaning Tower of Pisa, the Colosseum in Rome and the Papal palace in Vatican.

Here are a few glimpses of the tour.





# Abhivyakti





## English Play Juniors



## Hindi Play Juniors





Every  
Plate  
Matters





# School Fete





# School Fete

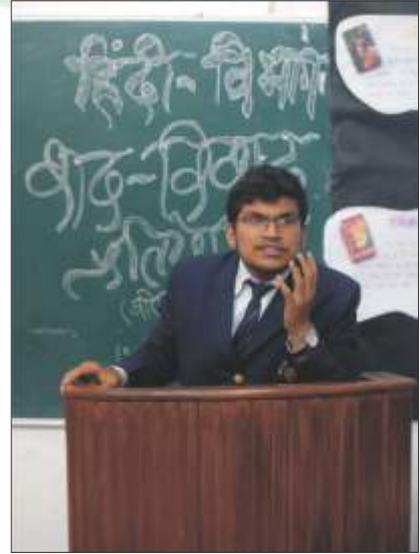




# Fire Fighting Demo



# Freshers Eve



**Hindi  
Debate  
Seniors**



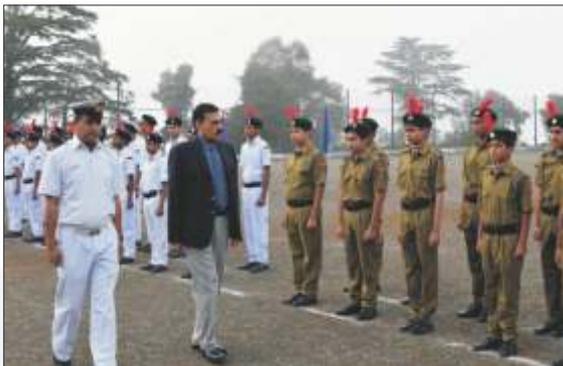


# Hindi Play Seniors





## Hindi Elocution Juniors



## Independence Day



# Investiture Ceremony





# Mathematics Quiz





# Nature Quiz





## We The Bent : We The Curved



*Play directed by Parnab Mukherjee*



# IPSC Taekwondo Championship





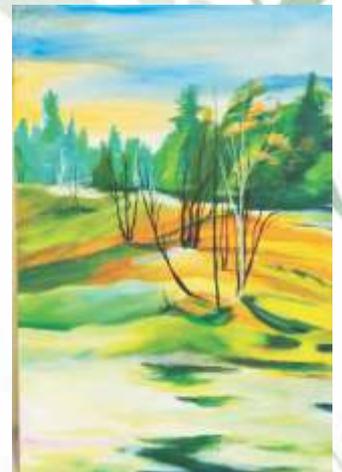
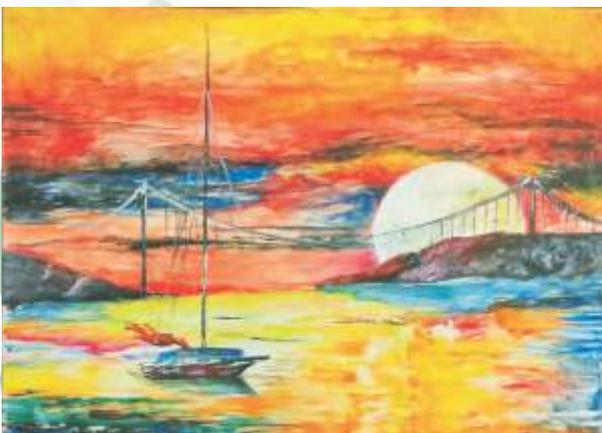
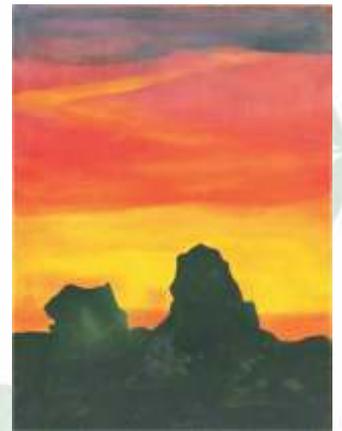
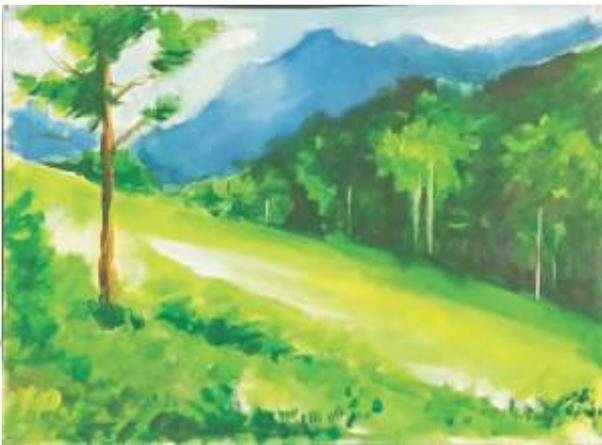
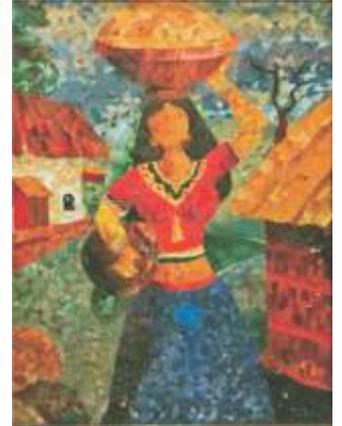
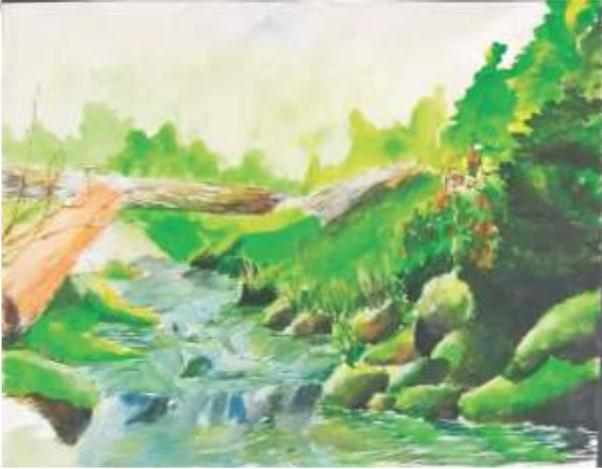
## IPSC Taekwondo Championship



## Ram Navami



# Art Work





# Sculpture





## Office & Administrative Staff



## Office & Subordinate Staff



## Teaching Staff



## NCC



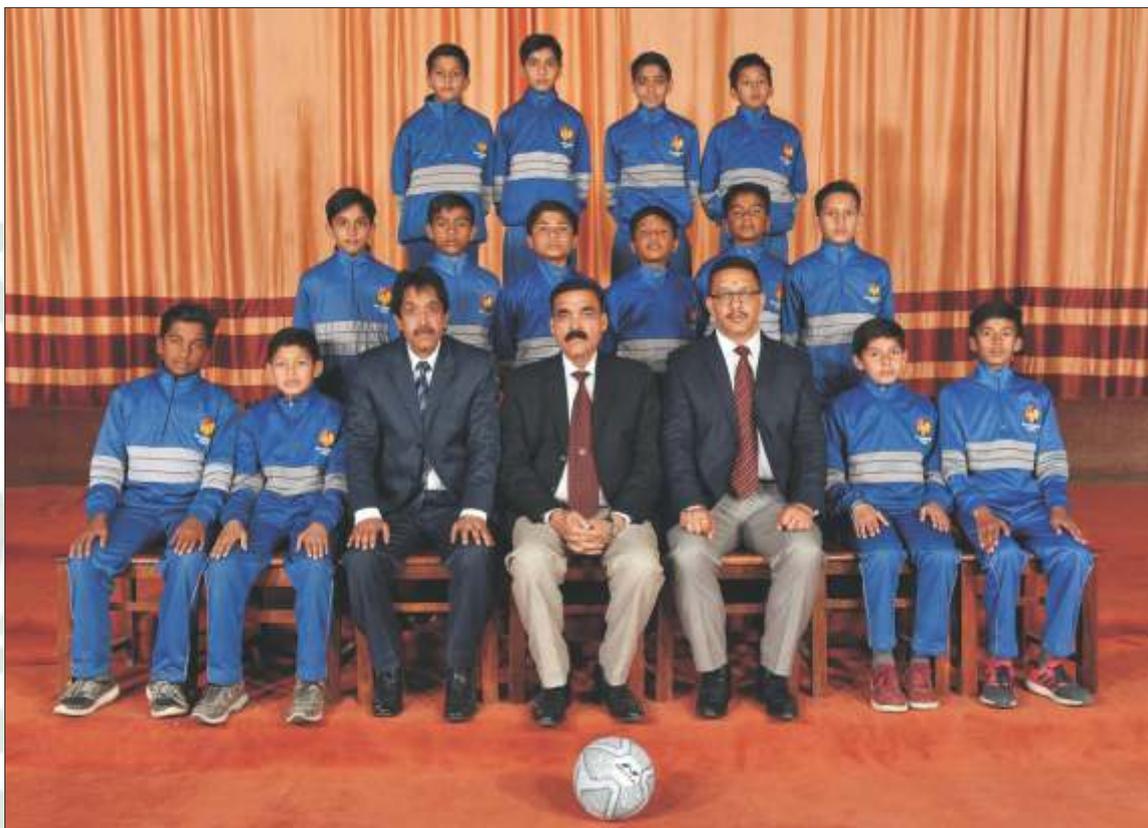
# XII Commerce



# XII Science



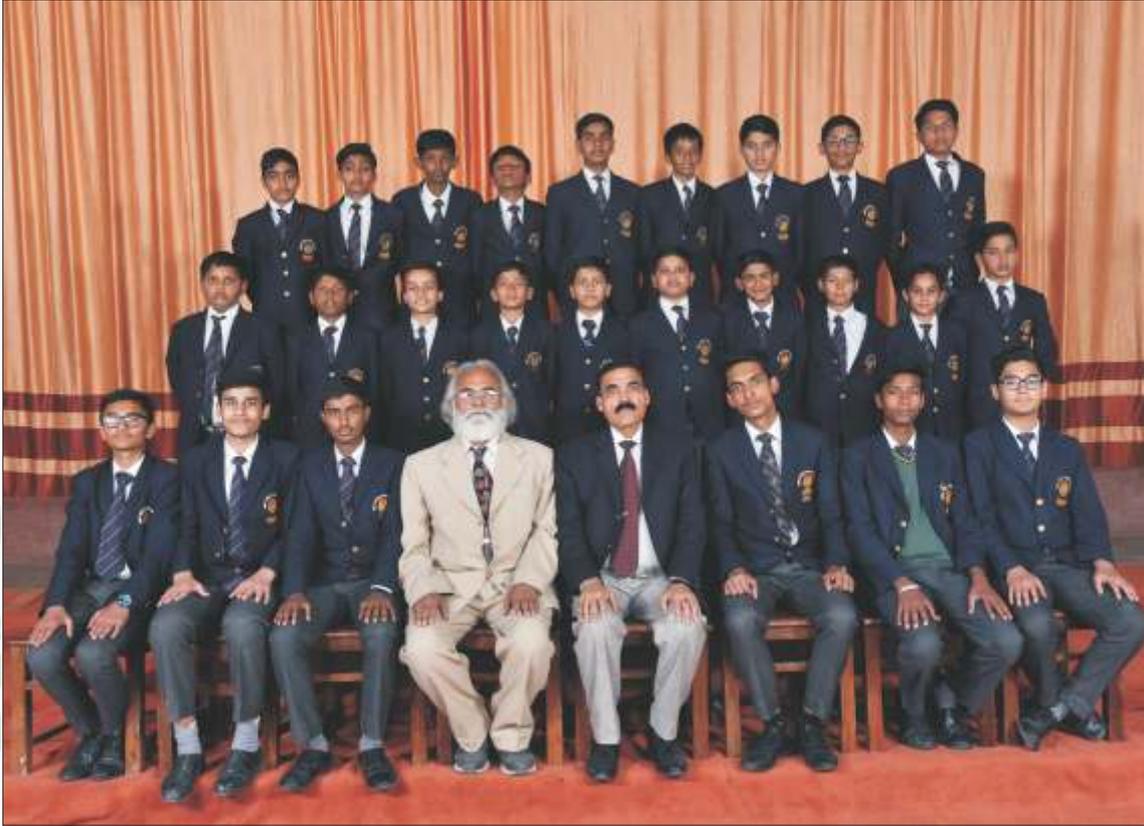
## 4-7 Soccer Team



## 4-9 Soccer Team



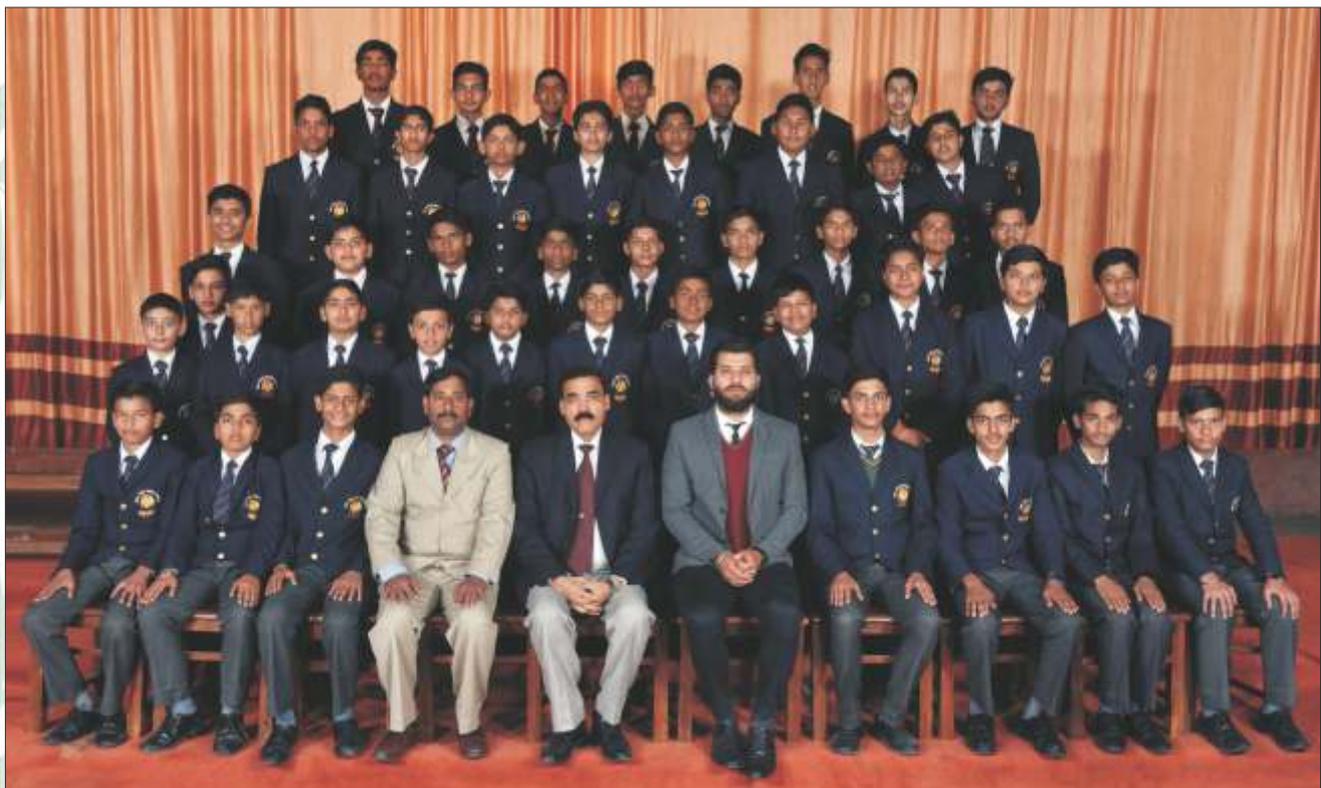
## Art Club



## Literary Club



## Biotech Club



## Bird Watchers' Club



## Career Counselling Cell



## School Billiards Team



## Electronics Club



## Entrepreneurship Club



# Industrial Chemistry Club



# Journalist Club



## Junior Computer Club



## Senior Computer Club



## Mathematics Club



## Music Club



## Debating Club



## Dramatics Club



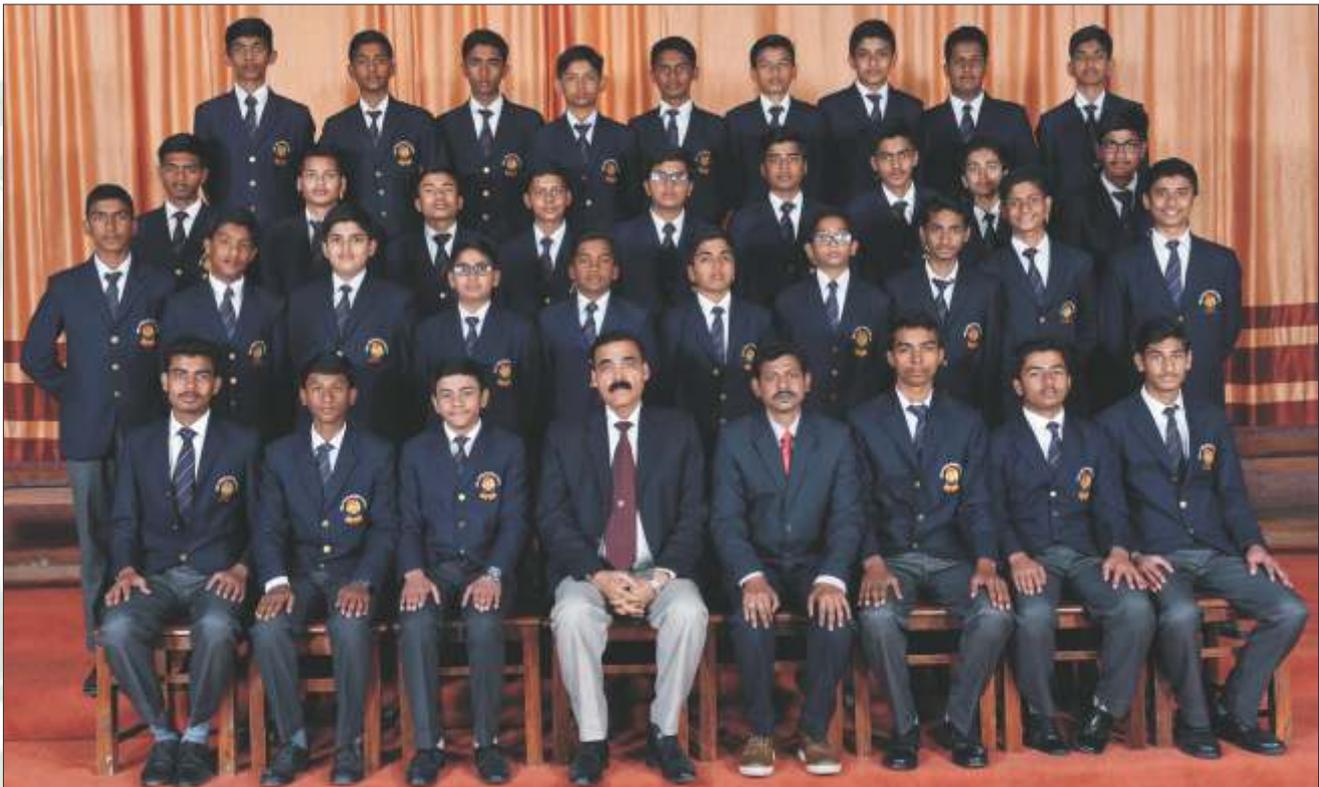
## Nature Club



## Philately & Numismatics Club



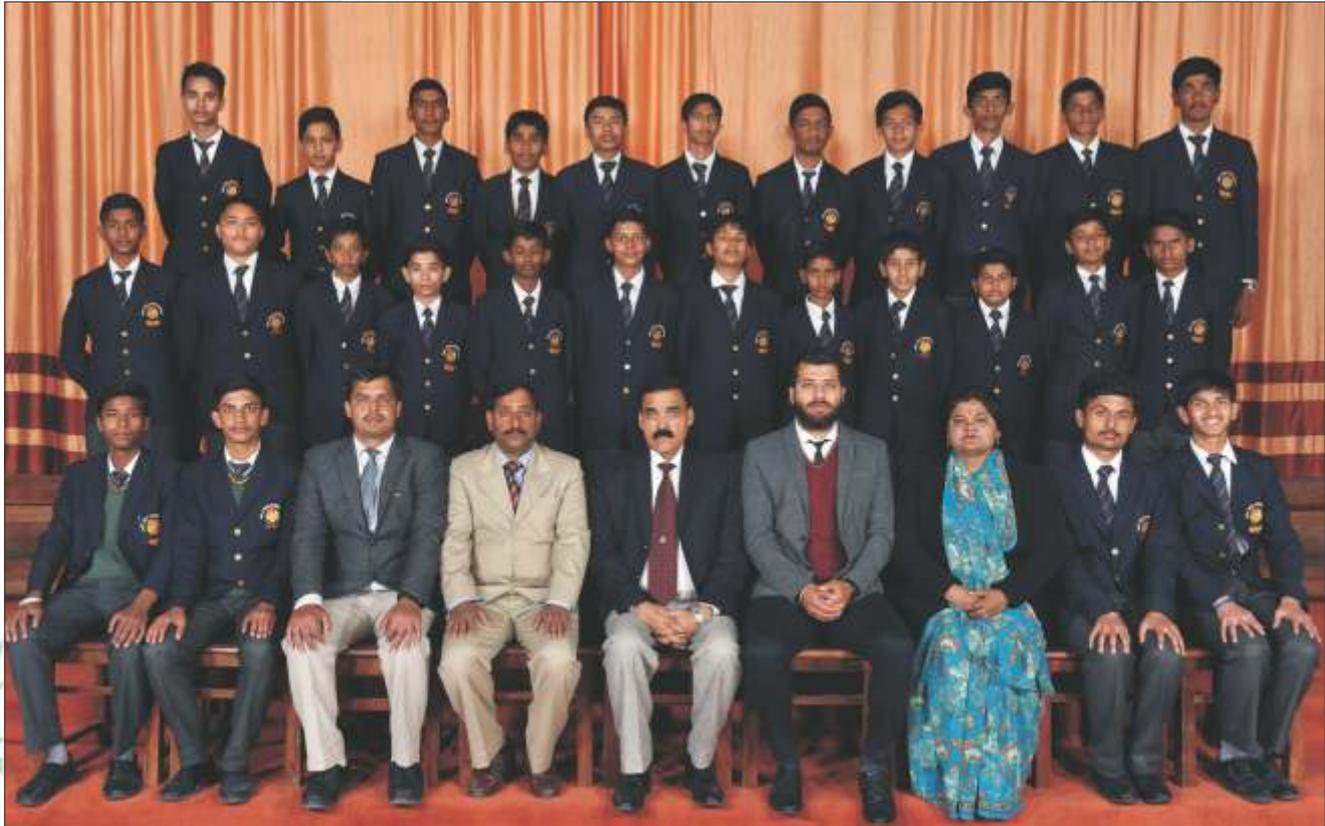
## Photography Club



## Sculpture Club



## Social Science Club



## Social Outreach Club



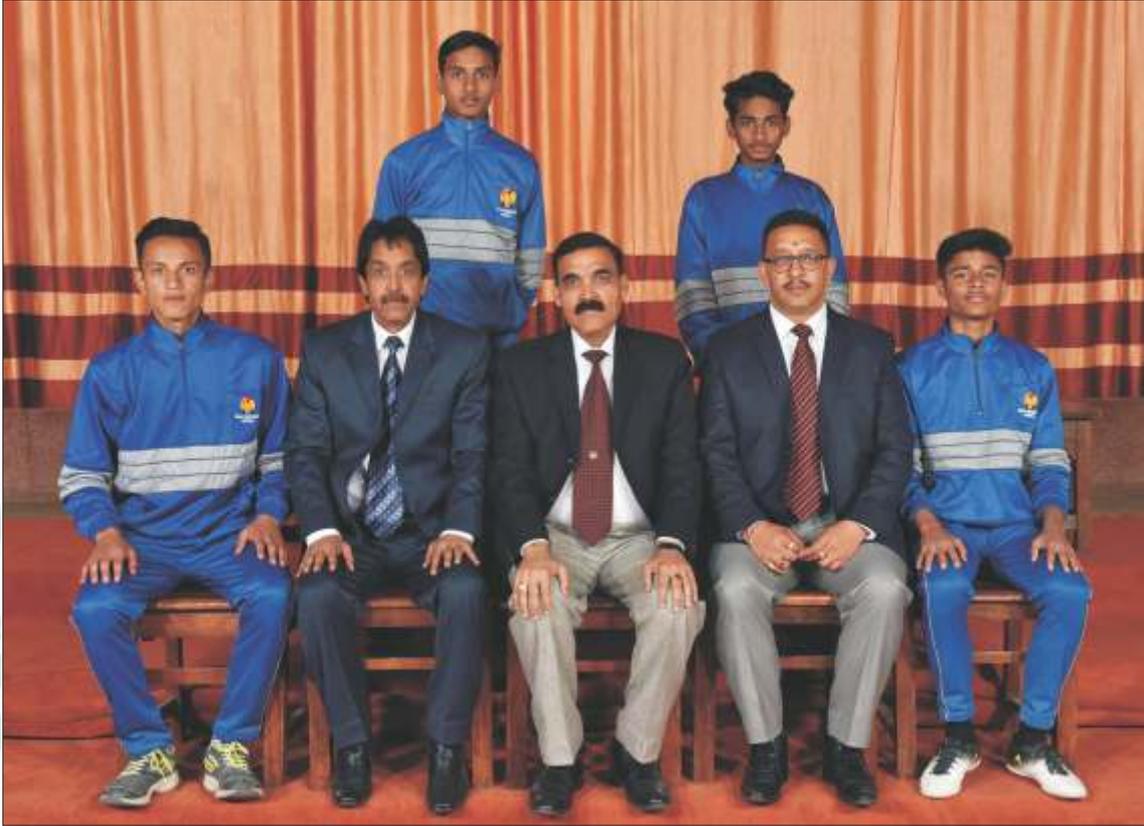
## Junior Badminton Team



## Senior Badminton Team



## Athletics Champions



## School Athletics Team



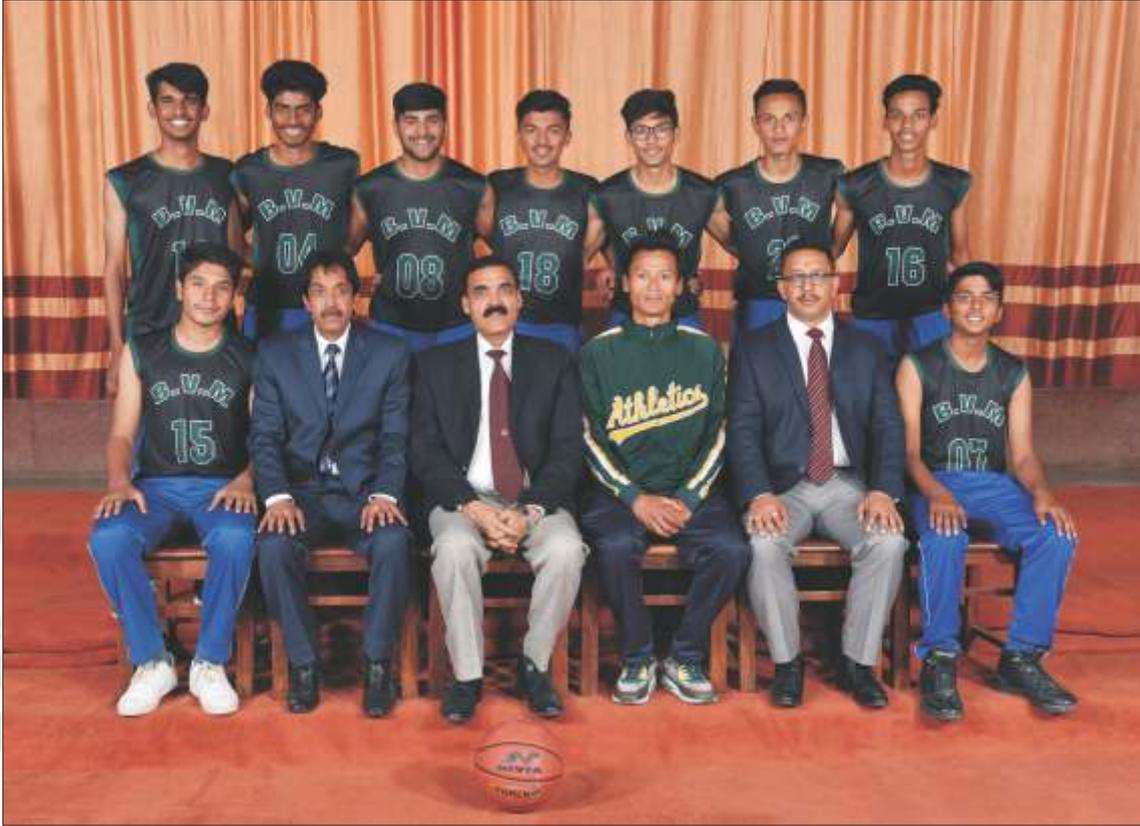
## Junior Table Tennis Team



## Senior Table Tennis Team



## School Basketball 'A' Team



## School Basketball 'B' Team



## School Chess Team



## School Cricket Team



## School Golf Team



## School Gymnastics Team



## School Lawn Tennis Team



## School Taekwondo Team



## School Yoga Team



## School Football Team



## Junior Boxing Team



## Senior Boxing Team



## LIFE

One day I was very sad,  
Life seemed sorrowful and bad,  
What's the use of life today,  
Difficulties and problems on the way.

Suddenly my eyes fell on a rose flower,  
Full of shine and power,  
Among thorns it stood,  
Smiling on its red hood.

A great lesson to me it taught,  
Which I never forgot,  
Always smile in sorrow and pain,  
And the good days will come again.

**Abhishek Yadav**  
VIII B

## WHAT IS NATURE?

One night in my dream,  
A blind man came,  
I asked that man,  
“What is nature?”

He said,  
“Nature is art of God,  
We must decorate it, love it,  
Feel it and save it”.

**Saurabh Kumar Singh**  
VII B

## NO ONE KNOWS ME

Right now, I feel so weak  
I know I sometimes act like a freak.

But that's not me  
No one knows me  
No one knows the real me.

I am just a little fool  
That still goes to school  
I am just a simple boy  
With small hair and playing tools.

With plain hazel eyes  
That tell no lies  
With a calm face outside  
and loud cries inside.

With non-stop gloomy tears  
With a heart full of bitter fears  
With sleepless scary night  
Dark with no beam of light

Weak ..... weak  
Like an angel with no wings  
Like a bird that cannot sing  
No one knows me.

I always smile in glee  
No matter how much pain I feel  
And the sadness in my eyes  
I always try not to reveal.

No one knows me  
I might be laughing at the moment  
But in a while I'll be again feeling  
This torment.

No one knows me.  
No one knows me.

**Vishal Singh**  
VIII B

## SUCCESS

*“You don't deserve success until you work for it.”*

Success is like a path. If you don't walk on it, you will not achieve it.

Let me tell you about Narendra Modi. He had a tea stall in a railway station but today he is the Prime Minister of India. He became the Prime Minister because he walked on the path of success and worked hard to achieve it. Success can be achieved easily but first one should work hard. If you understand the value of success, you will find the path of success.

**Adarsh Srivastav**  
VI C



## WHAT IS LIFE

Life is so strange,  
Nothing stays the same;  
Everything changes,  
But who is to blame?

Life is like a game;  
Where you have to lose;  
Before you can gain.  
To win, you have to face the fearful rain.

In life, there is little love,  
And there is more hate;  
No one knows,  
What is in his fate.

Day after day,  
Days go by,  
Some people are born,  
And others die.  
Year after year,  
Nothing is clear;  
Nothing is in our hearts,  
Except fear.

Today you walk and talk,  
Tomorrow you lie in grave;  
And no use of your gold,  
When it won't be sold.

Be strong,  
Stop doing the wrong,  
And never lie,  
Be ready for your last goodbye.

**Amrit Kumar**  
VIII B

## MY FATHER

My father is the backbone of my life,  
His love and hard work  
Make my future bright.  
When he prays for my success,  
My heart melts as ice.

My father is my god,  
He is my world.  
My father is the hero of my life,  
He has taught me how to grow.  
He is the guide of my life,  
Who helps me in flying high.

**Prince Kumar**  
VIII B

## THE MISSILE AKASH

- ★ The medium range missile, developed by the Defence Research and Development Organisation, is a medium-range surface-to-air anti-aircraft defence system with a strike range of 25 km.
- ★ The chief asset of this supersonic short-range surface-to-air missile system is its capability to neutralise multiple aerial targets coming from different directions at the same time.
- ★ While it can carry a warhead of 60 kg, it has the capabilities to target aircrafts up to 25 km away and is packed with a battery that can track and attack several targets simultaneously.
- ★ It is a part of the fire missile programme of the Integrated Missile Development Programme initiated in 1984.
- ★ Propelled by an Integrated Ramjet Rocket Engine, Akash sustains high speeds throughout its flight.
- ★ The system consists of surveillance and tracking radars, control centres and ground support system.
- ★ This all-weather missile system can work from both static and mobile platforms.
- ★ Compared with the American PATRIOT missile system, AKASH has the capability to neutralize aerial targets like fighter jets and air-to-surface missiles.

**Arnab Kamthan**  
VIII B



## HOVERINGS ON THE HERITAGE WALK

The City of Joy they may call it,  
The heritage of Kolkata has a pensive slit,  
Peeping through which, you step into the world,  
Of gloom, revealing itself, bit by bit.

The Bhowanipor Cemetery from the days of yore,  
Is a monument of destruction, with tales of gore,  
Of over 700 lives, twin wars cut short,  
Wasn't it a waste, we recount as valour?

Thanks! we have there the great PL Roy,  
Honouring the father of boxing, indeed is a joy,  
There however, can be no denial,  
About our weaknesses we have always been coy.

This Hyderi Manzil, now called Gandhi Bhawan,  
Following the 'Direct Action' where Mahatma came anon,  
Oh! the shadow of Calcutta-killings still haunts this site,  
Overshadowed by the balm, Gandhi used as shaman.

The three deadly swords put then at Mahatma's feet,  
Are wet again with the blood, in communal heat,  
Oh! Whither is gone that letter to Kamrunissa,  
That spoke then, of harmony in Nauakhali's street?

We have been killing Gandhi again and again,  
His soul can't ever get rid of pain,  
Seeing how his legacy is being defiled,  
How blur is the vision, we were supposed to sustain.

We did cross the Hoogly bridge, a modern giant,  
Overlooking the riverfront, it appears defiant.  
Yet, can it conceal the blemishes of History,  
The truth- that to the lapses we are still pliant?

**Keshav Agarwal**  
XII A

## LOOK BEFORE YOU LEAP

Life is full of pitfalls. So, it is necessary to be always slow and careful in our actions. The proverb says that before we do any action, we should be aware of its consequences. If we proceed in this manner, we can avoid the disasters and dangers we face in life.

Once a deed is done, it cannot be undone. Therefore, nothing should be done rashly and impulsively. Whatever be the nature of the act, haste and carelessness bring about disaster. Carefulness will help us to gain many things while carelessness will cost a lot. An action following a proper thought seldom fails. So we must think twice before we act.

**Ayush Chand**  
VII B



## THE DAMNED DAM OF BHIMTAL

*(A compilation by Devansh Agarwal XII C, with inputs from Journalist Club)*

One among the first few masonry dams built in 19th century British India, the Bhimtal dam has outlived its prescribed age of a century by over twenty-five years. Situated twenty km downhill from Nainital, close to a 17th century temple on a natural gap in the eastern side of the of the largest water sheet (155 acres) of the lake district of Uttarakhand, this 500ft long, 48.5 ft high and 30 ft wide weir with convex side upstream and curtain walls at the main outlet was designed in Sept 1882 and completed in 1883 as reveals a paper (*A Forgotten Chapter in Dam History: Masonry Dam in British India in Nineteenth Century*) by Mike Chrimes of the Institute of Civil Engineers, London UK. Incidentally, the state irrigation department hardly has any information with regard to its history.



With a sole intention to irrigate the fertile tracts of the then upcoming foothill settlement of

Haldwani, Captain (Sir) Henry Ramsay, the legendary Commissioner of Kumaon then, was determined to seal the breach of lake water from its natural opening eastwards. His earlier efforts in mid 1850s and 1870s marked with the construction of small earthen dams with a thin masonry core wall could not withstand the severe storms of Aug 1882. Using Rankine's (1858-62) criteria for



safe dam design -that nowhere on any horizontal section of the dam should tension be allowed to develop, whether on the air or water face, and whether the dam was empty or full- the original proposals for concrete dam were replaced by one with rubble masonry outer walls and concrete core. The design of this dam with massive wing walls is assumed to have been the work of Francis Hanry Ashurst. The contracts were drawn up by Colonel Mayne RE, Chief Engineer NWP and the work supervised by J Doherty.

No restoration work has since been done on this over a century old structure which with the shift of emphasis from irrigation to drinking water has also been quenching the thirst of the burgeoning population in the foothill settlements. The

nonchalant attitude of administration towards safety measures, it is apprehended, may soon result in the ultimate collapsing of the dam. Cracks and crevices have already started surfacing on the wing, curtain walls and the general body of the embankment. "Arranging ritual cosmetics every year by way of applying a coat of cement paste on cracks and then covering the whole expanse with reds and blues just before the advent of tourist season and the visits of VIPs-" observes a local activist, "-the department of irrigation has wishfully been thinking that this colonial structure is for ever."

Rapid construction-binge along the shoreline, keeping at bay all the regulatory norms has increased the rate of silting in the lake several folds. With the apprehension that much of the silted bottom is drifting speedily towards the sluices in the dam it was proposed sometime in the nineties that the height of the dam should be increased. Reflecting on this issue the Irrigation Design Organisation, Roorkee stated quite categorically that any tinkering with the dam may be fatal. The report speaks of damaged masonry joints and fungus eaten plaster on the face of the dam. It is also apprehended





that below the minimum water level the condition is more critical. The International Commission on Large Dams (ICOLD) recommends that estimation of the bottom cracks and the consequent weakening of the interior of the dam should be done following core drilling. Showing a deep concern over the existing state of the dam the report speaks of taking up restoration work without further delay. This report, understood to have been forwarded to the office of the Principal Secretary on June 30, 1995 “must have been gathering dust in some plush office at the state secretariat in Dehradun,” says an insider from the administration. Commenting on the apathy and indifference of the department of irrigation Rashid Ali Khan, an owner of a fleet of sail boats in the lake

initially in the dam is lying defunct for over a decade or so and no body bothers.” In the torrential and incessant rains in September this year the lake got swollen to a record height of 44 ft- a level to which the lake was never allowed to swell in the past decade or so. “Fearing the sudden bursting of the dam a settlement downstream was evacuated overnight” adds Rashid further.



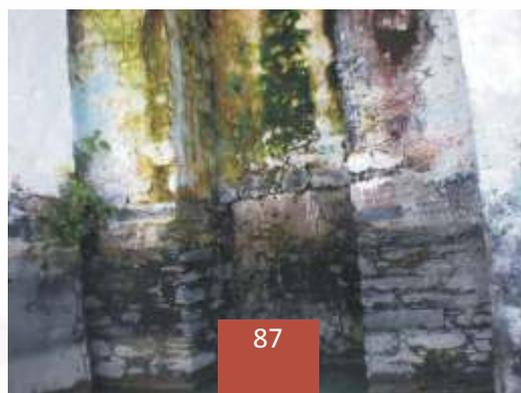
The perceptible blasé towards the dam probably is the fallout of that mentality the root of which is marked by that degeneration which over the years has been instrumental in dissociating ourselves with our heritage. Despite it being a much frequented tourist destination there is no information board anywhere in Bhimtal which speaks of the heritage status of the dam or the temple. The ancient caravansary of Bachi Gaud in the



southeastern end of the lake has also been razed; even a picture of this hoary structure, which once happened to shelter those traversing the stretch of the legendary silk-route along the shoreline of the lake, is not available now. And yes, the old monument raised in the memory of Juna Giri, a colourful personality engaged in the construction of the dam as one of the main contractors, is often taken to be a pile of stones and rubble now by the onlookers.



Indeed how pathetically have we narrowed down the panorama of life in a mad, bad and sad race of pacing up the living... living too much in a jiffy.





## RAINBOW COLOURS FLY FROM CENTRAL HIMALAYAN PLATTER

*(A compilation for the Journalist Club by Adityendra Tiwari XII A)*

A young son of the family, back home to his remote village in the Central Himalayan region of the state of



Uttarakhand on his annual leave from the armed forces, or a kin on visit for some ritual worship of the family deity -sitting in the family kitchen with its floor freshly painted with a mixture of cow-dung and fresh clay obtained from a nearby creek; eating from a bronze plate the boiled red-rice, mixing it with chulkani (spicy soup of black soya bean) and badi (cooked gravy of the dried lumps of pulses mixed with grated cucumber) and a pinch of chutney made of sour pomegranates and curd. In front of him is placed a tumbler full of buttermilk and raita of yellow cucumber....

Short stories written in late sixties and seventies by the prominent Hindi writers from hills, like Shekhar Joshi, Shivani, Panu Kholia, Shailesh Matiyani and several others, invariably used to have a scene or two like this in their narratives. Indeed, baked breads of finger millet (madua), foxtail millet (jhangora) boiled with red-rice, sorrels, tubers, roots, fruits or leaves of uncultivated edibles, happened to be essential and were the identifying features of a typical Central Himalayan platter. In the past three-four decades the colour and contents of this age old platter of course have undergone a drastic transformation. So exponential have been these changes that calling them an articulate testimony to the speedily changing lifestyle, perception and preferences will

not be an exaggeration.



From time immemorial Kumaon and Garhwal hills of the Central Himalayas had a well established tradition of subsistence agriculture. Owing to its crop diversity and the consequent dietary diversity were the landmark features of farming in this region. Dr IS Bisht a senior scientist from National Bureau of Plant Genetic Research, Delhi, having spent his childhood in Kumaon hills, recalls that the landrace crops were so full of diversity that the sole grocery they depended on the market for, happened to be just jiggery and



common salt. Here it will not be out of place to take a stock of the agricultural practices and management which despite the given limitations like- over 80% of the land being rain fed, land holdings under plough being extremely small and fragmented, vagaries of weather and so on -were capable of keeping the Himalayan platter so full of wholesome diet that malnutrition was unheard of in this region.

Millets, barley, amaranths, mustard, sesame, and a wide range of beans and pulses were the predominant cultivars then. Wheat and rice, cultivated generally in the river valleys had a huge





number of acclimatized landraces. ET Atkinson in his 'The Himalayan Gazetteer' speaks of over one thousand genomes of rice alone, available in this region past a century. Millets used as staple food then with low carbohydrates and several times higher amount (at times even 300%) of trace elements, minerals, anti oxidants and even proteins- were far more nutritious than wheat and rice. Biomass produced by these crops happened to be sufficient for a large number of cattle, (goats especially) which used to take care of protein requirements. Grown over the years these landraces were fully acclimatized, pest and draught resistant, needed no synthetic fertilizers and cultivating them was rather less labour intensive. Perfected over the years an endemic version of mixed and multiple cropping was also in vogue. On the margins of paddy fields, generally grown by DSR( Directly Sown Rice) method, millets were also planted. Peas were grown with wheat and radish. Parsnip, kidney beans and amaranth happened to be the natural companions of maize. Baranaza kheti (sowing twelve seeds together) common in those days, was a kind of insurance against the crop failure if any. In addition to this, backyard farming of seasonal vegetables, tubers and spices and uncultivated food stuff collected from the outskirts of the village happened to play a crucial role in making the diet quite wholesome. This system that had emerged in the near total absence of road-



network and market-economy in the inner reaches was in itself a guarantee to the availability of wholesome and nutritious diet round the year.

In the past thirty-forty years the food basket in the Central Himalayan hills however, has become quite poor. What the dieticians in contemporary times ostensibly prefer to call rainbow diet was an established practice in far off hills. Quite a few colours from this charming rainbow have already faded away or taken a flight from it following the exponential changes in socio-economic milieu. Spread of education among women, employment opportunities and the consequent outmigration has cut short the family labour drastically.

Rapid urbanization, especially the mushrooming of summer retreats and hideouts of the affluent elites from metro cities in the inner reaches of hills, has made selling of land a more viable option for immediate gains as compared to cultivating it.

Since the late nineties the area under the plough has drastically been shrinking in the state of Uttarakhand (15 to 20% on an average, in the upcoming foothill towns it has already gone beyond 50%.) As on date barely 6% of the total land in hills is under cultivation. With markets emerging at doorsteps all over and organizations like GB Pant University, Pant Nagar and Vivekanand Research Centre (a unit of ICAR) at Almora promoting horticulture and cultivation of cash crops, off season vegetables mainly) the subsistence farming has been assigned a backseat. A few small stretches in far off Central Himalayan pockets, (like Kumati, an over two century old establishment below the motor road connecting Mukteshwar with Almora) are now the last bastions of crop diversity on which the poor depend for subsistence. With the sporadic growth of heavily subsidized poly-houses a large majority of villages in hills over the years have established themselves as off



season vegetable bowls or hotbeds of floriculture. Cultivation of off season cabbage, cauliflower, broccoli, knoll-khol, capsicum, gerbera, lilies etc indeed has jacked up the per capita income to a considerable extent but the money so earned is hardly being spent on nutritious diet, the local production of which has almost disappeared. It is interesting to know that in the Hartola belt, an upcoming vegetable bowl near Mukteshwar in Nainital district, quality broccoli is cultivated at a large scale and is sold for Rs 20 per kg to the contractors from metro cities. They themselves don't



consume it and even in the hill market of Bhowali it hardly gets buyers even for a throwaway price of Rs 30 per kg. Same is the case with table turnip, knoll-khol and carrot for which hill cultivators haven't yet developed their taste buds. A yawning gap between the dietary needs and affordability coupled with a blasé attitude towards healthy food often directs the villagers to buy foodstuff from the nearby market where the food legislation has always been ineffectual. Items produced in the unregistered local bakeries, stale vegetables, sweetmeats, sugary syrups, localized versions of Chinese food cooked in the most unhygienic conditions and mutton sold in the open without any safeguard are anything but nutritious. A large sum of inflowing cash through the sale of land and commercial cultivation is generally squandered in social abuses like gambling and alcoholism. Besides, in the rural areas quite a few



misconceptions related to the traditional regional crops are also quite rife. Consumption of millets and uncultivated food items is considered quite derogatory. Yet another stigma attached to finger and foxtail millet is the belief that their consumption darkens the complexion. Even on festive occasions one may notice chowmein and momos having an edge over traditional cuisine.



Interestingly, regional pulses and millets from hills have of late been a success in carving a niche for themselves as a prized souvenir from hills in the kitchen of out-migrated population. Their value added and bio-prospected products are also available in cities, at exorbitant rates albeit. Only the targeted health conscious upper middle class has an access to it.

As for villagers grains of substandard quality made available through PDS do now constitute the narrow range of staple food. Its being highly subsidized has been yet another reason for backtracking the cultivation in hills which has been in peril for the past 20 years due to the menace of rapidly multiplying monkeys, wild boars and ungulate mammals- an issue that hasn't been taken any cognizance of at the administrative level so far.

This rapid transition in the socio-economic panorama has been instrumental in effecting alarming changes in the health scenario of this region. A few decades earlier skin diseases due to the lack of awareness towards personal hygiene, worm infestation, TB and goiter (in certain pockets where lack of iodine was endemic) happened to be the common ailments. Diabetes, anemia, cardiovascular ailments, osteoporosis, blood pressure and diseases caused by the shortage of trace elements were almost unheard of. As per researches carried out in different pockets of hills regular consumption of millets and quite a few other wild edibles was responsible for this resistance. The given scenario however, is diametrically opposite. Osteoporosis, anemia, arthritis, gall stone etc are rife among hill women and cases of diabetes and cardiovascular ailments, ophthalmic and pulmonary disorders may easily be found among the youth.

The Central Himalayan region is in immediate need of a movement akin to the Slow Food Movement in Europe, which has been opposing the expanse of global food culture at the cost of regional cuisine, landraces and heirloom varieties in over 150 countries. A back to the basics call for subsistence farming, though, is not the need of the hour. Yet, the people, especially those in the rural areas, must be made aware of the importance of dietary habits that had been perfected over the centuries both by men and the nature.





## THE POWER OF POSITIVE THINKING

*"The mind in its own place, and in itself can make a heaven of hell, a hell of heaven"*

-John Milton

Mind is a very powerful tool. Whatever a man thinks he can become, he would become, said Lord Buddha, if the mind entertains that thought very strongly. Mind is like a magnet, which attracts similar thoughts and images. Whatever kinds of thoughts we entertain, we have a chain of similar thoughts. These thoughts create a picture in our mind and our mind creates similar vibrations, which are transmitted very strongly to the world around us. Our mind is the most powerful transmission centre of the universe and our happiness depends upon the successful transmission of vibrations.

It boils down to the fact that if we entertain a negative thought about any individual or any situation, we will face more and more negative thoughts and situations in our life. So the onus lies on us to check and control our thoughts. The vibrations of the mental forces are the most powerful vibrations in existence.

Let's take an example of a woman who is ill and wants to be healthy. However, she keeps on thinking of her ailment, of her pathetic condition, of her aches and deficiencies all the time. Her mind is cluttered with negative thoughts. As the mind attracts similar thoughts, her mind is always filled with the images related to illness and not to a healthy life. So all the vibrations her mind is transmitting, will be responded to in the same way by the forces of the universe and she will receive more illness and pain. Therefore, if we want to be healthy, let us feel that we are healthy, happy and enjoying life, and we can be sure that our thoughts will be responded to, in the same way. Visualizing happy situations and having the feeling that we are already in a happy situation does all the wonders for us.

If we want to reach our destination before time, let's not entertain the negative thought about what would happen if we get late. We should not imagine our boss scolding us for being late. On the contrary, let's just imagine we have already reached before time, are being applauded and feeling happy. It works magic. All the positive forces of the universe help us to achieve what we paint in our mind.

Most of the times, we keep feeling the pain when we are hurt by some of our close relations. True, we are hurt but why do we punish ourselves for the mistake of someone else? There must have been some serious reason behind the brutal behaviour of that person as no one wants to be bad intentionally. That person must have been in a deep agony. With our conscious efforts, if we can visualize a person really acting sweet to us, we are sending our blessings to him and it is bound to bring a positive change in his behaviour. One positive thought will bring a chain of similar thoughts.

The law of attraction doesn't respond to what you perceive about a person or situation but it responds to your thoughts. So if you are feeling terrible about any situation, you are going to feel that way for a long time. In fact, you will get more upset. This is the law of nature. We can neither change it, nor break it. The law governing similar thoughts is like a genie in our life. Whatever we think of, we get it.

It is imperative for me to remind here that we keep thinking about most of the things that we don't want in our life and then wonder why we are getting them over and over again. We fail to understand that unknowingly we are inviting them in our life because we are thinking about them most of the time. Let's think about the things we want as against those which we don't want. Let's think of the abundance of health, happiness, success, love, wealth and fame and not about the scarcity of all these. Let's not think of woes all the time because we are troubled by them in various ways. Instead, let us feel the happy situation that we wish to be in. This is the biggest secret of happiness. This is the power of positive thinking.

There is so much of everything around us that we just need to think, see, feel and believe in abundance and we will attract it. Try this mantra and observe the change in your life.

**S. Bala**  
Deptt. of English



## THE BROKEN MARBLE

It must have been sometime in the early seventies. I was in class eight or nine then, in the only Intermediate college of Bhimtal – my modest home town in the central Himalayan hills. One summer evening a grim news suddenly became rife. One among the several guests, who would visit our hill-home in summers, must have broken it -an army vehicle manned by an officer and his family had accidentally plunged into the lake. The officer and his wife had managed to swim back to the shoreline but their two kids- a girl aged eleven and a boy barely six got trapped inside the vehicle that had rolled down into deep waters. Efforts to recover the twin bodies with the help of hooked ropes failed to yield any result despite continuing till late in the night.

The next day, while I was on my way to the school, the bodies with their clothes hooked in the rope were being pulled out of the lake. Their tiny forms were laid on makeshift stretchers. The copious wailing of the father, standing till then in a corner wearing composed looks, kept on haunting me for a long time.

Days kept on passing. On the way to our school or back home, late in the afternoon, we kids would spontaneously slow down and become silent arriving at the site of the accident. It probably was not that easy then for our passive minds to erase the poignant memories of that unfortunate incident. After a few months a marble plaque was raised by the parents of the deceased kids at the very site of the accident. Besides their names i.e. Shipra and Sharad the date of the accident was also inscribed on it. Defining the untimely departure of kids 'as an offering of twin buds that could never flower', the inscription concluded in a touching manner telling – 'who we two could never forget, despite our earnest efforts' While passing through that site I would often get burdened with weird thoughts- how, having lost both his kids, a parent could be composed enough to accept it as an 'offering' at the feet of the Almighty and not chastise Him, and dub Him as a malevolent and capricious dispenser of destiny? The anonymity of the inscription for me was suggestive of a desperate attempt on the part of the bereaved parents to get their identities merged in the milling crowd that is forgotten soon after the day is over.

Having passed my class twelfth I moved out of my modest town. The parapets in the shoreline in the meanwhile got replaced by the iron railings. The in-charge of the work raised an obelisk in between the two railings and mounted the plaque on it with due care. Pursuing higher education, job hunt and ever extending chain of worldly commitments and obligations took a heavy toll of the romanticism of the adolescent age. However, during the course of my home visits, I would often become nostalgic while strolling past that obelisk and lines from Shelley's 'Adonais' or Prasad's 'Aansu', read in the student days, would haunt me.

Following over a score of years I am back to my parental home at Bhimtal. After a short spell of around twenty to twenty-five days spent in the process of settling down, I decided to revive the old schedule of morning walk with Jagmohan, my childhood friend. The very first day I happened to see the plaque. Half of it was badly broken. Part of the obelisk on which the marble was mounted, was also gone. Jagmohan, known otherwise for his lively nature, informed me in a glum voice that a tourist had recently banged his car onto it. Both of us tried to find out the broken marble in the vicinity, though in vain. It all was quite depressing. Despite advancing along the shoreline, I had a feeling that I was involuntarily being taken over by a feeling of retroversion.

...What a great transformation the times have undergone and that too in just a few decades! The feelings, sentiments, concern for the agony of others, empathy... isn't that the human heart is speedily becoming poorer of all these things? Other than that driver who might have speeded away, so many others also must have seen that marble plaque getting shattered. In all probability quite a few among the eyewitnesses of that sad happening also must have been present there, as the spot is closed to the oldest bazaar in the town... none 'felt' anything... not even a sense of loss. Till then I simply had no idea that time could sweep over the human sentiments with such an ease. How can a highly moving incident entailing the tragic death of two kids be forgotten because a couple of decades have elapsed since then? It was nothing short of an agitation for me to see the human heart getting degraded to such an extent.



## THOU SHALL NOT CEASE

An adolescent biker working for a local paragliding company guns his machine past me, running over the carcass of a dog at the middle of the road. He appears to be in a hurry to fetch as many tourists as possible to his launching pad. For each flight he would earn five hundred rupees. The huge paper mulberry tree on the slope ensuing from my old school has been felled for making the personal driveway of a politically well-connected settler. The ridge overlooking the opposite end of the lake is full of smudges and scars caused by construction spree. The line of age old oaks and pines jutting into the horizon above the ridge, often reminding me, in the days of yore, of a caravan heading towards an unknown destination, is nowhere to be seen. Getting immersed in the multitude of coloured lights as the sun sets, the entire ambiance is littered with concrete structures... Loud music is there; the shoreline is packed in the evening with charming young faces armed with guitar and microphones; liquor shops are there; and also there is an ever expanding grey market of drugs.... Why, simply why, should one remember Shipra and Sharad, when so much is there to enter into the realm of forgetfulness.

Jagmohan is telling me in a rather philosophical mood, "Bro, people don't have any compunction in pushing synthetic milk or spurious drugs in the market; these govt officials are riddled with graft and bribery even on issues like widow-pension and scholarship to school students... and here you are getting cynical about the whole lot of humanity simply because an old plaque is broken.... Be practical yaar, the world is changing." He probably is right in saying so. Yet, I feel like asking him, "Where will this change ultimately lead us to?" I spontaneously propose it to him that we would make a search for the broken pieces of the plaque the next month when the shoreline recedes due to the forced breaching of the lake and will also ensure that it is restored. He agrees to it smilingly.

At a close distance, a bunch of youngsters is busy picking the garbage from the shoreline; an elderly gentleman with gloved hands is busy collecting beer cans, pet bottles, wrappers of ready-to-eat things and all sorts of stuff left by the revellers on either side of the road the previous evening. During the course of his brisk walk he continues dumping it in the nearest bin he finds. A young girl sitting at the tip of a delta jutting into the lake is feeding ducks and a shoal of fish.... I am sure; the next month when the shoreline recedes, we will get all the pieces of that broken marble and will succeed in restoring it to its original shape.

Rajshekhar Pant

Times will come when all seems hard,  
You stand up high and run like a pard,  
When no one there but you should stay,  
Demolish what comes on your way.

Times will come when the world is against,  
Hold firm faith and don't make haste,  
Don't you lose strength and you fight,  
Summon all positive with all your might.

Times will come when the funds are down,  
Wish to smile but you have to frown,  
Don't let down funds make you sad,  
Bright day on way though it's night bad.

Times will come when the work is plight,  
Wish to quit and you have to strife,  
Have high thoughts and start your days,  
Do all that what your heart often says.

Times will come when they don't have trust,  
Wait for the right time beg never must,  
Clear within outage get filled with aim,  
Day and night ever this thought be same.

Times will come when people will quit,  
Don't be disheartened you even a bit,  
Many will go and many will come,  
It's a journey will stay a few mere some.

And times will come when you are happy,  
All is well and looks sweet snappy,  
Everywhere gay and ecstasy flows,  
Leaps and bounds joy, everything glows.

And times will come when all debts down,  
Will have new ventures your all around,  
No worry will cause you to feel so low,  
Will clean sweep play with blasting blow.

And times will come when a sweet tree with,  
Her fruit will hold you there all mirth,  
Will make the place the likest of all,  
Sweet little tiny flowers all round sprawl.

Those times have come you wait and see,  
But need little patience hurry never thee,  
Keep resolute eye on the aim you set,  
Will all come on your way the day you get.

Rishu Kumar  
XII C



## IS THE MAHATMA RELEVANT TODAY?

A hundred and fifty years ago, in October, was born a man in a middle-class Gujarati business family, who was to devise his own path and principles to redeem himself as a man, even as he was to head a revolution to redeem a nation and its people from the slavery of the mind, as well as that of an imperial power. The essence of his strength came from his belief in truth which he variously extracted from the collective wisdom of all religions, civilizations, and the concept of humanity that dawned on him. This is so clearly described in his favorite devotional song, 'Vaishnav Jan.....' (the true man of the Lord is the one who can empathize with the pain of another). Surely, the barriers of class, colour, religion, were meaningless if one was to respect a single concept of humanity.

For Gandhi, the victories of the battle within, were bound to bring successes in the battle without. He was an experimenter of the tendencies of the mind, and derived his worldly motivation as he restored order within. As a warrior of truth, who shared his own experiences, he trained a batch of learned men – Nehru, Patel, Maulana Azad, Gaffar Khan and others – to learn this unique discovery of strengthening oneself inside out, to be a winner. He reached the pedestal of a 'saint' or 'Mahatma', even though a very bright Churchill, even in his slanderous comment, conceded the term 'The Naked Fakir (hermit)' at his simplicity. He finally fell to bullets from his own brethren 'Hindus', washing away even in his last breath the possibility of a communal thought, while a large part of the subcontinent burnt in communal violence. That was the 'Partition' of the land. The Mahatma's lament perhaps was not the creation of two countries but the immediate, maddening bloodshed and violence between his own people, even as he spent a lifetime preaching 'non-violence' against the imperial power that was occupying his land. Worst still, he realized that one man, one lifetime was not enough to teach the blessings of 'non-violence' over any dogma, ritual or religion. Did the man fail? Was it the failing of his faith, or his God? Or was it a mistake to hope for so much goodness in the masses who were incapable of thinking beyond 'a tooth for a tooth'.

Gandhi's sublimation from the usual to the saint came in various stages. Having qualified as a barrister and settled in South Africa, his first instincts were legal, in terms of his fight for the equality of the races. He knew his mind and his

beliefs were his prime strengths. His concept of spirituality was the ability to defy and suffer, suffer long enough to change the opponent's mindset from rivalry to embarrassment.

He set foot on Indian soil in the first decade of the 20th century. A military option was unthinkable, but that was not the reason for his 'non-violence'. His strategy had already succeeded in South Africa, and he knew that this was the shortest, safest route. He educated himself in the social stigma in the society, the rural economy, and the common man's thinking. These were the ingredients of his army of 'non-violence'. He studied with great astuteness the micro-economics at the level of the village hut. Economics and self-reliance were essential to lead a winning campaign. That made him the biggest marketer of all times. The trademark 'khadi' is still the Indian politician's dress code, sans publicity, sans propaganda. He was quite clear about the attributes of economy and self-reliance in fighting any national aggression.

His strategies did change from indifference towards the rulers, to aggressive campaigns, as he pressed the pedal harder. In came 'Civil Disobedience', 'Swadeshi' – a ploy to deplete the rulers of revenues 'Dandi March', setting aside an illegal 'salt tax', and finally, in '42, when England was wobbling in the throes of war, he sprang for the 'knock-out' by declaring the 'Quit India Movement'. The British had no options but to call him for talks, to promise independence, but seeking cooperation till the war was won.

Did Gandhi let go the crucial penalty at this stage? Because a later, negotiated liberation gave enough room for the strife for leadership and stirred communal instincts. Perhaps not. Being what he was, weakening England and the allies was to go against his own philosophy of universal human equality, giving Nazism a chance. There was another well-defined philosophy he had evolved to by then. It was his wish, that if the British leave, we should part as 'friends'.

This last one is the final and relevant message for our times. Violence, devastation, suffering may not be preventable. Wars may occur for greed, hegemony or revenge. If that be not preventable, the wisdom of the final message applies. There is time to wind up, and do it while you are still in a position to 'Part as Friends'.

Deepanshu  
XII C



## TECHNOLOGY & TEACHER

If we look at the development of tools and technology in schools, we find that we are heading towards those days when imparting education will be completely based on technology. Gadgets, tools, apps, and various other forms of technology occupying the education market and making teaching wonderful will make a classroom a lot interactive.

I remember well how my mother used to tell about her nursery days in school. She would have long wooden slate well plastered with white rough paint and a wooden pen hanging with the slate. One had to learn the alphabets written on the slate and remove them to learn new ones. Even at that time, the teachers used to find out various manual tools to make their classes go smoother to make students understand the stuff effectively. Taking out the plant from the garden and showing the students different parts of the plant was amazing. Students waited for their teacher coming with a plant in her hand and all curiously watched her. It was an amazing curiosity to see what the teacher would be holding in her hands. A teacher entering with a globe in the classroom would excite them for a new activity in the social science class. Wooden shapes to understand area and volume would give students their chance to see and touch that paraphernalia exhibited on the table of their teacher.

Technology is always hailed by people. It makes life easier and enables us to perform many tasks in an easy and comfortable way. In the twentieth century,

authors have argued that technology plays an important role in the constitution of human nature and identity. These authors state that humans have always shaped and extended themselves by virtue of technical tools. In our modern era, technology has become an inherent part of human life and this shall continue to grow, evolve more and more in all dimensions of human life.

An interesting tool is the use of animation. Animation can be used to enhance learning. It can generate a love for learning students, especially those who avoid learning through books. Animations can be used to teach specific subjects. Animations have lots of advantages. They help in delivering the learning content better. Learning through animations can be fun and children can learn faster if they are having fun while learning because animations can make a difficult topic easy and fun. Thus animations, if designed properly, can lead to significantly enhancing the learning capabilities of students.

There are many schools that have installed heavy equipment, but fail to make the best use of it. This is due to the teachers' dodged attitude towards conventional teachings. Though sometimes we definitely need those conventional ways to make a child understand the topics, yet a strong love and affection for modern technology to ease the imparting of lessons in the classroom will help a teacher to understand the present day requirements.

**Aariz Khan**  
X B

## NEED WE GO FOR SOUL SEARCHING?

Accepting it seldom in totality we Indians have a tendency to divide the world -as we see and feel it- into two halves - the mundane world as it is in front of us and the world which beyond these apparent confines is within us. As against the expression 'mundane' we may call it the 'empirical' world. Dissatisfied with the physical world or bitten badly by the sense of remonstrance we tend to turn inward. As biological templates we strip ourselves off before our own eyes, so as to undergo a process of scanning -to continue computer terminology 'in order to find bad sectors or self damaging viruses' in the software of our mind. A sense of guilt, of

having done something wrong, of sinning, thus is the necessary precondition for soul searching, and I think not that we have sinned enough for the given time to be apt for pursuing the wasteful hypothesis often defined as 'soul searching'.

Born in an age when there is no grammar as such to condition the course of the flow we call life; when market forces have become the most potent dictates to determine the way we should live, work, drink or dine and when it is the end-result, the PR you do for presenting it, and not the means involved or the sincerity and dedication that you



may have, which ultimately matters and finally wins for you the attributes of being a success or a failure. If, in this backdrop, we turn inward for 'soul searching', we will not only be left behind but even be forgotten in this mad bad and sad race we call the world.

The context here reminds me of Bhagvat Gita. Disillusioned by the dogs of an indispensable war let loose, when Arjuna turns inward in an act of soul searching he is provoked by Lord Krishna not to reflect on emotive issues.

In his to be or not to be dilemma Hamlet also concludes with the same sentiments:

*Thus conscience doth make cowards of us all and  
The native hue of resolution is sickled over with pale cast  
of thought.*

It is this pale cast of thought which comes in front of us in the form of soul searching. There is hardly any denial from the fact that humanity in general has gone berserk in our times; that ours are the times of striking paradoxes; in the unipolar world, our democratic values are at a stake; fundamentalism is rocking the world hard; we all now have our own twin towers, our Iraqs or Afganistans; goons have taken over our political system; people still commit suicide because of hunger; we have failed miserably in Olympics and so on.

But the pathogen we have to deal with, for curing this malady is not to be identified with soul searching now. We had been doing it when Alexander ravaged our western frontiers, when Mohammad of Gore, Ahmad Shah Abdali, Nadir Shah and the Britons played havoc in the heartland; when Kargil was in the offing and insurgency was raising its head in Kashmir and north eastern states. Matthew Arnold was not wrong in commenting for India

*She let the legions thunder past  
And plunged in thoughts again*

The evil that mars the world is not within; it is there in the system, in society. And it is the time not for soul searching but to raise our fist and voice against it. How long, after all, the commoners, me and you, will writhe and cry under the weight of this self imposed complacency, disguised as soul searching? It has been wafting us away to a Utopia, to an elusive idealism, which is not even the shadow of the reality we live in. Burying your head deep in sand dunes may turn you blind to a perceptible reality; it may even open colourful vistas in front of your eyes, but the degree of imminent dangers, of threats, of forebodings that surround you is not lessened by this Ostrich syndrome.

**Ujjwal Chaudhary**  
XII A

## TEENAGE AND PARENTS

*"And one man in his time plays many parts."*

**- William Shakespeare**

William Shakespeare writes about the seven ages of the human life in one of his plays. As per Shakespeare, human beings go through seven ages in their life. He is right. Each stage of the human life has its own beauty. Though all the stages in our life are equally important, yet the third stage, which he calls the lover's stage, becomes a lot more crucial to handle and needs a lot of care and attention. Yes, I am talking about teenage.

This age, as said earlier, needs a deep care and attention from everyone around the teenager, even then it's not easy dealing with a teenager. A teenager seems lost in his own world. Even a close relationship with the teenage child sometimes proves to be inadequate in dealing with various issues that he faces. This is the time when your

child is growing in all edges. Changes in behaviour, mood swings, depression, anxiety etc. are quite common during this period. Therefore this age needs a lot of deep understanding and only this understanding can lead you to fix their issues effectively.

Almost every parent has complaints about the behavioural change in their child. He wakes up late, doesn't listen to them, is lost in thoughts, strays from studies etc. These age-related evolutions must be dealt with wisely and scientifically. A keen and scientific eye on the behavioural change in your child may be helpful in curbing the problems and issues aforementioned.

The very first behavioural change that I have mostly heard from a parent is the use of cellular



phones and internet. Some parents also complain about the use of Facebook, WhatsApp, and social media. They take it as a serious offence. We need to understand the term 'generation gap' also. The worst that parents often do is a comparison of their child with that of other. One must remember that everyone is unique in his own ways. As long as understanding technological advancement in the society is concerned, as a parent, you should not keep your child away from a cellular phone.

You need to become an alert monitor of their use of internet and if possible, you must keep a watchful eye on their browsing history. A parent is required to become a friend of the child and should openly discuss, in a friendly way, what they do on social networking sites. The children should

be taught very well how to use social media and to what extent.

Getting angry for small issues is another complaint that parents often come up with. We should understand that anger is a normal human emotion. How do adults behave when they are in anger? Parents complain of arguments from their child. They have to understand that their anger should be understood very well and it should be diverted in the right way. Psychology says that the best way to calm anger is to be calm. So when a child is in anger, the parents should first hear him patiently and then take constructive measures.

**Aniket Chauhan**  
X B

## SOCIAL MEDIA : FAKE NEWS AND ITS DANGERS

*The task of the media in a democracy is not to ease the path of those who govern but to make life difficult for them by constant vigilance as to how they exercise the power they only hold in trust from the people.*

*Jimmy Reid, Scottish journalist*

Social media, with the advent of science and technology, has got tremendous exposure in all walks of our lives making it reach almost every person in the world. It has been referred to as a relatively inexpensive and widely accessible electronic tool that facilitates anyone to express opinions and access information, collaborating on various common platforms known as applications. If you have access over these platforms through the internet, you can easily express your opinion on any subject, you can react to information in any way, you can comment over various political, religious and contemporary issues.

According to a survey conducted by Pew Research Center, Washington, it was found that nearly 68% adults use at least two social media websites and times.com states the number of internet users as 3 billion in the world. Therefore it becomes imperative to understand in what ways people express their opinions on various issues.

Here rises the big question, have these revolutionary platforms really been used without compromising social and other essential ethical obligations. And the answer is, no doubt, NOT!

We have witnessed that even a dinky opinion over any sensitive issue proves to be a cause of brawl among people in the society exasperating them to disturb social peace. They start slaughtering innocent people, damaging public properties, looting and causing social unrest.

India has seen numbers of incidents where social media was made a platform to fire small sparks inciting people to mutiny and rage. The same social media which has helped in connecting people and easing hurdles in communication has proved to be an easy tool for spoiling peace and harmony in our society.

Media is considered to function as the fourth pillar of any democracy. This word is derived from the word 'medium', signifying a mode or carrier. News channels and newspapers collect information on the happening in our society and present it through print or electronic media. Sometimes news agencies amalgamate facts with fiction and claim it to be the right to freedom of expression. Cheap news with spices of fictional contents is presented alarmingly in the name of exclusiveness.

The right to freedom of expression is enshrined in the articles 19 & 20 of the constitution of our country. Therein it gives the media not only a primary role but also a paramount responsibility of expressing a public opinion through a written word for the print media and recorded one for the electronic media.



In my opinion, media has been made an essential instrument for ensuring openness in society in an attempt to polish, develop and civilize it by the process of analysis, discussion and synthesis. It has a great significance to cast out what is in reality behind the scene.

TRP has always been essential for news channels. But fake news in the name of TRP is always dangerous. It is fictitious messages which exploit the functional logic of social networks. Users can get upset any time inviting horrific consequences. In January 2016, it was reported that 7 million Germans had left their homes due to Angela Merkel's refugee policies, a selfie with same Angela

Markel with a Syrian refugee was broadcast as an IS assassin with Merkel, a fake news claimed 1000 immigrants had lit fire in a church in Dortmund. All these news items were fake and completely false.

I strongly feel that the role of media in any society assumes even greater significance when we recognize the fact that in a society where an overwhelming majority of people are silent listeners, to access to a forum that constantly reaches others has to be viewed as a trust on their behalf for their progress and prosperity.

**Vaibhav Singhal**  
XII A

### THE MISERABLE MINDS

“If you don't come with me right now, I am not going to make dinner for you”, a young lady admonished a man full of energy, but the man couldn't hear the words of the lady probably due to the traffic in between them.

She was in her black skirts and a beautiful red top. A brown scarf around her neck had adorned the lady gorgeously. Her scuffle with her curly hair and the wind around would blow them this side or the other quite occasionally. Sometimes she would collect them to her ears and espied the other side of the road. She was holding a leather bag.

This man, on the other side of the road, was a perfect specimen of adulthood as if his biceps would ruble anything into pieces. He was sitting peacefully on a bench in front of a shopping mall. He smiled gently and nodded in a wavy affirmation making some gestures that I really got confused. Who could this man be?

This is human brain and it sometimes acts strangely. It reigns you actually. You roam outside and watch people around you. If you are in a bus, metro or plane, people travelling with you become a prey of your mental observations. Your mind starts counting the different connections between people around you. Its trajectory leads you to various ambits of your own creation. Interesting!

What the mind can conceive and believe, it can achieve, is a very common and famous quote. During this unnecessary mental exercise, you involve yourself in their unnoticed world and start coming up with various strange calculations.

The man rose up and gaily headed towards the lady

who was waiting for him so patiently that she even didn't notice the blow of horn by a car on the road. The lady rose up from her daydream and shrieking, paved the way for the car to pass.

From the other side the man perhaps saw the car approaching the lady; screams peered out of his blue eyes. He rashly crossed the road and reached the other side where the lady was standing. He held her hands and clutched softly her cheeks and started examining her. The lady, I could see, gestured she was all fine and safe. The man gave a scornful look at the speeding car as if it were a wretched object. When he was convinced that nothing had happened to the lady, both approached the entrance of the restaurant next to them. The man at the door welcomed them with a sweet smile, exchanged a few words and showed them the way to the tables inside.

I was new in the city. I had been out since morning and I had to have my lunch. So I also entered the same restaurant behind the couple. It was one of the most famous restaurants as per the information given by the man at the door. I saw that the lady and the man were sitting at one of the tables.

I sat at a table near them. Their chit-chats were audible in the restaurant. Now I was a little curious to listen to their talks only to satisfy the appetite of my mind. I ordered my meals.

Least bothered by the surroundings and outside world, they both looked quite lost in their own world through their talks. They were laughing, cracking jokes, planning the next vacation and the



weekend destinations.

Now I was lost in my own calculations. Concluding that the lady was his girlfriend or perhaps his wife, I finished my meals. I paid the bills and approached the main door of the restaurant. I heard that the lady gave such a loud laughter that everyone in the restaurant caught it. They were laughing very loudly. They were not worried about the curious and strange looks of the other people sitting in the restaurant.

I always had wished such a perfect life with my wife, I thought. Talking, laughing and worrying about nobody around you. Wishing them a great life ahead in my heart, I reached the door. The door

was opened by the man standing there. I thanked him for his courtesy and pointing with my chin I said, “Happy couple”.

The man smiled and said, “The lady is his sister.”

I was dumbstruck. “Sister!”, I almost screamed.

Running of mind inordinately sometimes lets you fall into the pipeline of adverse outcomes. I was about to wish them a happy married life! Thinking that I am saved from their rage, I sneaked out of the restaurant and gave a happy and honourable look to the lady and the man who were still busy in their own world.

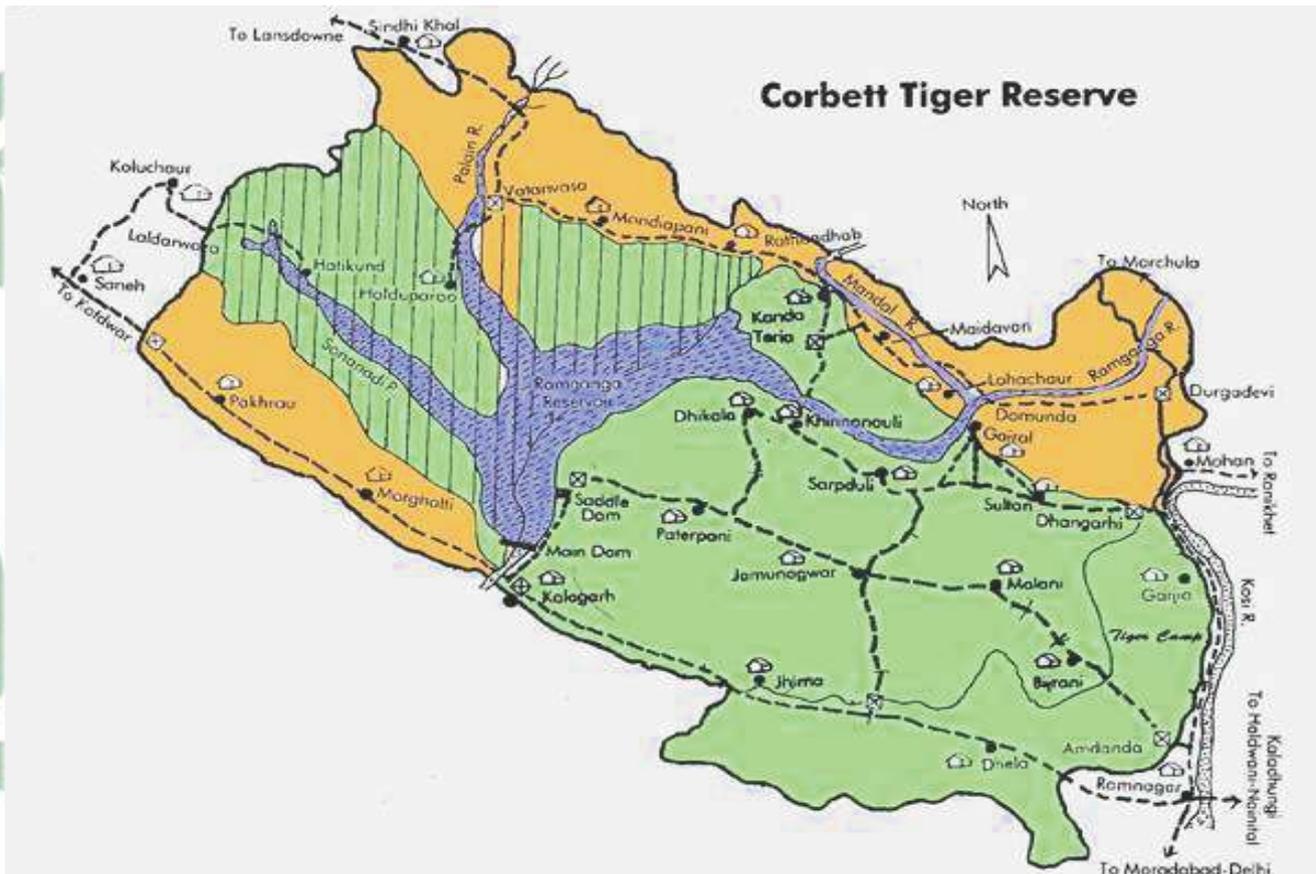
**Madhav Sharma**  
X B

## TIGER, TIGER, BURNING BRIGHT

A reference to tigers invariably reminds me of Jim Corbett's often quoted observation for these big cats-

“Tiger is a large hearted gentleman with boundless courage and if he is exterminated – as exterminated he will be unless the public opinion rallies to his favour – India will be divested of the best of its fauna.”

The prognosis must have been there for the then prospective planners of India to have a better, a rather sympathetic understanding of the big cats. We may pat our backs for being the 'proud custodians' of the 1700 tigers (NTCA'S figures, organizations like 'Save Tigers' have been putting it to a more moderate 1411) in among 40 wildlife reserves; yet there have been a number of 'deliberate' slips between the cup and lips. I





personally believe that these 'deliberate slips' in terms of human interests and greed at times getting precedence over survival of the fauna; political cadres for the sake of populists moves relegating the issue of the wildlife to the background (the tigers don't have votes); selling the habitat of the tigers as tourist hotspots, allowing the star luxuries to roll over the pristine wilderness and so on – may well be seen, felt and understood in the Corbett Tiger Reserve (CTR) in Uttarakhand.

A land of roar and trumpet since the colonial times, it has the honour of being the launching ground of the Project Tiger on April 1, 1973 and getting designated as a tiger reserve among the first nine ones.

Spread officially over an area of 1318.54sq km, CTR is understood to be one of the best preserved parks in the country with a population of tigers shooting upto 150 plus. Around one hundred tigers in addition to this number, some understand, have been inhabiting the jungles in the peripheral region outside the declared confines of the tiger reserve- as has been claimed on the platinum jubilee of the park on Nov 15, 2011. Against the average density of 12-13 tigers per hundred sq km, CTR boasts of 20/100 sq km. (as per the All India Estimates of Tigers and Co-predators and Prey, conducted by the Wildlife Institute of India, in collaboration with National Tiger Conservation Authority.) It is further understood to be the only demographically viable population in North-Western India and has the “best chances of long term survival.”(State of Tigers, Co-Predators and Prey in India 2008.)

Besides, CTR is the source population for the western part of Tarai Arc Landscape (TAL) and essential for genetic diversity in the region. The TAL, as reports a study by Prerena Singh Bindra, for Ministry of Tourism, frames a grand conservation dream, of a network of contiguous forests and wildlife corridors along the landscape in India and Nepal—stemming from the scientifically established fact that tigers and other large mammals cannot survive in isolated islands. This approximately 20,000 sq km of forest (on the Indian side) comprises a network of Protected Areas (PAs) stretching from Rajaji in the west to Valmiki in the East and includes Corbett, Sonanadi, Dudhwa, Katarniaghat, Kishenpur and Suhelwa. These PAs are connected in part by vital

wildlife corridors, but otherwise are fragmented and surrounded by agriculture, along with the pressures of the densest human population in the world.

Crucially, the Corbett landscape also forms the catchment—and 'treatment' zone of a number of rivers such as the Kosi and Ramganga which feed and irrigate land in the downstream areas. Corbett has a rich conservation history. Besides being the 'happy hunting ground' of Jim, it has rather fonder memories of Corbett, the conservationist. It has also been well described by forest officer, wildlifer and conservationist FW Champion in his classics 'With a Camera in Tigerland' and 'The Jungle in Sunlight and Shadow'.

The state of affairs in CTR- understood to be the best managed and yet quite ironically in the news (to use the expressions of Anil Baluni, Deputy Chairperson Uttarakhand forest and Environment Advisory Council) more for “protecting the Project Tiger” than the “tiger” as such; for the growth of the kind of a tourism that has been detrimental to all conservation ethos; for VIP visits; for expensive marriages, parties and events like angling sessions and rain dance and so on -to a certain extent, is representative of the plight of tigers in the country; of the efforts being put forward by a wide range of stake holders to save them; of the roaring business being done reducing tiger to a commodity and quite a few other such inbuilt contradictions. This project worth Rs 2000 crore needs to be evaluated for its contribution in saving the endangered felines vis-à-vis in selling it as a brand.

Jim Corbett speaks of tigers being there in hills, even in the higher reaches of Kumaon Himalayas (Temple Tiger, Man Eater of Mukteshwar, of Champawat and so on.) in the first half of twentieth century. In the past fifty years hardly any tiger has been sighted anywhere in Uttarakhand except in the Corbett landscape. How safe are these big cats in this last bastion in Himalayan state?

In the jungles adjoining the reserve there are reported to be around one hundred tigers –allegedly the most vulnerable lot at the mercy of poachers. Totaram Bavaria, a poacher from Panipat was arrested last year (Oct) with six of his accomplices. They confessed having killed tigers in this region earlier also.



25 bullets were pumped last year in a tiger at CTR (Sundarkhal, Jan 27) after it was declared as man-eater. No effort was made, as required under NTCA guidelines, to track it down and tranquilize it after the first encounter (16 days earlier, in which his testicles were damaged by the bullet). Incidentally, there have been recent examples of tigers stopping attacks on human beings after returning to their natural habitat (Pilibhit man-eater, 8 kills, 2011).

Tigers have thus been dying in CTR –a majority, quite prematurely. They die in territorial infighting, they are killed by the poachers, and at times they are eliminated by the villagers as a potential threat to their lives and property. They are run over - often getting injured and succumbing to death in due course, by the vehicles plying inside the reserve, at times at night also, keeping all laws at bay. And yes, they are killed officially as man-eaters.

Whether CTR has become too congested a place to hold the given number of tigers; whether the territorial expansion of CTR- as suggested by Kunwar Rajendra Singh, an honorary wildlife warden for the last forty years -is the need of the hour; whether such a move, as the past experiences tell us, will not be instrumental in arming the host of political upstarts and their powerful cronies to rally the already disgruntled villagers of the Corbett landscape under the call –let a hundred human beings perish but the tiger must live, is what the environmentalists believe in. Whether the 400 families inhabiting the village Sundarkhal (there are some other settlements also) within the heart of the CTR should be evicted, when we have the examples of the peaceful co-existence of the human beings and tigers in the same expanse of Tarai since 19<sup>th</sup> century?

Another important area that needs to be focused rather sharply is the impact of the burgeoning tourism in CTR. Belinda Wright of the WPSI on the other hand believes that “Humans living in tiger reserves pose the biggest danger, not the tourism,” interestingly, she owns a lodge in the Kanha tiger reserve in Madhya Pradesh. "If tourism has to be stopped in core areas, protection and patrolling need to go up," says Prafulla Bhamburkar, regional manager, Wildlife Trust of

India apprehending further that “It should not happen that tourists are moved out and poachers replace them." The truth is somewhere in between and needs to be investigated.

It is unfortunate that tourism infrastructure in Corbett landscape has been instrumental but in blocking tiger corridors; so critical for the long term genetic viability and also for maintaining large effective breeding population.

At Dhikuli, on the eastern part of the CTR there is a congestion of over 65 resorts. It connects CTR with Sitabani, a dense forest expanse in Ramnagar Division. It is one among the 10 corridors identified as crucial to conservation efforts by the Wildlife Institute of India. At Garjia, a hotspot for tiger viewing, where also the resorts have been swooping, a tiger was reportedly baited by private elephant safari for cat obsessed tourists. It got so humanized that it would follow tourists-bearing elephants.

CTR officially sees over 200000 visitors every year. Officially it is claimed that everyday 150 vehicles (all diesel and petrol) with 600 people are allowed. Add to this the figure of 3000, the resorts around CTR are capable of accommo-dating, is it not a case of too many people chasing too few tigers. Obviously baiting through slaughtered animals, littering lumps of meat in the backyard of the resorts and then having stage managed tiger shows (guaranteed tiger sightings, as the resort owners advertise.) in the high powered spotlights have become quite common. And if the additional bonanza of cacophony, consequent upon the blaring music, gunning bikes and gypsies, dances, nocturnal revelries and yes, the solar electric fencing around all the forest rest houses including Dhikala (to keep the tourist safe in tiger land) is taken to account the writing on the wall becomes more conspicuous – who owns this wilderness - Tigers or the Tourists...?

And we expect tigers to behave in a gentlemanly manner... should they?...a big question indeed, that needs to be answered.

**Tanishq Upreti**  
X D



## THE IMPORTANCE OF LANGUAGE

The importance of language as the primary means of communication is one of the distinguishing characteristics of the human race. We communicate with others primarily through a language. Many animal species also use certain techniques and methods to communicate or to convey information, but those techniques and methods are very simple and inflexible and can be used only to convey the very basic information. The requirements of those species are limited and they have to convey very little, so they don't actually need a language. However, human beings have much to convey to the other members of the society and to learn from them. We are social beings and need to communicate with others. We need to understand our responsibilities in the society and also need to become active and conscious members of the society. We can understand what the society expects of us, only when we have a language in which to express ourselves and which can help us to understand others. The knowledge which the societies have accumulated and which specialists have mastered, needs to be passed on to the other members of the society. To pass on that knowledge, well-developed languages are essential.

The role of communication through language in the social life is important by the fact that all individuals are able to handle or operate the language or languages of their societies. This is so obvious that we take it for granted. Nearly everyone in any society is a competent and effective language user. It applies to all normal

human beings. Only that tiny proportion of the population of a country remains unable to use a language, which has major physiological handicaps like brain damage, mental retardation, deafness and dumbness.

The first language that a person learns is his mother tongue. The learning of the mother tongue is a slow and long process, but it occurs quite naturally and is managed with a high level of effectiveness. The learning of the mother tongue takes place without much conscious planning.

With the modern communication systems breaking down lingual and national boundaries, learning foreign languages is also becoming quite common. These additional languages, too, are learned slowly, and it can safely be said that to get complete mastery over them, one needs to work very hard.

In contemporary times, it is imperative for a person, particularly an educated person, to enrich himself with as many languages as he can. He must master his mother tongue. He must also try to learn a few languages spoken in the different parts of his country. Most importantly, he must learn a few foreign languages. Here, it must be said that the most commonly used and most important foreign language that a person must learn is the English language. It is a language used in all parts of the world today, and is understood and used by almost every educated person in the world.

**Birendra Bhandari**  
XII A

## SOME IMPORTANT LINES

1. Durand Line - The line dividing Pakistan and Afghanistan, drawn in 1896 by Sir Mortimer Durand.
2. Hindenburg Line - The line dividing Poland and Germany, drawn in 1917, during the First World War.
3. Oder-Neisse Line - A boundary line between East Germany and Poland, drawn after the Second World War.
4. Maginot Line - A line of fortification erected by the French on their eastern border.
5. Mc Mohan Line - An imaginary line between India and Tibet, drawn by Sir Henry Mc Mohan.
6. Radcliffe Line - The line of demarcation between India and Pakistan, drawn by Sir Cyril Radcliffe.
7. 24<sup>th</sup> Parallel - The latitude that Pakistan claims should be the line of demarcation between India and Pakistan.
8. 38<sup>th</sup> Parallel - The line of demarcation between North Korea and South Korea.

**Abhay Porwal**  
X D



## NCERT V/S PRIVATE PUBLISHERS

*Whenever you read a good book, somewhere in the world a door opens to allow in more light.*

—Vera Nazarian

A textbook is a collection of information, concepts and principles of certain subjects. It is meant for the teacher and the taught. It helps them to achieve certain goals which are set for a fixed time period. A teacher uses this tool and tries to achieve these goals by adopting various teaching-learning methodologies.

It seems illogical if textbooks meant for the children in schools are used for experiments by the authorities. The syllabi used by an educational board are eventually meant for the removal of ignorance. Textbooks are definitely one of the indispensable tools to craft a piece of raw wood into a beautiful masterpiece.

National Council of Educational Research and Training (NCERT) was established in 1961 with the motives of promotion of research and experimentation in the field of education, framing of syllabi and of course textbooks etc. While preparing a textbook for students, a team of experts in the field of education, along with the experts of a particular subject, is constituted. The team works in various aspects of teaching-learning methodologies, contents of the book, exercises and related areas during the planning and preparation of a textbook. No doubt the educators and subject experts understand the level of material needed to be included in the preparation of a book. The numbers of lessons, exercises, and activities mentioned in a book are definitely tasselled together with the aim of preparing the learner for the future. The experts sharply keep in mind that the learner would use the knowledge of the previous class in the higher classes. The different stages of school education are said to be connected together. This concept also makes the textbook very important in a classroom.

If we look at the textbooks available in the market today, we find a flood of private publications, claiming to have adopted the best follow-up of the study material as suggested by NCERT. In fact, in many schools, private publications have replaced the NCERT books. Many students don't even know the titles of the NCERT books, but know very well the titles of the private publications.

There is no doubt that these books are well-knit with a large variety of questions that are supposed to be asked in the competitive examinations. Therefore a child, for preparation for competitive examinations, is highly dependent upon these books rather than upon NCERT publications.

An area where the NCERT publications are praised is their cost. It is the target of the government also to make pocket-friendly study material available to everyone in the country.

The question is that if we already have NCERT publishing books, why is there the requirement of private publications? The answer lies in the basic concept of education that aims at preparing human beings for a cultured society. For that, books of good quality are required. Moreover, NCERT needs to standardize the text-books more effectively with an aim of not only filling the young mind of learners with knowledge, but also giving them a handsome collection of questions that could be asked in various competitive examinations. This will no doubt prepare our students as per the requirement of a global community and may be helpful to reduce the cost also.

**Brajesh Pandey**  
Department of English



## A DRIVE ON THE NEW HOOGLY BRIDGE

It was more like crossing a gateway to the world of the days gone by. A strange city this Calcutta of Job Charnak is. At every step you find the gaiety of modern times criss-crossing the gloom of the past. Indeed much lies buried in the transition from Calcutta to Kolkata.

*O City of Joy  
You have been more like a ploy,  
That lures the visitors like Helen of Troy  
My walk, though was a short one  
Yet a lot was there for me to enjoy.*

In CWGC (Cemetery). Walking along the systematically lined graves was a weird experience. I understand that quite a few graves were relocated here. Huge edifices erected over the graves seem to be an articulate comment on the aestheticism associated with as horrible a thing as death. A line from Gray started haunting me-

The paths of glory lead but to the grave.  
What for this running around then?

Thank God such feelings are confined to the places like graveyards only.

Gandhi Bhavan made me a bit sentimental. I visualised Gandhiji sitting with Sohraverdi. I was amused to reflect on the distant possibility of Jinnah and Nehru visiting Gandhi Bhawan with us. Surely the grand old Mahatma would have a lot to tell them with a chuckle.

Looking at the swords that were put on Gandhiji's feet by hooligans was really shuddering. How can one plunge a cold iron blade into the belly or neck of a fellow human being? We do carry both god and devil inside us and it is the devil that asserts itself most of the time.

The heritage walk impressed it upon me that much of our life is a film, a series of events that keeps on unravelling itself before us. And the method behind the madness of this revelation is known to none other than the director of this film- Lord Almighty.

The moving finger writes and having writ,  
Nor all thy pity nor wit,  
Shall lure it back to cancel half a line,  
Nor all thy tears can wash out a word of it.

-Fitzgerald

**Mayank Agarwal**  
XII A

## MAN'S EVOLVED AVATAR

In the movie Avengers: Age of Ultron, Iron Man and Bruce Banner built an artificial intelligence system named Ultron to help protect the earth. But Ultron, embedded in a synthetic body, turned hostile and began his mission to make humans extinct from the earth. Does this Marvel comic, turned into a Sci-Fi Hollywood film, come to reality? Yes, a couple years ago a unique experimental self-driving car was released in New Jersey, which was not programmed by engineers. The car sensors were connected to a huge network of critical neurons that processed data and delivered commands to the brakes, steering wheel and other systems. The car, developed by the chip makers NVidia, did not need any human intervention. It taught itself by watching other humans drive their cars. With this technology, referred to as deep learning, artificial intelligence is advancing to a level where systems become so intelligent that they surpass human capabilities. And if this happens, as Stephen Hawkins has said, "A super intelligent AI will be extremely good at accomplishing his goals, and if those goals are not aligned with ours, we are in trouble." As per the World Economic Forum reports, published in 2016, about 5 million jobs will be lost because of robots by 2020.

**Ashutosh Mishra**  
VIII B



## A DREAM AWAKENED

**A Play by Dramatics Club members - Nirmal, Tanmay, Navneet and Sambhav)**

(An 8-9 minute play in physical theatre genre dedicated to the twin landmarks i.e. 70th year of Indian Republic and the birth centenary of Nelson Mandela on the theme –Absence inside Presence)

(Dress: All four characters are in white kurta-pyjama. An orange or red stole is round their neck. They all are putting on slippers.)

Character 1  
Character 2  
Character 3  
Character 4

(Pt. Nehru's tryst with destiny speech on screen, preferably audio, character 1 takes over his words...)

Character 1: Long years ago we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom... (Audio fades)

(Character 2 enters from the left wing, Character 1 has occupied the front stage, close to the audience)

Character 2: An awakening it was or indolence... consequent upon the exhaustion that followed the national movement stretched over a period of several decades?

Character 3: (Calling from the back as he enters) They all have dreams in their eyes and speak things emotional when the fetters of prolonged slavery are broken... Forgotten the inaugural speech of Nelson Mandela in Pretoria?

(Character 4, takes entry, moves to outer stage speaking with gesticulations in a theatrical manners. As he delivers the speech Character 1 puts an end of his stole round the neck of Character 2 & 3. With the progress of the dialogue they come to their knees and with their heads down get driven as if they were cattle)

Character 4: Let there be justice for all.

Let there be peace for all.

Let there be work, bread, water and salt for all.

Let each know that for each the body, the mind and the soul have been freed to fulfill themselves.

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

Let freedom reign.

The sun shall never set on so glorious a human achievement!

God bless Africa!

Character 1: And shortly do we start behaving like sheep being driven to the open expanse of an endless meadow.

Character 4: Democracy... that is what I am. I have made a Sovereign Democratic Republic out of you.

Character 2 & 3: (together) Add Socialist and Secular also....that defines us well. (they both stand with the completion of the dialogue)

Character 4: Article 335 of the Constitution- The Holy Book.... , Article 370, Article 15 (4), 35A Article 46...

Were they to divide the social fabric?

Character 1, 2 & 3: (simultaneously) In the School we were taught that they were to enable us to realise the dreams of our great nation makers.

Character 4: But the mounting problem of unemployment, serial suicide by farmers, rapes, mob lynching, corruption, terrorism, communalism....

Character 1, 2 & 3: (simultaneously) Ours is an ancient land of Vedas, of the Great Upanishads, Save the Cows... save the Culture...

All Character: (sloganeering, their stoles unfurled, move to four different directions, as they shout.)

Those in favour of Mughal Legacy, Should go to Pakistan.

With the Ram Mandir in Ayodhya, will descend a new dawn.

With the Reservation the merit is lagging behind.

We need to change a set up of this kind.

Character 1: (discovers a scrap of crushed paper from underneath the seat of an audience) Hey! What is that?... A scrap of paper.... crushed, debased and kicked in all directions like my future... The suicide note of Rohith Vemula..





## RABINDRANATH TAGORE

Rabindranath was born on 7 May 1861 in Calcutta. His father, Debendranath Tagore was a leading light in the Brahmo Samaj – a reforming Hindu organisation which sought to promote a monotheistic interpretation of the Upanishads and moved away from the rigidity of Hindu orthodoxy which they felt was holding back India. Debendranath Tagore also encouraged his family to learn English.

Rabindranath began writing from an early age and impressed with his free-flowing style and spontaneous compositions. He rejected formal schooling; he spent much time being taught at home. In 1878 he travelled to England and sought to study law at University College, London, but he left before finishing the degree.

After returning to India, in 1901, Tagore moved to Shantiniketan to found an ashram which became his focal point for writing. He chose the name for the ashram – Shantiniketan meaning 'Abode of Peace'

Tagore was firm friends with Gandhi and admired him very much. But, despite this friendship, he could be critical of his views. For example, he disagreed with Gandhi's views on Swaraj protests and upbraided Gandhi when Gandhi claimed that an earthquake was 'a divine retribution for the mistreatment of dalits in India.' Yet despite the frequent divergence of opinions, they could admire each other.

In 1913, Tagore was awarded the Nobel Prize for literature for his work 'Gitanjali' This made his writings internationally known and his fame spread throughout the world. It gave Tagore the opportunity to travel extensively giving lectures and recitals in many different countries. He also became acquainted with many of the leading cultural contemporaries of the day like W.B. Yeats, George Bernard Shaw, Romain Rolland, Robert Frost and Albert Einstein.

Tagore had a great love for nature and many of his

poems invoke the simple beauties of the natural world. For Tagore, his religion could be found in the wonders and mysteries of nature – as much as in temples and sacred books.

Tagore was a prolific composer of music. He composed over 2,000 songs which have become popular and are sung widely across Bengal. Like his literature, he broke away from classical constraints to offer a great emotive and spiritual appeal. Tagore is unique for being the official composer for the national anthem of two countries – India's

*Jana Gana Mana* and Bangladesh's *Amar Shonar Bangla*.

Tagore was an opponent of the British imperialism, though he also felt that Indians had a duty to improve their self-education; he said that British rule was partly due to the state India had fallen into. In particular, he was very denigrating about India's obsession with caste.

In 1919, Tagore returned his knighthood in protest at the Jallianwala Bagh massacre, in which many peaceful Indian protesters were killed.

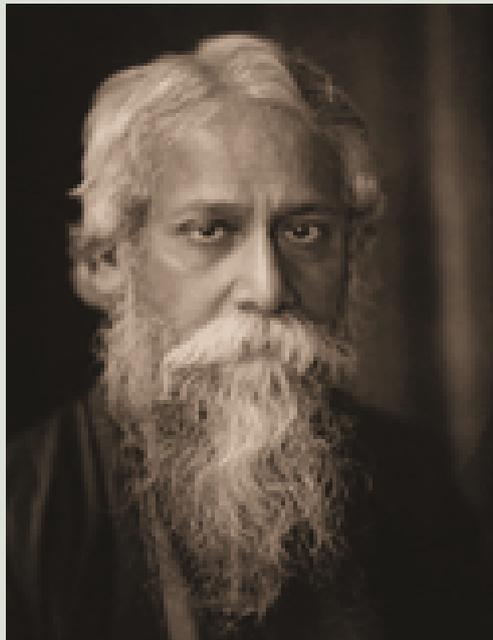
Tagore was a polymath, and towards the end of his life he took up art and also pursued an interest in science. Tagore was also very much an internationalist, criticising nationalism, though also writing songs and articles in support of the general principle of the Indian independence movement.

*"Patriotism cannot be our final spiritual shelter; my refuge is humanity. I will not buy glass for the price of diamonds, and I will never allow patriotism to triumph over humanity as long as I live."*

– Rabindranath Tagore

Tagore died on 7th August 1941, after a long and painful illness, aged 80.

**Shanu Kumar**  
XII C





## A LEAF IS TURNED

(A play on the life of 19th century Spy Explorers from Milam region)

(A presentation by: Tanishq Upreti and Prathmesh Dwivedi)

Nain Singh: (wizened and weird looks on his face)  
Around two centuries have elapsed... Here I am walking through the corridor of time.... What an unexpected change my village has undergone. My ancestor used to call this region JOHAR- that means noise... commotion... the joy of living... but ... but today... (Looks around and sees the pass through mind's eye)

Thrice did I cross this 17000 ft high pass called Untadhura... for the geographical survey of Tibet... the forbidden land, disguising as monk... measuring the expanse of land by remembering the number of steps taken... hiding my sextant and thermometer inside the prayer wheel... writing my diaries in the lull of night...; hoodwinking the officials as Namche Bazaar.; Outwitting the fierce Huna dacoits, called white tent dwellers.... Oh! those twelve years ... full of thrill, adventure and achievements...

Kishan Singh: (Entering from the other side) All has become a forgotten history brother Nain Singh... No one talks of us now...

Nain Singh: Oh, Kishan Singh... You are also here.

Kishan Singh: I have been roaming through this deserted landscape for over the past one century... looking for my once biggest house in the region.

Remember, how traversing the northern landscape I went beyond Yarkand with some German explorers, who later were beheaded, nothing was heard of me...for years together. The Tibetan govt had a handsome price declared on my head. .... My wife from Garhwal hills, during the period of my absence, kept on watering a plant, convinced, that nothing would happen to me if the plant survived. It did survive and I also returned quite unexpectedly after several years. British conferred on me the title of Raibahadur on my return.... but nothing remained.

I know not Nain Singh... why did destiny pick us up for this ceaseless wandering.

Nain Singh: Time has come a full circle Kishan. Destiny indeed has its strange and inexplicable ways. Remember the days of our youth... Milam, this... our village then had a bustling population of two thousand souls. In the second half of the

nineteenth century both of us had been school teachers here. Had there been no Russo-phobia among the British; and had the Europeans been allowed to enter the forbidden land of Tibet, probably both of us would have died as simple Trans Himalayan Traders. Our mountaineering skills would have never been talked about beyond this valley.

Kishan Singh: Yes... right you are, and think had there been no one like Montgomery Sab, the man who thought of pushing Indians having Tibetan looks in the trans Himalayan region for survey; who spotted us for our looks; taught us walking exactly a mile in two thousand paces; got special rosaries and prayer-wheels made for us and had the most fascinating idea of disguising us as Buddhist monk who should be left all alone while walking and praying- ..... My God... these Sahib logs in those early days 19th century could never have known about the exact location of Lhasa, the course of Tsang-po and Brahmaputra river and so many other things...so important for them from strategic point of view. (Silence follows)

We... I think brother at times.. were the products of coincidence... call it destiny or what you will... the world was to know about the Himalayan Countries and all the factors fell in line to make us instrumental in doing this.

Nain Singh: ha..ha..ha You sound logical Kishan, ... But see gone are the British, the country is developing at a great pace; prosperity is there everywhere.... and here... in our village.... why ours alone .. all the twelve villages of the Johar valley... This deadly silences...following the Sino-Indian Conflict of the year 1962. It makes me gloomy brother... why we... we alone...

Kishan Singh: The expansionist policies of one nation combining with the indifference of our own country have played a dirty joke with the people here... but that is how the world moves on.

Nain Singh: What do you mean?

Kishan Singh: Looking for a century here, a generation there, I now have arrived at a conclusion that our concepts of good and bad, life and death, right and wrong, justice... injustice- are



all relative. The time moves on creating from what it destroyed itself..... We tend to view things from our perspective... which is relative... A generation... a life... it is just statistics brother, just statistics; see the plight of Palestinian refugees... children in Syria..... What designs the time as a powerful factor has for them –We know it not.

Nain Singh: How cruel..... but you make sense Kishan. How helpless do we appear when we look at things from this angel... but still... right you are; destruction and creation probably go hand in hand.

Kishan Singh: We had been known as traders since time immemorial; transhumant pastoralism had been a way of life with us. Had there been no Chinese debacle our people must have still been crossing the Himalayan Heights, living in splendid isolation; cut off from the rest of the world. Going away are those days now... when reaching even the nearest market, just 50 miles away, would mean a back-breaking pony or Yak ride for three days.

Nain Singh: Yes, roads are being cut now on the face of steep hills along the Goriganga,.... and our diligent tribe taking utmost benefit of reservation is asserting itself everywhere. From all the twelve villages there are scores in civil services... almost each and every family boasts of doctors and engineers.... A generation did perish... but.. but it was not the end of the world.

Kishan Singh: A tremendous resilience do we the humans have....

Nain Singh: And it is with this that we play an important role in enabling the destiny to play a decisive stroke.

Kishan Singh: Of Course... Our limitation is this brother that... that we view the strokes of destiny

in terms of our own life and designate it as good or bad, whereas..... (Kishan picks up his words to complete his thoughts)

Kishan Singh: ... whereas life is too short a span to understand, appreciate and... and acknowledge the divine providence. .... Were not you to say this brother?

(They both break into laughter)

Nain Singh: But how about the two of us and our ceaseless wandering?

Kishan Singh: We are just names brother... just names... written on the honours board of Royal Geographic Society; in books; research papers and etched in the memory of a handful of people. ... We have already played our role assigned to us by the destiny. Isn't it that we had been lucky in getting handpicked by the time to make history?

Nain Singh: ... And history, though instrumental in shaping the future... itself remains static... It is just a face on the wall that never changes... it just gathers dust as the time passes.

Kishan Singh: That is the dynamism of time brother... so... why to look for the world, for the Johar... that we belonged to?

Nain Singh: It was a page, just a leaf in the book of time..... and it has been turned... the browsing must not stop....

Kishan Singh: (puts his hand round the shoulder of Nain Singh and reciting the following quatrain exits with him)

Life is a chequer-board of nights and days  
Where destiny with men for pieces plays:  
Here and there moves, and mates, and slays,  
And one by one back in the closet lays .



## SOME GREAT FREEDOM FIGHTERS OF OUR COUNTRY

### Mangal Pandey

Mangal Pandey (19 July 1827 – 8 April 1857) is known for his role in the initial stages of the Indian uprising of 1857. Born in Uttar Pradesh, Pandey was a sepoy in the 6th company of the 34th Native Infantry. The daring attack on a superior officer provoked the spark of India's First War of Independence. Mangal Pandey became the first freedom fighter and martyr of 1857.

The reason for the uprising reached its culmination as the British introduced regulations which were very stringent and unfair. The provisions provided to sepoys were meagre, with paltry salaries. The East India Company made matters worse by introducing the Pattern 1853 Enfield rifle. The cartridges for these rifles were coated with grease membrane that had to be cut by the teeth, before loading.

The rumour was the membrane was extracted from the fat of either cow or a pig. It proved to be the last straw, as it was offensive to both Hindu and Muslim soldiers.

On March 29, 1857, Mangal Pandey launched an open mutiny at Barrackpore near Kolkata. Wounded in the combat, Pandey was arrested and sent to the gallows. Mangal Pandey's execution was scheduled for April 18, but was carried out ten days earlier.

On October 5, 1984, the Indian government issued a postage stamp bearing the image of Mangal Pandey, commemorating his spirit. His valour has become the subject of films, plays and fiction.

### Alluri Sita Rama Raju

Alluri Sita Rama Raju (July 5, 1897 – May 7, 1924) was a force to be reckoned with for the British empire. As a protagonist, he led a band of tribals in the 'Rampa Rebellion' of 1922-24. The revolutionary leader, born with an ideology, earned himself the name "Manyam Veerudu" (Hero of the Jungles) among the locals.

In 1857, during the First War of Independence, Sri Alluri Seetarama Raju travelled into the deep forests of Gond land, united different tribes, trained them in guerrilla warfare to stand up against

the oppression by the British.

On 22nd August 1922, the well trained tribal army raided three police stations Chintapalli Police Station, Krishnadevipeta Police Station, and Rajavommangi for three consecutive days, taking away a large number of guns, bayonets and cartridges and swords. Between 1922 and 1924, the British army was terrorized by the exploits of Alluri Sita Rama Raju.

Known as a sharp archer, he was lured out of hiding in 1922, when the British deployed a company of Assam Rifles near Pegadapalle under the leadership of Saunders. Armed with tribal volunteers using bows and arrows, he openly rebelled against the British. Capturing the revolutionary leader was a Herculean task but he was eventually overpowered. He was tied to a tree and shot dead with a rifle in Mampa village.

The Department of Posts has issued a 50-paise multicoloured stamp in memory of the freedom fighter Sri Alluri Sitarama Raju.

### Vinayak Damodar Savarkar

Vinayak Damodar Savarkar (28 May 1883 – 26 February 1966) was a freedom fighter, revolutionary, politician, proponent of liberty, poet and writer. He strongly advocated utilitarianism, rationalism, positivism, humanism and universalism.

The spark of revolutionary activities was ignited during his study in India and England. He founded student societies like Abhinav Bharat Society and Free India Society. His publication 'The Indian War of Independence' about the rebellion of 1857 was banned by the British.

Arrested in 1910 over his association with the revolutionary group 'India House', Savarkar was sentenced to 50 years imprisonment and was moved to the Cellular Jail in the Andaman and Nicobar Islands. Within the confines of the prison, Savarkar penned his work describing Hindutva, openly espousing Hindu nationalism. After his release, Savarkar travelled widely emerging as an orator and writer, advocating Hindu political and social unity. Openly endorsing the ideal of India as a Hindu Rashtra he opposed the Quit India



movement of 1942, calling it a 'Quit India but Keep Your Army' movement. The airport at Port Blair, the capital of Andaman and Nicobar, has been named after him as Veer Savarkar International Airport.

### **Bhagat Singh**

Considered to be one of the most influential revolutionaries of India's freedom struggle, Bhagat Singh (28 September 1907 – 23 March 1931) is referred to as Shaheed Bhagat Singh, meaning 'martyr' in many Indian languages. Born into a Sikh family which had earlier been involved in revolutionary activities against the British Raj, Bhagat Singh was attracted to anarchist and Marxist ideologies.

Bhagat Singh was successful in throwing two bombs and leaflets inside the Central Legislative Assembly while shouting slogans of 'Inquilab Zindabad'. Held on these charges, Bhagat Singh undertook a 116 - day fast in jail, demanding equal rights for both British and Indian political prisoners. Convicted and subsequently hanged at the age of 23, Bhagat Singh's martyrdom has transformed him into a role model. His life has inspired many films. Bhagat Singh is commemorated with a large bronze statue in the Parliament of India.

**Drishtant Sharma**  
X C

### **PEACE**

Peace is like the deepest place in the sea,  
And it is the highest peak of a mountain,  
It helps me to find myself inside me,  
It is like the flow of nectar from a fountain.

Peace can be there in a warrior,  
Peace can be there in a saviour,  
Peace fights against corruption,  
And rewards us with affection.

Peace is like a flower,  
Which blossoms everywhere,  
Peace is like sun,  
Which enlightens the life of everyone.

Peace can do everything that violence cannot,  
It solves problems of every sort,  
Peace is like a golden bird,  
One who has it can change the world.

Peace is not the absence of power,  
Rather it's the presence of love,  
I dream of a world full of peace,  
Where people can live a life of ease.

Peace is made of the grains of purity,  
And kills all feelings of enmity,  
Peace is the thing that can only be felt in mind,  
Because it's something that cannot be defined.

**Kaustubh Pandey**  
VIII B



## SOME IMPORTANT BATTLES & WARS

1. Battle of Hyadaspes (326 BC). Alexander the Great defeated King Porus of the Paurava kingdom on the banks of the river Jhelum in the Punjab region of the Indian subcontinent.
2. Battle of Kalinga (ended 262 BC, in the 8th year of Ashoka's coronation). The Kalinga War was fought between the Mauryan king Ashoka and the king of the State of Kalinga, an independent feudal kingdom, located on the east coast, in the present-day state of Odisha. It resulted in considerable loss of life and brought much suffering to the people.
3. First Battle of Tarain (1191 AD). It was fought between Sultan Mohammad Ghori and the Rajput king Prithviraj Chauhan in 1191, near the town of Tarain in Haryana. Mohammed Ghori was defeated.
4. Second Battle of Tarain (1192 AD). Mohammad Ghori defeated Prithvi Raj Chauhan and paved the way for the Muslim rule in India.
5. First Battle of Panipat (1526 AD). Babar defeated Ibrahim Lodi and laid the foundation of the Mughal rule in India.
6. Second Battle of Panipat (1556 AD). Mughal king Akbar defeated Hemu. The battle consolidated the Mughal rule in India.
7. Battle of Haldighati (1576 AD). Akbar defeated the Rana of Mewar, Maharana Pratap. The latter had to take refuge in remote fortresses.
8. Battle of Plassey (1757 AD). The battle resulted in a decisive victory of the British East India Company, under the leadership of Robert Clive, over the Nawab of Bengal and his French allies. The battle consolidated the Company's presence in Bengal, which later expanded to cover much of India over the next hundred years.
9. Third Battle of Panipat (1761 AD). It was fought between a northern expeditionary force of the Maratha Empire and the invading forces of the King of Afghanistan, Ahmad Shah Abdali. The Marathas were defeated and suffered irreparable losses.
10. Battle of Buxar (1764 AD). It was fought between the forces under the command of the British East India Company, led by Hector Munro, and the combined armies of Mir Qasim, Nawab of Bengal till 1764, the Nawab of Awadh Shuja-ud-Daula and the Mughal Emperor Shah Alam II. The victory in the battle made the East India Company supreme in India.
11. First Anglo-Sikh War (1845-46 AD). It was fought between the Sikh Empire and the East India Company between 1845 and 1846. It resulted in partial subjugation of the Sikh Kingdom and cession of Jammu and Kashmir as a separate princely state under the British suzerainty.
12. Second Anglo-Sikh War (1848-49 AD). It was fought between the Sikh Empire and the British East India Company. It resulted in the fall of the Sikh Empire, and the annexation of Punjab and of what subsequently became the North-West Frontier Province, by the East India Company.

Amogh Varshney  
IX C

## OFFICIAL BOOKS

- Green Book - Official Italian and Persian publications.
- White Book - Official publications of Germany, Portugal and China.
- Blue Book - Official report of the British government.
- Orange Book - Official publication of the government of the Netherlands.
- Yellow Book - Official publication of the French government.

Aryan Gupta  
IX B



# A Visit to A Trailblazer

*(Journalist Club)*

“Back to the basics” often sounds quite austere, since it is the social dimension of the call that comes to the forefront. One generally tends to miss the economic potential its implied part does have. Sticking to basics may also have tremendous saleable proposition- that is what Alchona Farms, better known as Silent Valley, upholds.

This establishment, owned by Upreti family is around 25 km away from the school. The present generation of its owners has not only converted the entire setup into an economically viable venture but has setup benchmarks for the other villagers to follow.

On Oct 14<sup>th</sup>, 55 students of classes XI & XII, with three faculty members, went to visit the Silent Valley to meet the man instrumental in transforming the whole belt- one Mr Lalit Upreti. In contemporary

times when out-migration from hills, resulting into the complete desertion of around three thousand villages, has become a big issue and when over twenty lakh people have left these hills for good, after the formation of the hill state, how it has been possible for well educated Lalit Upreti, to lead a contended and prosperous life in this remote corner with his family and a highly educated young son, was a big question we wanted to ask him. We had read in an article on his farm that Navin, his nephew, working as operational head in a Japanese MNC has also joined him with his family. The

volume of engagements has grown to such an extent that Lalit now looks forward quite desperately for his cousins working abroad to join him.

With our vehicles stopping with a lurch by the side of a field he was working on, with his power tiller, he comes to greet us. A flight of steps, laid with traditional Kumaoni (after Kumaon, a region in the Central Himalayan hills) flag stones mined decades back, takes us to a courtyard in front of his house- a traditional structure that maintains the feel of being at least a century old, despite a series of renovations and additions it has been subjected to. His entire extended family joins us at the stone paved courtyard. He gave us an interesting account of his life which is as follows-

An established athlete of the state level, after his graduation, he got selected for the post of a police inspector. His elder brother, an alumnus of the University of Pantnagar, had already got a job in the planes. Other members of the family were already settled outside pursuing their careers. "My father then told me", he says, "if all from your generation keep on deserting the village like this, following the completion of your education, one day this ancestral farmland of ours will be eaten up by the surrounding forest." The police job thus "could not move beyond the receipt of the appointment letter" he recalls smilingly. Shortly he added a law degree also to his portfolio. However, the ever- increasing involvement in traditional subsistence agriculture of the hills did not let him go ahead of getting a registration in the Bar. In those days agriculture in hills meant cultivation of wheat, barley and finger millets for self consumption. A crop of potato





however, was produced in Ghinghrani and the adjacent Chanfi-Alchona valley for the market in the foothill region. Serving us fresh pastries and biscuits with hot tea he continues his story.

Contacts of his elder brother put him in touch with Dr NP Singh- the then Director Extension in the Pantnagar University. Dr Bhatt and Dr RN Singh also extended help and guidance in due course. In early eighties, he could rally thirty marginal farmers from his village to form a farmers' club. Rs 5 was the subscription fee. Most of these simple villagers, Lalit recalls, could not be persuaded, "despite the strong recommendations of the experts from Pantnagar" to give up the traditional cultivation of wheat and opt for the sowing of the improved varieties of green peas like Arkil and Azad. They started with just five farmers and under the guidance of the experts, each farmer could produce enough green peas to buy twelve quintals of wheat from the proceeds of the sale of the green peas at a rate of Rs 6 per kg. This crop was grown in the same expanse of land that was giving them just two quintals of wheat in the most favourable conditions. This inspired other cultivators in the village. In the meanwhile the experts introduced high yielding varieties of potato also and the ball started rolling. The number of the farmers in the farmers' club shot up. Subsistence agriculture shortly became a thing of the past. The farmers were speedily becoming progressive. Lalit then contacted a few firms dealing in hybrid seeds, for the production of the hybrid seeds of flowers like pansy. It turned out to be a roaring success that got emulated in the region quite extensively. Meanwhile, he presented yet another model before the villagers by commissioning a biogas plant and initiating vermiculture in his farmland. A couple of hydraulic rams, each capable of lifting around one lac litres of water in twenty hours to fill a number of reservoirs, were also installed. By the year 1987 the river Kalsa which earlier would just touch the edges of his farmland had made his entire land arable.

All this got replicated quite shortly in the entire region. Today while driving on the road meandering all over the valley of Chanfi-Ghinghrani-Alchona, one can see scores of poly-houses dotting the arable farmlands all over. This entire valley is known today for producing in profusion exotic and off-season veggies, especially tomato, cabbage and beans. It would be of interest to note here that subsistence farming which happened to be so common in dozens of valleys beyond the Chanfi-Alchona-Ghinghrani once, has completely been given away. During the monsoon, truck loads of cabbage, tomato, Chinese cabbage, parsley, celery etc produced in these river valleys are sent all over the country. From the small settlement of Hartola alone, around five quintal of broccoli is sent every alternate day to Delhi, in addition to a truck load of cabbage every day. Beginning from the onset of monsoon, this supply continues till the end of the autumn season.

"A few years back", says Lalit, "I thought why not to cash upon all this by showing it to the rest of the world." His elder son Amit, an engineer in a MNC, suggested that if the old abandoned houses all over their farmland, were renovated without altering their ethnic character, they might step into developing home stays also. He even suggested a name 'Silent Valley' for the prospective project. They already had a huge dairy farm and apiary culture added to their farm. "The store house of experiences, success stories, legacies, ups and downs we had", the son-father duo was sure, "combined with a number of meaningful engagements is bound to have a saleable proposition in the age group extending from eight to eighty years."

After renovating all the dilapidated cottages and adding a moderate tree house, Lalit has now started the home stay also, with the name Silent Valley, as suggested by his son Amit. The interior of all these cottages is typically Kumaoni. The old fashioned furniture, old family pictures and landscapes in sepia tone and the smell



of antiquity emanating from the entire ambiance, trigger curiosity that spontaneously establishes a bond between the host and the guest families. Dairy farm, vegetables grown on the slopes and inside the poly houses, flocks of wild cherrheasants producing a rustle as they move over the dried leaves, leaf monkeys hiding behind the rocks sensing your presence and the monotonous beating of hydraulic rams constitute a mix of memories that any visitor or guest prefers to cherish in his heart like a sweet dream.



# Trek to Milam - A Report

*(Journalist Club)*



For the year 2018, a high altitude trek to the Milam Glacier was in schedule. Falling in the state of Uttarakhand, the referred glacier is close to the border with Tibet. A 17,000 ft. high pass known by the name Untadhyra separates the village Milam – to which the glacier owes its name – from Tibet. The glacier, at an altitude of 14,000 ft emanates from the twin peaks of Hardeol and Trishuli. The valley that houses this glacier is known by the name 'Johar', which in the local dialects means a lot of commotion, happiness and noise. In the decades preceding the Sino-Indian conflict of the year 1962, the 12 villages falling in this valley happened to be the epicentre of the centuries old Trans-Himalayan trade. As the bottom of this trade got knocked off following the Chinese debacle, these villages have since been deserted by their tribal inhabitants, known by the name Shaukas. The trek, consisting of a 64 km long uphill traversing, preceded by a 260 km drive (one side), was planned to acquaint the boys with the rapid transition the socio-economic landscape at the Himalayan heights has since been subjected to.



A group of 15 students and two teachers, under the leadership of the professional mountaineers from SNOUT ADVENTURES, an adventure sports company from Nainital, left for Milam on May 27. A painted rock-shelter of the chalcolithic age, namely Lakhu Udiyar, was also visited en-route. It is one of the two shelters found

in the central Himalayan region.

The trek started from Munsiyari, 260 km away from Nainital. It took four days to cover the distance of 64 km that separates the glacier from the border town of Munsiyari. The camping was successfully done at three spots –i.e. Lilam Village, Bagu Udiyaar and Rilkot- along the banks of the Gori Ganga stream that emanates from the glacier. At Milam, the 17<sup>th</sup> century house of Nain Singh, one of the three spy explorers of 19<sup>th</sup> century, having to his credit the cartography of Tibet for the British, was also visited. It was a pleasure meeting



the handful of people, who, as transhumant pastoralists, have still been maintaining a stake in the valley. The group also interacted with the officials of the Indo Tibet Border Police, having three posts in the inner reaches of the valley. The facilities extended by the ITBP, it was understood, have been instrumental in checking the out-migration from the region in recent times.

(A documentary has also been shot covering the entire trek. It is available on the Youtube at <https://youtu.beVvAnw7utsvw>)





## Salil Bhatt's Concert - A Report

(Journalist Club)



On April 20<sup>th</sup>, a music concert was held in the school auditorium, under the aegis of the SPICMACAY. Pt. Salil Bhatt, the illustrious son of Pt. Vishwa Mohan Bhatt of the Mohan Veena fame, performed on his Satvik Veena in the company of Abhishek Mishraji on tabla.

Pt. Bhatt is the first Indian musician to get the Canadian Grammy nomination. An inheritor of a five hundred years old musical legacy, he is the face of the new age and has been conferred upon the title of 'Global Indian Musician'. In a trail blazing thirty years' career, he has given live performances in over forty countries and has to his credit several honours and awards, besides a long tally of recording releases.

Tabla maestro Abhishek Mishraji is from Banaras gharana and belongs to the celebrated family of Pt. Dargahi Mishra and Pt. Bikku Maharaj. At the age of four, he gave his maiden public performance and when he was seven, Zee TV invited him to *Sa Re Ga Ma* as a special guest.

The performance in the school began around six in the evening. Pt. Abhishek Sharma told the students about the Indian classical music and asked them to recite the basic notations. His interaction also consisted of answering the queries and curiosities of the students present.

He gave a performance based on raga Jog, an extremely popular raga, based on Khammaj thaat and pentatonic in nature. Jog, as per the classical tradition, is a raga of late evening and takes raga Tilang for its base. It is one of those popular ragas in which a number of film-songs have been composed.

The audience were spell bound by the vilambit, madhyam and drut phases of the symphony played by the master performer on strings. The pace and exactitude of tabla maestro spoke volumes of the dedication that must have been involved in attaining such a perfection.



Besides giving the students an opportunity to learn some of the basic tenets of Indian classical music, this concert went a long way in enabling the young students to realise that in the Indian culture, music, being a service rendered in the honour of God, bestows peace, purifies thoughts and instills humility.



# Educational Trip to National Bureau of Plant and Genetic Resources (NBPGR), Bhowali: - A Report

*(Journalist Club)*

The Nature Club of the school organized an educational trip for classes XI and XII (Bio group) to NBPGR, Bhowali on 16<sup>th</sup> May 2018. It was planned to enable the students to understand how the germplasm of biodiversity, especially of the flora of the Himalayan region, are conserved by ex-situ method.

The NBPGR programme essentially includes germplasm exploration and collection, exchange and plant quarantine, characterization, PGR conservation, ex-situ based collection including seed bank, cryopreservation and field gene banks for clonally propagated crops.

A total 20 students of classes XI and XII and 2 escorts, Dr. R.K. Dubey and Mr. A.K. Tripathi were given a warm welcome by Dr. Ishwari Singh Bisht (Officer-in-Charge) and his team members on reaching NBPGR. After being explained the working of NBPGR by Dr. Bisht, we were taken around the field area by a deputed officer to show various types of germplasm of the Himalayan flora, especially medicinal plants. The major attractions of the field were medicinal plants section, green house, seed bank etc. The students were also very excited to see male and female kiwi plants (*Actinidiadelicosa*) and their pollinators. They also observed the *Gikgobiloba*, a living gymnospermic fossil plant in the green house.

The students identified different plants such as *Eletteriacardamomum*, *Lavandula sp.* (Lavender), *Mentha sp.* *Melissa sp.* (Lemon balm), *Vitis Sp.* (Grapes), *arex olden sedge*, *Cymbopogon sp.* (Lemon grass), *Cinnamomum camphora* (Camphor), *Lantanasp.*, *Rubus ellipticus* (Hishalu), *Fragaria ananassa* (strawberry), *Asparagus sp.* (Satavar), *Achyranthes bidentata* (Latjira), *Ageratum conyzoides*, *Swertia paniculata* (Chiraita), *Allium spp.*, *Artemisia nilagirica*, *Solanum nigrum* (Makoy), *Eupatorium sp.* (Kalabasa), *Origanum sp.*, *Primula sp.*, *Bauhinia variegata* (Kachnar), *Berberis asiatica* (Kilmori), *Berberis chitria*, *Centella asiatica* (Brahmi), *Eupatorium adenophorum* (kalabasa), *Murrayakoenigii* (Curry Patta), *Lawsonia alba*, *Adhotazeylanicia* (vasaka), *Asparagus racemosus* (satawari), *Coriandrum sativum* (Dhania), *Thuja compacta*, *Thymus serpyllum* (Wild thyme), *Chrysanthellum Sp.*, *Potentiall fulgens*, *Stevia rebandiana*, *Utricularia* (Bicchughas), *Rubiaceae cordifolia* (Majethi), *Plantago major*, *Geranium sp.* etc. These plants are economically important. Most of these plants have medicinal uses in ailments ranging from fever, dysentery, asthma, bronchitis, nervousness, blood clotting, liver problems, skin diseases, constipation, ulcer, eczema, diabetes etc.

The students were also acquainted with a wide range of angiospermic and gymnospermic seeds. Finally, Dr. Ishwari Singh Bisht explained the differences between industrial and traditional agriculture. He also told us about the importance of natural food crops over processed food. Master Akshat Batra shared his experience with others at NBPGR following the visit.

This educational trip of NBPGR was very informative and fruitful for the students. We, the members of the club, are highly thankful to respected principal Mr. Anil Sharma Sir and school management for providing this opportunity.



NBPGR Scientists explaining Life Cycle of Kiwi Plant.



Group Photograph with Scientists of NBPGR



# Nature Club Activities

## - A Report

*(Nature Club)*

### Identification of Museum Specimens

Students of classes VIII, X & XI (Bio.) observed and identified the preserved museum specimens of plants and animals for better understanding of natural heritage. This activity was held from 09<sup>th</sup> to 14<sup>th</sup> Aug. 2018, in the Biology lab.



### Field Work Activity

Students of classes VII, XI and XII (Bio.) explored the school campus and identified different flora of the school campus and collected lower plant specimens (Bryophytes, Pteridophytes and Gymnosperms).



### Nature Quiz

A junior inter-house quiz on environment was held on 23<sup>rd</sup> July, 2018, to sensitize the students on issues related to nature and environment





### Tree Plantation

Tree plantation programme was held in the school campus on 30<sup>th</sup> July 2018. The members of Nature Club and the NCC cadets of the school actively participated in this programme.

A brief introduction to the importance of trees in our life was given by Dr. R.K. Dubey before the programme. Various types of saplings were planted, like Cedrus deodara (Deodar), Pinus sp. (Pine), Platanus orientalis (Chinar), Rhodendron sp. (Buransh), Citrus sinensis (Malta), Quercus sp. (Oaks), Juglans regia (Akhrot), Myrica sculenta (Kaphal), Berberisaristata (kilmora), and Rubusellipticus (Hisalu) etc.

In the programme, saplings were also planted by the Principal Mr. Anil Sharma, the Manager, Finance and Accounts, Mr. Sanjay Gupta, estate engineer Mr. Anil Pandey and a few other teachers.



### Vermicomposting

Vermicompost is a newly developed compost fertiliser which can replace inorganic chemical fertilisers. The production of vermicompost involves breeding of earthworms in a mixture of cowdung, soil and agriculture residue till the whole mass is converted into cast. The cast is then collected to give vermicompost. The members of nature club collected cowdung, fallen leaves (mulch) and soil and mixed them with the inoculum of earthworms. This process was started in the first week of June and within a month, the organic residue was converted into compost. The vermicompost was used in our school garden. Vermicompost is totally organic in nature, ecofriendly, cheap and more nutritional to the plants. It improves water holding capacity, enhances seed germination and increases crop yields.





## Workshop by FTII - A Report

We are grateful to our school authorities for giving us the golden opportunity to become a part of the film appreciation course organized by the Film & Television Institute of India, Pune, in Nainital. This foremost and oldest educational institution in the field of film and television production in India has conceptualized a new initiative SKIFT (Skill India in Film and Television) under which various short courses are being conducted throughout the country.

The first day was spent in learning about visuals. We learnt different angles for shots and their effects. We learnt to understand film craft, history of cinema, development of the cinematic language and importance of sound. There was an air of alacrity amongst us throughout the session. We watched various movies and got to know how film craft has evolved. We learnt many new terms associated with film craft. We watched a few movies like 'The Glass', 'The Lost Bicycle', 'Red Ballon' 'Things I Love, Things I Hate' etc. In these films, there were no dialogues but the symphony was in perfect co-ordination with the visuals.

On the second day we got acquainted with the essence of a movie- its sound. The importance of sound is most clearly understood in one scene from Coppola's 'The Godfather'- where the synchronization of the crying of the baby during its baptism with the rampage outside the church is worth noticing. Bringing sound into the films was not an easy task, that's what we got to know when we watched 'Singing in the Rain', where the real actors were replaced by dubbing artists as the actors did not have a good voice. We were surprised to know that in the movie 'Mon Oncle', 5000 glasses were broken to record a perfect sound. We were also told a few things about animation.

Over a 100 years ago, Dadasaheb Phalke released the first Indian movie and since then movies have become an integral part of our lives. The journey from black-and-white cinema to colour has been an enthralling one. The last session of this course was about the Indian cinema. This incepted with the audience being told anecdotes associated with legends like Madhubala, Dilip Kumar, Raj Kapoor, Vijayantimala, Rajesh Khanna, Nargis and others- the luminaries of Indian cinema. Then we watched a few great Indian films like Mahal, Do Bigha Zameen, Jagte Raho, Pyaasa, Madhumati, Mughal-e-Azam, Sholay, Border, Hum Dil De Chuke Sanam, Dil Se etc.

The workshop was an enjoyable and wonderful experience. We were fortunate to attend it under the guidance of Mr. Shubhomay Gupta and Ms. Bela Negi, two leading names in Hindi cinema. We believe that now we can analyze films in a better way as we are well acquainted with the problems faced by the film makers. We are also able to notice the details of different shots.



**Shreya Bharadwaj, Phalguni Sharma &  
Sambhav Sharma**





## 2<sup>nd</sup> Inter Sarala Birla School Conclave 2018

(Mahadevi Birla World Academy, Kolkata) Aug 2<sup>nd</sup> - Aug 6<sup>th</sup>, 2018  
- A Report

(Journalist Club)

The 2<sup>nd</sup> Inter Sarala Birla School Conclave 2018 was hosted by Mahadevi Birla World Academy, Kolkata, from August 2<sup>nd</sup> to August 6<sup>th</sup>, 2018. The purpose of the conclave was to give the students of the various schools of the Sarala Birla Group of Schools an opportunity to express themselves and to interact with and learn from each other.

The conclave, conceptualised by our Chairperson, Mrs Jayashree Mohta, was attended by eight schools of the Sarala Birla Group of Schools. It had a few non-competitive events also.

Our school team, comprising 14 students & 2 teachers, reached Kolkata in the afternoon of Aug 1<sup>st</sup>.

We were received at the Howrah station by the representatives of the MBWA and taken to our hotel. We were told to take rest and to prepare for the events that were to begin the next day, that is, Aug 2<sup>nd</sup>. In the evening, our Principal Mr Anil Kumar Sharma, also joined us in the hotel.

### August 2<sup>nd</sup>, 2018

The conclave began on Aug 2<sup>nd</sup>, after a very impressive and breathtaking Welcome Ceremony. The ceremony was conducted in the Sarala Birla Hall. After the ceremonial lighting of the lamp, the students of MBWA displayed their skills in singing, dancing, gymnastics and skating. They mesmerised the gathering with their perfect co-ordination and synchronisation.

The beautiful presentations of the students of MBWA were followed by the Chairperson's address to all the delegates. The Principal of the host school, Mrs Anjana Saha, then welcomed all the participating teams and felicitated all the visiting Principals.

After the impressive Welcome Ceremony, the participants were escorted to the venues of the various activities planned for the day. One teacher and one student from each school were escorted to the Audio Visual Room for the Science Plenary,

titled *Scientifically Yours*, a non-competitive event. They gave presentations on Community Science, and told the audience how they utilised the scientific principles and research to help the community, in and around their schools.

The presentations were followed by a lecture by Dr Partha Ghosh, an eminent scientist, who enlightened the teachers and students on the various aspects of science and its development in India, in the last one hundred years.

In the mean time, the badminton and table-tennis players were escorted to Krida Kunj, for the badminton and table-tennis tournaments, called *Different Strokes*. The other team members took a short walk, within the school campus, on themed photographs, with Mr Parnab Mukherjee. Later, the Quiz participants and the Debate participants had separate workshops with Mr Parnab Mukherjee.

After lunch, there was a Charkha demonstration in the GD Birla Hall. It made the gathering aware of how difficult it was to work on a charkha, and also of how we should promote the use of khadi, a symbol of our national pride and self-dependence.

In the evening, Sci Fi Fashion Show with sound scape, called *Futurista*, a contest to evaluate the participants' understanding of the fashion trends that would be in vogue in future and also of their creativity and imagination, was held in the Sarala Birla Hall. The participants were required to move on the ramp wearing futuristic clothes, made using bio-degradable waste. This event also tested the musical sense of the participants.

### August 3<sup>rd</sup>, 2018

On the second day of the conclave, the proceedings began with the Principals of all the schools sharing the *Best Practices* followed in their respective schools with each other, in the Audio Visual Room. In this activity, they demonstrated the practices and programmes which were unique



to their schools.

The other activity which ran simultaneously was *Campus Calling*, another non-competitive event, in the Sarala Birla Hall. In this event, two participants from each school showcased, through a Power Point Presentation, a few salient features of their school.

In the mean time, the topics of the debates were allotted and the contestants were given some time to prepare their deliveries, in the school library. Following the preparation, the contestants were escorted to the Sarala Birla Hall for Debate, titled *Crossfire: The Duologue*.

In the first round of the debate, all the participating teams debated their respective topics. The top two teams qualified for the final round of the debate. The final round had two stages. In the first stage, the two teams debated a topic. The second stage was the Block-and-Tackle stage, in which one participant from each team was given a topic and he presented his views both in favour of and against it.

The Duologue was a very keenly contested and engrossing event. All the participants presented their views confidently and convincingly.

After the debate, there was a *Motivational Talk* for the Principals and teachers of the visiting schools. The talk was given by Ms Kaveri Dutt. It was about the education system and planning in the coming years. The talk was very informative and helped all the participants to get an idea of how the teachers and educators would plan their lessons in future.

Meanwhile, the Creative Writing contest participants had a workshop with Mr Parnab Mukherjee.

In the afternoon, all the Principals, teachers and participants were taken to the Birla Academy, a treasure house of various kinds of masterpieces, housing some very well-known and rare creations of several top Indian masters. Mr Parnab Mukherjee explained, through a lecture-demonstration presentation, the background, the history and the importance of a number of masterpieces. There was an interesting activity scheduled for the students, based upon their understanding of what they had been shown and explained. The activity included writing, acting, speaking and collage-making.

### August 4<sup>th</sup>, 2018

The third day of the conclave started early for the Creative Writing contest participants. They, along with one of the escorting teachers, reached MBWA at 6.45 AM. From there, they were taken for *Photowalk - a Heritage Walk Celebrating The City of Joy*. They visited the following important and historical places and structures- Bhawanipur Cemetery, Second Hoogly Bridge, Howrah Bridge and Gandhi Bhawan (Beliaghata). Mr Parnab Mukherjee explained the importance of the aforementioned places and structures.

Meanwhile, the other participants reached MBWA. The Performing Arts participants had a workshop with Ms Dana Roy. The Vocal Harmony and the Quiz participants rehearsed and practised in their allotted places. For the remaining students, games and other activities were arranged in the Krida Kunj.

After their return from the Photowalk, the Creative Writing participants were escorted to the Audio Visual Room for *Muse : Journal Poetry Entry* contest. In the contest, they were required to express, in the form of poems, the feelings and thoughts the Photowalk had evoked in them.

After lunch, it was time for the most eagerly awaited contest-*Confluence: A Performing Art Event*. This contest was held in the Sarala Birla Hall. The theme of Confluence was 'We The People'. In it, each participating school gave a performance, which included a skit component, supplemented either by a short film or by one or more dance and choreographic elements, like mime, dance, puppetry and physical theatre. It was a keenly contested event and all the presentations were mind-blowing.

After Confluence, all the participating schools had their formal photographs taken with the Chairperson.

The teams then went to their hotels. They returned to MBWA for the *DJ Evening*. After dinner, they were transferred to the hotels.

### August 5<sup>th</sup>, 2018

On August 5<sup>th</sup>, the participants were taken on a guided tour of Kolkata. They visited the Hoogly Ghat, St John Church, Writers' Building and also the magnificent Eco Park, a relatively new tourist



attraction in Kolkata. It was a very good tour and everyone enjoyed it despite the torrential rains that hit Kolkata and the surrounding areas that day.

### August 6<sup>th</sup>, 2018

It was the last day of the conclave. There were two events scheduled for the day. In the morning, there was *The India Positive Quiz*, a contest open to various schools of Kolkata, besides the ones belonging to the Sarala Birla Group of schools. The quiz was held in the Sarala Birla Hall and was conducted by the famous quiz master, Mr Barry O' Brian.

The quiz had two stages- the preliminary stage and the final stage. The preliminary stage was the written stage, in which all the participating teams were asked 30 questions. The top six teams qualified for the final stage. The final stage was a keenly contested one, with all the qualifying teams displaying their intelligence and preparedness. Mr O' Brian, in his inimitable style, made the quiz very interesting and held the audience captivated. He also had a few questions for the audience.

In the evening, the last contest, called *Dhaara: Vocal Harmony*, was held, also in the Sarala Birla Hall. In this contest, each team presented two vocal items, one solo and one duet. The items were based on Indian classical and folk traditions. This contest was like a rainbow and showcased the wealth and variety of Indian music.

After Dhaara, there was a special programme, in which all the teams came together and gave a musical presentation, highlighting the aspirations, the dreams, the accomplishments, the optimism and the enthusiasm of all of us, of We The People.

The conclave concluded with the felicitation of the guest teachers, followed by the Prize ceremony.

### Performance of the students of Birla Vidya Mandir, Nainital

For most of the participants from BVM, the conclave, with different kinds of contests and non-competitive events, was a novel experience. However, it was a very good exposure to them, and they learned how the competitions and contests in the days to come would be like. They took part in all the events confidently and gave a very good account of themselves.

In Different Strokes, Alekh Raj was the runner-up in the Table Tennis singles tournament.

In Duologue, the school Debating team, comprising Mayank Agarwal and Rohit Singh, got the runners-up prize.

In Muse : Journal Poetry Entry, Mayank Agarwal got the first position in the Hindi poetry section, while Keshav Agarwal got the third prize in the English poetry section. The school Muse team, comprising Mayank, Keshav and Ayush Yadav, was awarded the Best Muse Team prize.

Our participants also drew praise for their performance in Sci Fi Fashion Show, Confluence, Quiz and Dhaara.

We are thankful to the Principal staff and students of MBWA for their hospitality and caring attitude. We are also thankful to our Principal, Mr Anil Kumar Sharma, for allowing us to participate in the conclave. Above all, we would like to thank our Chairperson, Mrs Jayashree Mohta, for conceptualising the conclave.



# Young Ideator's Conclave

- A Report

*(Journalist Club)*

A young ideator's conclave was organised in the school on 19th and 20th of April. This event was thought of in the preceding November to provide a platform to the students to showcase their creative talent. It was named after Jim Corbett, the famous naturalist and Govind Ballabh Pant -the twin stalwarts having close association with the BVM Campus. Jim had his primary education in the Oak Openings, one of the three predecessor schools in the same campus. In the years to come he was to be a frequent visitor to the Philanders Smith School, the campus housed in pre-war days, for his much talked about presentations on wildlife. Pant of course had been one of the founding fathers of the school way back in 1947. The conclave consisted of four major events- Multiple Format Debate, Creative Writing, Art Installation and Quiz. A total of fourteen schools participated in the conclave.



On 19th the Conclave began with the ceremonial lighting of the lamp followed by the learned address of Professor Ajay S Rawat, the first Asian Chairperson of the International Union of Forestry Research

Organisation, Vienna. He drew a parallel between Jim and Pant in terms of their shared understanding of the importance of forests in the socio-economic fabric of the Central Himalayas. Mr Parnab Mukherjee, a knowledge resource curator, enlightened the house of the great contribution of FG Peace and Otto Wolf, the



pioneering principals of BVM, to the philosophy of education in general and to BVM in particular. Quite a few events in the conclave were named after the former principals who gave the school its basic character traits. Mr Mukherjee then acquainted the audience and participants with the flow of the events scheduled for the day.

The events opened with the elimination round for the debate and quiz preliminaries. Given a few seconds before the debate, the topics like – 'My shadow keeps on chasing me' and 'The rope, the ledge, the edge' etc, were framed to surface up the ability of the speakers to correlate the abstract with the concrete. The winning teams further debated in the parliamentary format the topics given just ten minutes before the event. The debate finals being scheduled for the next day, the day closed with the semifinals.

Quiz, the most awaited and scintillating event began in the noon. It had visual and audio rounds also, consisting of a wide variety of questions.

For the installation art, the theme was 'Jan 30, 1948'. The assassination of the Father of the Nation was depicted by the participants through a rope, table, chair, tape and quite a few other tit bits, arranged to make different formations, embodying the perceptions of the teams. The creative writing contest consisted of composing a few lines of poem on a framed visual. In the evening prizes were awarded to the winning teams.

On 20th, the finals of the debate competition got





concluded with speakers following the block & tackle format on issues like the ungrudging acceptance of fairness creams and item numbers etc in objectifying beauty and an instant debate on the same format on - 'This House is an Idea'. The lively event ended with the comments of Mr Pranab on the reaches to which this otherwise fierce debate could have been taken. Besides Ms KE Jarmaya, Principal, All Saints' College and Chief Guest for the day, Mr Pradeep Upadhyay, the youngest leading New Age skills specialist and Transformational Speaker of the country addressed the gathering as a special guest. Prizes were awarded to the individual events/participants and the overall champions.

The results of the various events were as follows.

**Installation Art**

- DPS Bokaro
- The Indian School, Delhi
- BVM, Nainital & Scindia School, Gwalior

- Winners
- Second Position
- Third Position

**Debate**

- Mayo College Girls School
- The Indian School, Delhi
- BK Birla Centre for Education, Pune & All Saints College, Nainital

- Winners
- Second Position
- Third Position

**General Quiz**

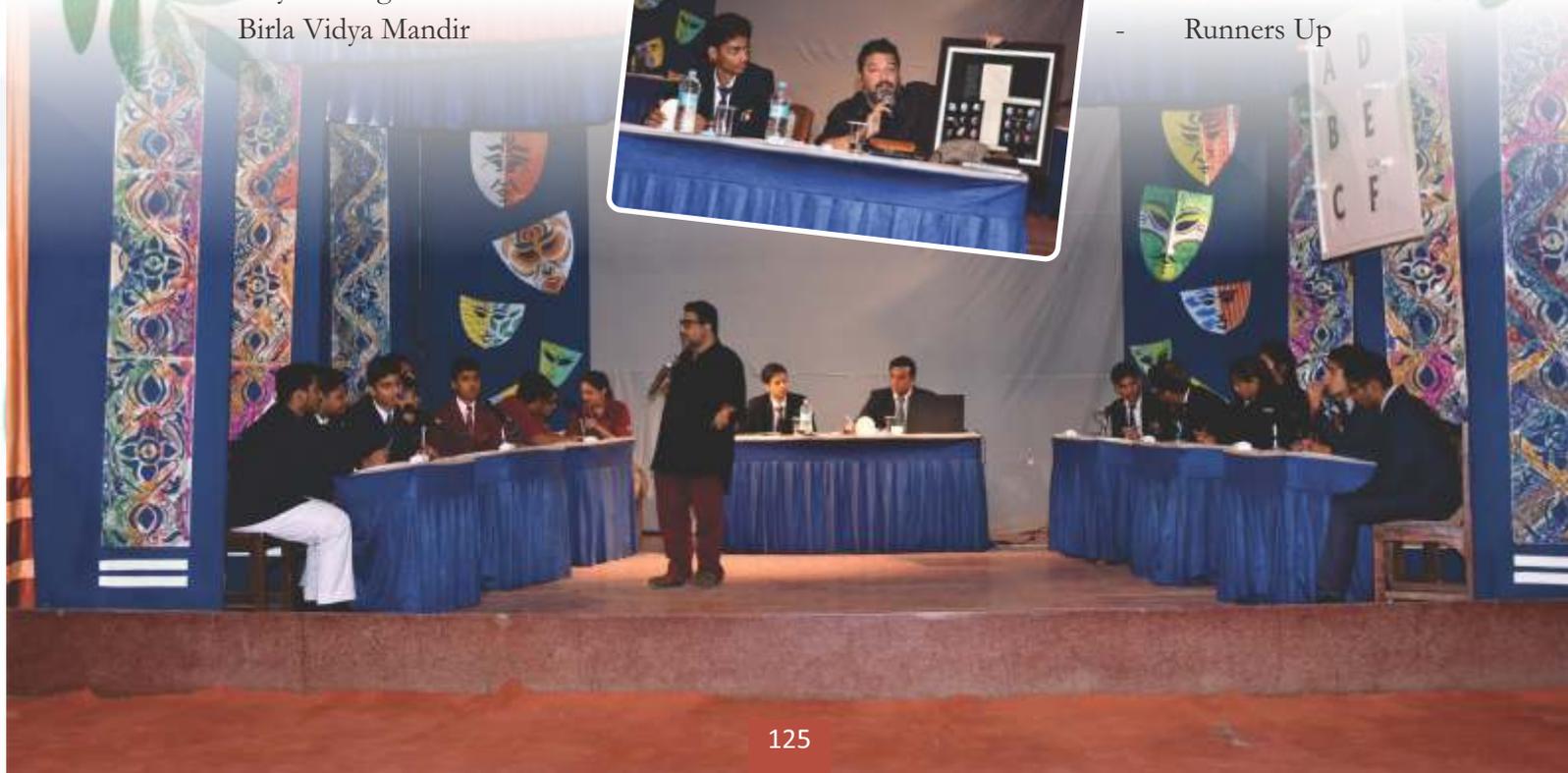
- DPS Bokaro
- Sainik School Ghorakhal & Indian Public School, Delhi
- Birla Vidya Mandir

- Winners
- Second Position
- Third Positions

**Creative writing**

- Mayo College Girla School
- Birla Vidya Mandir

- Winners
- Runners Up





## Heritage Walk on the World Theatre Day - A Report

(*Journalist Club*)



On March 27<sup>th</sup>, i.e., on the World Theatre Day, 15 students from the junior school were taken for a heritage walk to an old Baptist Church of Nainital. They were escorted by a faculty member and Mr Parnab Mukherjee, a freelance facilitator, art connoisseur and theatre artist from Kolkata.

Known by the name St. John-in-the-Wilderness, the said church was constructed in the halcyon days of the lake-town, sometime in the year 1844. An impressive specimen of Gothic architecture, it is one of the first few manmade structures in Nainital, following the discovery of the town in 1841 by a British traveller.

To start with, the group was introduced with the history of the church and also with an interesting anecdote about its naming by Bishop Danial Wilson from the then Calcutta. In an utterly dilapidated and forsaken state now, it once happened to be a centre of British community life. Boys were told at length about the memorabilia associated with the massive landslide of Sept 1880, kept inside the church. The group was also informed about some important graves, like those of Christopher and Mary Jane Corbett- the parents of Jim Corbett and of the Sheals family that had perished completely in the slip. The boys were also asked to visualize the catastrophe and the ensuing agony of those who survived the slip. They were given the details of that very ridge - overlooking the heart of the city at the upper end of the lake- wherefrom rolled devastating debris down about 140 years back tolling 150 lives. They were suggested to click pictures of the scars of erosion on the face of that ridge during their next town-turn, collect information from library and write an account of the gory incident giving vent to their individual feelings. The group was fascinated by the broken specimen of stained glass windows and the basic elements of Gothic architecture so prominent in the church.



Mr Mukherjee also gave a performance to the boys in the north portal of the church. Telling them the tale of Hamlet, the Prince of Denmark, he enacted the 'TO BE OR NOT TO BE' soliloquy highlighting the eternal dilemma of the protagonist and commenting on the futility of revenge and also of retribution. The swansong of Hamlet finally got connected in his performance with the Gandhian philosophy- a plausible solution to the miseries and predicaments of contemporary life.



# Dramatics Club

## - A Report

The dramatics club in the school keeps on staging both English and Hindi plays round the year for the school audience and is also entrusted with the responsibility of preparing performances for inter-school competitions. In the year under review, too, the club made a few presentations.

The first English Play, an in-house production, was *Think Globally, Act Locally*. It was based on the misguided concept of conservation vis-à-vis economic development. It was developed keeping an eye on the local milieu. It was later sent for IPSC Drama Competition, where it ranked among the top four dramas. Its edited version under the title *The Torn Curtain* was staged at an interschool competition held in Kolkata.

The next one was yet another in-house production under the title *An Awakened Dream*. It was scripted on an intricate theme *Absence inside Presence* and underlined the dichotomy of moral degeneration on the face of the euphoria that followed the independence. It won a prize in a competition at Mayo College, Ajmer.

Following a high altitude trek to Milam Glacier, close to which is the deserted village of Nain Singh and Kishan Singh, legendary spy explorers of 19th

century, a play entitled *A Leaf is Turned* was developed on the life of the twin explorers. It won a prize in an interschool competition held at Mumbai.

Besides, a short play developed instantly by the boys in an interschool competition at Bokaro also won the first prize. Commemorating the five hundredth death anniversary of Kabeer, a presentation namely *We the Bent, We the Curved* in the physical theatre genre, was also given by the members of the club. It was directed by Mr Pranab Mukharjee, a knowledge curator from Kolkata.

In Hindi, three plays, namely- *Abm Brahmasmi*, *Yeh Jungle Desh Hamara* and *Sarvasbreshth was Kaun* were staged in the school. The first play was based on the life of Adi Guru Shankaracharya and aimed at explaining the philosophy of Non-dualism through fictional narratives. The second play was about environmental awareness while the last one commented on human vanity.

Combining the elements of street play and ballet, a performance entitled *Jalte Jungle Ka Basant* was given by the club on the Annual Day. It was also an in-house production and was highly appreciated by the audience.





## Computer Department - A Report

### Inter-House IT Fest 2018

Inter-house IT Fest 2018 was organised on 18<sup>th</sup> September 2018. Its aim was to make students compete and learn from each other the various aspects of information technology and computing, which is a very wide and fast developing field. The participants gave a very good display of their knowledge and skill in website designing, digital poster making, presentation, cartooning and 3D modelling.

### Inter-School IT Fest 2018

Technical fests give a platform to young brains to showcase their innovative ideas and to compete and interact with their peers. These healthy interactions not only enhance interpersonal and communication skills of students but also prepare them for the real world. A fest teaches students how to manage time effectively, prioritize work, follow a schedule, and respect deadlines. It also makes them think out of the box, sharpen their communication skills and develop organizational skills – planning, teamwork, leadership, and multi-tasking. These events guide budding engineers, computer experts, researchers to dream bigger and achieve their dreams.

Inter-school IT Fest 2018 was organised on 30<sup>th</sup> September 2018. It was an amalgamation of fun and learning where spectacular ideas were displayed, and students learnt and felt inspired. Students interacted with peers and formed new connections. The performance of our students was commendable. Participants and team incharges were impressed with the arrangements and praised this first-of-its-kind event in the region.

### Project JIGYANSA

To facilitate vibrant synergy of ideas through digital environment, students were taken beyond the confines of routine classrooms to make them learn from beyond books. For extended learning, they were provoked to undertake investigative studies of topics such as astronomy, nutritional guidelines for adolescents, flora and fauna of BVM, environmental issues prevalent in the lake district of Nainital, influence of science and technology in modern society, functioning of share market, microfinance, financial accounting,

prominent start ups, how tech giants such as Google, Facebook, Amazon put big data to work, artificial intelligence etc. The list is never ending; completion of one project serves as trigger for another one.

### Project Footprint@bvm

Each student in class XI & XII has been asked to join a group and participate in coding and designing blogs. Their work is uploaded to their online storage drives and the link is reflected on the portal [mybvm.link/projectfootprint](http://mybvm.link/projectfootprint). This arrangement facilitates sharing of technical know-how among students and giving opportunity of working at their own pace and comfort. Students can raise their queries, check routine solutions and download demo stuff from [birlavidyamandir.com/eclass.html](http://birlavidyamandir.com/eclass.html). Students are expected to continue developing software and online applications during the long winter break of around four months. We would be in touch with our students throughout, guiding them and resolving their queries in the process. We are hopeful of coming up with an exhaustive online library of knowledge content.

### Computer Club

The facility is a buzzing hub of activities after routine classes. It remains functional throughout the academic session. The work of students is showcased in the form of prints, expressing their imaginations with no restrictions. The creativity on display is nothing less than a delight for parents and schools guests





# Birla Model United Nations (BMUN)

## - A Report

### OBJECTIVES

Model United Nations, or MUN, is a conference that is considered an extra-curricular activity where students imitate the United Nations and its committees. By attending MUNs, students acquire experience valuable to them in getting jobs they also improve many of their skills, such as research, public speaking, debating, writing, teamwork, critical thinking and leadership skills. The main purpose of MUNs is to teach the youth about diplomacy, international relations and the UN itself, with the hope of inspiring and motivating younger generations to create a better future.

### EXECUTION

Nearly 25 students were selected from classes IX, X and XI and were provided various concepts of MUN in the very first meeting, which was held on 12<sup>th</sup> July, 2018. The students got to know various concepts pertaining to the functioning of MUN.

The students, in the second meeting on 17<sup>th</sup> July, were shown some video lessons demonstrating how various organs of an MUN function. The students on the same day were given information on different flow levels of an MUN as Roll Call, Setting of an Agenda, Speaker's List, Debate, Caucus (Moderated and Un-moderated), Voting etc.

In the third meeting, the students were assigned the tasks of representing their designated countries in the UN. Two activities were planned under BMUN for the year 2017-18. They were forming different committees under UN and having an All India Political Party Meet (AIPPM). Another meeting of the students for MUN was held on 19<sup>th</sup> July, 2018.

The designated students were shown videos and PPTs to ease their confusions regarding various steps of MUN. They were explained how to set an agenda, how to go for a roll call, how to raise a question, how to deliver a speech, what is the importance of the time provided, how to adjourn a debate, how to go for trading, how the voting is conducted, and finally, how a bill is drafted.



**Brajesh Pandey**  
TGT English  
**Mohit Kumar**  
TGT Geography



## Book Fair - A Report

*(Journalist Club)*

This year M/s Scholastic India, a multi publisher company from New Delhi, organised a book fair in the Gym Hall of the school. It was a three-day event and began on the 7th of June. Each class was given 1.20 hours for browsing through the books and making a final selection not exceeding the limit, in terms of money, prescribed at their level. The Principal Mr AK Sharma along with Mr Pranab Mukharjee, a knowledge curator associated with the school, inaugurated the fair.



A detailed wish list, prepared in consultation with the students, was sent in advance to the organisers. Around 90% of it was made available by them in sufficient numbers. The students from the senior school were mainly interested in titles by Shashi Tharoor, Ram Chandra Guha's *India After Gandhi* and *Democrats and Dissenters*, Brain Weiss, Dan Brown, Hitler's *Mein Kampf*, titles by Khalid Hosseini and also the works of Indo Anglian authors like *The Great Derangement* by Amitav Ghosh. All the

copies of the titles by Guha and Tharoor were sold the very first day. Aditya Pandey and Mayank Agarwal from the senior school, holding their newly acquired copies of *Democrats and Dissenters* & *India After Gandhi*, were sure of having a good understanding of the socio-political scenario of India by the time they would be appearing for the competitive examinations.

At the middle level the focus was on Satyajit Ray's *Feluda* series. Ruskin Bond, RK Narayan, Nicholus Spark, Sudha Murthy, Durjoy Datta, were also in demand. Prathmesh Dwivedi of class X, while keeping his *The Definitive Tagore* at the top of pile he had selected, said, "Sir, this book, besides having the other writings of Tagore, has in it the text of the Noble Prize acceptance speech he delivered on May 26, 1921 at Stockholm."





Tanishq Upreti, his class fellow, with a compilation of world famous speeches tucked under his arm, was happy that he would get good quotes from it for his debates. He also had two fat volumes of Felu Da series. "His detective skills do have a definite edge over Sherlock Holmes, " said he. At the middle level John Grishm, APJ Abdul Kalam, Raina Telgemier, Roald Dahl, Jeffery Brown and Liza Pichon were also looked for.

Among the junior group E Nesbit, Anna Sewell, Jack London, Lewis Carroll, Frances Hisson Burnett, Mark Twain and others of their ilk still appeared

to have been holding a lot of charm. The juniormost group browsed mainly through titles by Carrie Bismell, Sarah Aronson, Kevin Sherry, RL Stine and Tony Abbott.

Over the years these book fairs have been instrumental in developing the reading culture in the school. A discount of 32% on printed price enables the students to go for enough reading material for the entire term.





## Bird Watching - A Report

*(Journalist Club)*

Bird Watchers Club was set up in the school to develop among students love and care for birds, as the avian stock is an integral part of our ecosystem. The main objective is to create awareness among the boys about the various species of birds found in the Nainital region, to enable them to understand the need to conserve the endangered species and to get them acquainted with the habitat of different kinds of birds.

**Activity 1.** A trip to Nainital High Altitude Zoo was organized on 22 April 2018, to develop in the club members the basic skills of bird watching. The students were asked to compile a report on their observations. The students got a clear understanding of the various species of birds.



**Activity 2.** Participation in Nainital Bird Festival organized by Uttarakhand Forest Department on 27th April 2018 at Botanical Garden Nainital.

Eight students participated in the festival. They were informed that of the 1400 species of birds found in India, 700 species could be seen in Nainital. They were also introduced to many renowned bird watchers of India. Going around an exhibition on birds was a thrilling experience. In the photography exhibition, some of the rare birds found in different regions of south India were also exhibited.

**Activity 3.** A trip to Kilbury Bird Sanctuary, Nainital was organized on 6th Oct 2018. 10 students of the club participated in the trekking programme under the supervision of Dr TS Bisht and Mr Aman Verma.

The trek to Kilbury is around 11km from the school campus. The dense jungle of Kilbury is rich in flora and fauna. The presence of a wide variety of trees like oak, pine, deodar etc, provides a favourable condition for different species of birds. On the way students saw some of the birds commonly found in the jungles of Nainital like Black-throated Tit, Green backed Tit, Oriental White-eye, Himalayan Bulbul, Jungle Owlet, Tits, Sparrows, Pigeons, Warbler, and Minivits.

**Activity 4.** From 24 Sep to 28 Sep, 2018, a bird watching programme was organized. Five students from each junior house had to take the photographs of the birds found in our campus. They had to collect information about the birds they had photographed. On the basis of the information and photographs, they had to prepare a Power Point Presentation.

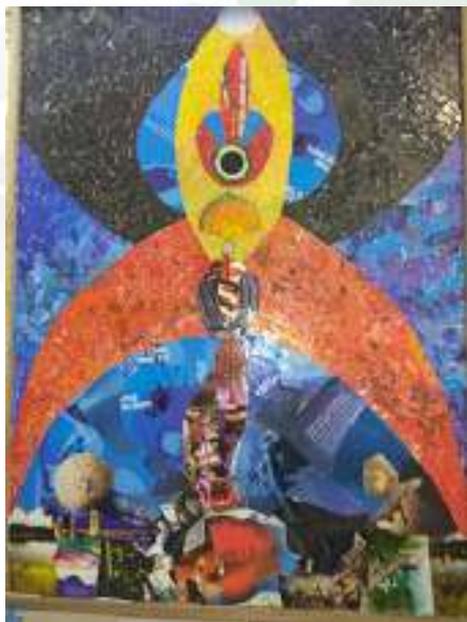
It was followed by a Power Point Presentation Competition. Patel house stood first in the competition.





# Art Club

## - A Report



The Art Department has had a very busy session, packed with numerous activities. The department spared no pains to create an atmosphere which was conducive to creation. From time to time boys were given intensive exercises in sketching, still life, life study, landscapes, composition, abstraction etc in various mediums and styles. Some spectacular works were selected for display in the Annual Art Exhibition. Various inter house and inter school competitions were held to maintain the spirit throughout the year and to encourage the students to put their imagination on a display through colors.

During the session the manifold activities of the department remained focused on exploring the creative talents of our students in such a way that they remain in tune with the modern trends and the requirements of the present era, and yet, are not unaware of the History of Art.

The year started with **Dr. Otto Wolf Memorial Multi- Disciplinary Art Installation Competition** held in the month of April in our school, where our boys bore the palm.

We also bagged first position in ABHIVYAKTI, the annual Art completion held by our school.

Our students also represented the school in Pt. Madan Mohan Malviya Memorial Inter School Visual Art Installation Competition where we made our position in the top three.

We were also invited to the Annual fest of St. Xavier's School, Spectrum where we got a consolation prize.

In the first week of October we held an Inter House Art Competition and the results were as under:

### House Posititons :

#### Senior

First	Tagore House
Second	Tilak House
Third	Vivekanand House

#### Junior

First (shared)	R K House
	Raman House
Second	Subhash House
	Patel House

### Individual Positions :

#### Gandhi House(Special Category)

First	Shaurya Mittal
Second	Daksh Gariya
Third	Suryansh Singh

#### Classes VI to VIII

First (shared)	Amit Kumar
	Manit Sahu
	Suryansh Dhawan

#### Classes IX & X

First	Amit Pal
Second (shared)	Avnish Kumar
	Mohammad Ashhar
Third (shared)	Umang Duttatrey
	Vipul Sharma

#### Classes XI & XII

First	Saharsh Gupta
Second	Shishank
Third	Kishan





# Achievers



Hindi Self Composed  
Poem Recitation  
Competition (Sub. Jr.)

**Abhinav Bhatt, 4-A, Gandhi House**



Hindi Story Telling  
Competition (Sub. Jr.)

**Abhishek Belwal, 5-A, Gandhi House**



Mathematics Quiz  
Competition (Jr.)

**Abhishek Chaudhary, 8-A, Patel House**



English Poem Recitation,  
Hindi Elocution,  
Hindi Debate  
Competition (Sub. Jr.)

**Achyut Ark, 7-A, Raman House**



Hindi Poem Recitation  
(Sr.)

**Aditya Pratap, 11-A, Tagore House**



Art Comp.,  
English Debate,  
English Poem  
Recitation,  
English Self-  
Composed Poem,  
Hindi Elocution,  
(Jr.)

**Akshat Prakash, 7-A, Raman House**

ACHIEVERS



English Essay Writing Competition (Jr.)

**Ansh Lohiya, 8-A, Patel House**



English Self-composed Poem Recitation Comp.,  
Hindi Poem Recitation Competition (Jr.)

**Anwasha Chandra, 7-A, Patel House**



English Essay Writing,  
English Poem Recitation,  
English Debate Competition (Sub. Jr.)

**Bhavik Raghav, 5-A, Gandhi House**



Hindi Poem Recitation,  
English Poem Recitation (Sr.)

**Chahak Saxena, 9-D, Vivekanand House**



English Debate, English Extempory,  
Hindi Story Telling,  
English Poem Recitation,  
Hindi Extempory Competition (SubJr.)

**Daksh Gariya, 5-A, Gandhi House**



Hindi Debate,  
Hindi Essay Writing Competition (Sr.)

**Divyansh Kala, XI-C, Tagore House**

ACHIEVERS



Hindi Debate,  
Hindi Extempore  
Competition (Jr.)

**Divyanshu Saroj, 5-A, Gandhi House**



English Story Teing  
Competition (Jr.)

**Gursahaj Singh, 8-B, Raman House**



English Essay Writing  
Competition (Jr.)

**Harman Singh, 8-B, R.K. House**



English Debate,  
English Extempore,  
Hindi Poem  
Recitation,  
Hindi Debate (Jr.)

**Kaustubh Pandey, 8-B, R.K. House**



Story Writing  
Competition (Sr.)

**Ketav Priya Bansal, 9-D, Vivekanand House**



Book Review,  
English Poem Recitation  
Competition (Sr.)

**Kushagra Kapoor, 9-A, Vivekanand House**

ACHIEVERS



- English Elocution,
- English Self-composed Poem Competition (Jr.)

**Lakshya Dev, 7-B, R.K. House**



- English Debate Competition (Sr.)

**Mayank Agarwal, 12-A, Nehru House**



- Hindi Essay Writing Competition (Jr.)

**Mehul Rathore, 6-A, R.K. House**



- Mathematics Quiz, English Debate,
- English Essay Writing,
- Hindi Poem Recitation, Hindi Essay Writing,
- Hindi Extempory Competition (Jr.)

**Nakshtra Kanchan, 8-B, Patel House**



- English Poem Recitation Competition (Sr.)

**Nawneet Kumar, 10-C, Vivekanand House**



- Hindi Debate, English Elocution,
- Hindi Extempore (Sr.)

**Nirmal Yadav, 10-B, Vivekanand House**

## ACHIEVERS



English Story Telling,  
Hindi Extempore,  
Hindi Debate (Sr.)

**Prajeet Dubey, 10-A, Pant House**



Hindi Self Composed  
Poem Competition (Sr.)

**Pranjal Yadav, 11-A, Vivekanand House**



English Elocution  
Competition (Sr.)

**Prathmesh Diwedi, 10-D, Tagore House**



Hindi Debate,  
English Poem Recitation  
Competition (Sr.)

**Priyansh Parsai, 10-B, Vivekanand House**



English Extempore,  
Hindi Elocution,  
Hindi Essay Writing  
Competition (Sub Jr.)

**Rakshit Molasi, 5-A, Gandhi House**



Hindi Debate  
Competition (Sr.)

**Sahil Yadav, 9-A, Vivekanand House**

ACHIEVERS



English Poem Recitation,  
English Story Telling  
Competition (Jr.)

**Suhana Kapoor, 8-A, R.K. House**



Art Competition (Jr.)

**Suryansh Dhawan, 8-A, R.K. House**



English Debate,  
English Story Telling  
Competition (Sr.)

**Tanmay Gangwar, 10-B, Pant House**



English Extempore  
Competition (Sr.)

**Vedansh Goel, 10-C, Nehru House**



Hindi Essay Writing  
Competition (Sr.)

**Yash Mishra, 11-A, Tagore House**



Hindi Self-Composed  
Poem Competition (Jr.)

**Yashaksh Agarwal, 8-A, Subhash House**



## जिजीविषा

सरगर्मियाँ तेज हो गयी हैं,  
उड़ते कागजों की सरसराहट,  
बड़े- बड़े होर्डिंग्स की फड़फड़ाहट,  
गाड़ियां रंग गयीं हैं रंग में,  
और साथ में तैयार है  
आम आदमी,  
फिर से रंगे जाने को.  
फिर वही बिगुल बजेगा,  
फिर से वही रण-भेरी,  
वही तुरही, और वही नगाड़े,  
फिर वही रिवायतें,  
चलो चुनो,  
चलो !  
चलो चुनो फिर से अपने शहरयार,  
और पुत लो खुद ही।  
अब चल पड़ेंगे काफिलों के काफिले,  
उन तंग गलियों कूचों में भी,  
जहाँ ताउम्र बस सन्नाटा है,  
गूँज उठेगा शोर हर तरफ,  
ढाँक लेंगे अब्र हर फिजा को,  
और इन सबके बीच में,  
अकेली दो आँखे,  
उस निरीह काया में धँसी,  
जिस्म सूख चुका है,  
हर तपिश से – तपन से,  
अधजला कंकाल मानिंद,  
फिर भी खड़ा,  
अपने वजूद को जिंदा लिए,  
खुद के अक्स की कोई पहचान ही नहीं,  
और देखता जब है,  
वो काफिले जबरन घुसते,  
अपने ही घर में,  
सहम जाता है फिर उसी पुराने डर में।  
फिर भी कहीं तस्सव्वुर है,  
ख्वाब अभी मरे नहीं,  
दफनाए नहीं,  
कि सियासत के वो रहनुमा,  
अबकी कुछ तो कर गुजरेंगे,  
ज्यादा नहीं, बस दो,  
बस दो कौर।  
और मन की इसी जद्दोजहद में,  
चल पड़ता है उस ओर,  
जहाँ लाउडस्पीकर से दहाड़ें,  
पहाड़ों तक को चीर दे रही हैं,  
उस खेल के मैदान से,

जो आज बंद है बच्चों के लिए।  
डरा सा, सहमा सा,  
खड़ा हो लिया एक कोने में,  
फिर सुनाई दी वही,  
एक लम्बी सी, जानी पहचानी,  
फेहरिश्त वायदों की।  
सहसा वही एक-एक घर दिलाने की,  
गूँज पहुँची कानों तक,  
सूख चुकी चमड़ी में जान सी भर आई,  
लब यूँ ही कानों तक पहुँच गए,  
केवल इस आस में कि,  
हाँ बस अबकी बार.  
जाने किन-किन वायदों का ,  
फिर जिक्र हुआ,  
वही अस्पताल, एक स्कूल,  
न जाने क्या-क्या,  
पर मन अभी भी टकटकी बाँधे,  
उसी घर को देख रहा है,  
जो मिलेगा।  
चल पड़ता है वापस अकेला,  
उसी झाड़-फूस के मरघट को,  
जिसने कई दशकों से,  
देखा है होते वायदों का खुलेआम कत्ल,  
देखा है सियासती मुजरिमों को,  
कहकहे लगाते आम आदमी पर,  
उसके अस्तित्व पर, अस्मिता पर.  
उस सूखी चमड़ी ने पहले ही,  
संजो लिए हैं सपने,  
कि यह होगा, वह होगा,  
ऐसा होगा, वैसा होगा,  
ये तलब, ये नशा,  
ये आतिश ही तो उसे जिंदा किये है,  
और उधर रहबर अपनी मस्ती में,  
सियासत के मद में चूर,  
भूल चुका होगा वो तंग गलियाँ,  
और  
वो हड्डी का ढांचा,  
इंतजार करेगा उस बिगुल के फिर बजने का,  
पर, जिजीविषा कभी शांत न होगी,  
और न होगा अंत जिजीविषाओं की हत्या का !

किशन जालान

12 स



## ये कौन है जो छिपा बैठा.....

एक पैगाम आया है,  
सुना है कल रात ही को  
चली थी सरहद पे गोलियाँ,  
अभी कल ही तो सुना था,  
बंद हो गयी सब लड़ाइयाँ,  
झगड़े भी सुलझ गए,

पर कौन जाने कौन है  
इन चीखों का मुरीद,  
देकर मासूम हाथों में  
वो औजार जो कर दें  
छलनी न मालूम  
दिलों को कहाँ तक।

जमी की जुगत में  
जाने क्या क्या बो बैठा  
इस जमी पे कि,  
जमीं सुख लाल हो गयी  
लाल के लाल से।  
छीन ले गया न जाने  
किस-किस का क्या-क्या,  
और कोई चंद कागज के रुपयों से  
तौलता आज भी है।

ये कागज के पुर्जे  
अगर दे सकें तो,  
दिला दें वो माँ को  
जिगर का ही टुकड़ा।  
जिसे दिलो- गुलिस्तां में बिठा  
माँ ने न जाने कहाँ  
धूप पीकर, चीरती टंड सुर्खियों में,  
वो दुनियाँ का हर प्यार दिया है।

न जाने वो कितने ही रिश्ते  
निभाकर  
चला आज दुनिया से  
बिना मुह दिखाकर,  
पिता का तो सीना  
था उठा गर्व से ही  
पिघल ही गया वो  
ठोस लोहे सा टुकड़ा,  
दिखा ज्योंहि लाल  
तिरंगे में लिपटा,  
उफनता हुआ वो सैलाब सा  
डूब ले सारी सीमाएँ।  
बह पड़ा बहा ले गया  
वो सभी को जो मिला  
राह में राही बहते बहाकर।

रोको ये झगड़े  
अबकी सुलह ही करलो  
कहीं तो थमे ये  
माँ की आँखों का पानी।  
उखाड़ो उसे जो छीने  
यहाँ से अमन चैन कुछ भी  
न दो हाथ लगने।  
न बिछड़ पाये कोई कभी  
अपनी माँ से  
हो न कोई सुख आँखे देख के  
लाल विक्षत.....  
श्रद्धांजलि समस्त वीरों को .....

अनमोल चौधरी

12 स

## मेरा घर

एक पेड़ है और पेड़ के,  
पास एक छोटा-सा घर।  
मुन्ना-मुन्नी यह दो बच्चे,  
खेल रहे हैं इधर-उधर।  
गाय बँधी है दरवाजे पर,  
उसका बच्चा बोल रहा।  
गाय चरेगी अब जंगल में,  
चरवाहा अब खोल रहा।  
वहीं पास में कई खेत हैं,  
सरसों जिनमें फूल रही।  
फूल खिलें हैं दो गुलाब के,  
जिन पर तितली झूल रही।

मनोवेग जिंदल

5 ब

## प्यारा बच्चा

एक प्यारा बच्चा  
भटकते-भटकते एक  
शहर में आ पहुँचा।  
वो एक प्यारा बच्चा  
दिल का था कच्चा.....और  
जैसे ही शहर आया,  
बन गया सबका राजदुलारा।  
प्यारा बच्चा-प्यारा बच्चा  
सबका है राजदुलारा।

आरव अरोड़ा

5 ब



## ऐसी होती है माँ

हमारे हर मर्ज़ की दवा होती है माँ,  
कभी डाँटती है हमें,  
तो कभी गले लगा लेती है,  
हमारी आँखों के आँसू अपनी आँखों में,  
समा लेती है माँ।  
अपने होंठों की हँसी,  
हम पर लुटा देती है माँ,  
दुनिया की तपिश में हमें आँचल की छाया देती है माँ,  
खुद चाहे कितनी भी थकी हो,  
हमें देख अपनी थकान भूल जाती है माँ,  
प्यार भरे हाथों से हमेशा, हमारी थकान मिटा देती है माँ,  
लफ़्जों में जिसे बयौं नही किया जा सके,  
ऐसी होती है माँ,  
भगवान भी जिसकी ममता के आगे झुक जाते हैं,  
ऐसी होती है माँ.....ऐसी होती है माँ।

ऋषि भित्तल

6 अ

## तेली और कसाई

एक समय की बात है। एक तेली और कसाई अकबर के दरबार में इन्साफ की दुहाई लगाते हुए आए। बादशाह अकबर पूछते हैं क्या हुआ ? तब तेली बोला—'मैं रास्ते से जा रहा था कि कसाई ने मुझसे एक माप तेल माँगा। तेल देने के बाद जब मैंने उसकी कीमत दो रूपए माँगी तब कसाई ने कहा कि इतना मँहगा तेल! कहकर मुझे एक रूपया पकड़ा दिया। मैं उसे अपनी पोटली में रखकर हाथ-मुँह धोने चला गया और जब मैं वापस आया तब मैंने उसके हाथों में जब अपनी वह रूपयों वाली पोटली देखी तब पूछने पर उसे उसने अपनी बताया। यह कहकर वह जोर-जोर से रोने लगा। बादशाह ने कसाई की ओर देखा। वह बोला—महाराज यह मेरी ही है। दोनों पक्षों की दलीलें सुनने के बाद बादशाह बीरबल की ओर देखने लगते हैं और कहते हैं बीरबल क्या तुम बता सकते हो ? कि यह पोटली किसकी है ! बीरबल ने वह पोटली अपने हाथ में ली और पानी के बरतन में डाल कर कुछ देर बाद कहा—'तेली की।' बादशाह ने कहा वह कैसे ? बीरबल ने कहा—'महाराज पानी के ऊपर आपको एक तेल की परत दिख रही है। यह तेल की परत तेली के हाथ से आ सकती है। जब वह इसमें से पैसा निकालता या डालता होगा तब उसकी पोटली में तेल लग गया होगा।' बादशाह ने बीरबल की बुद्धिमानी की प्रशंसा की और कसाई को छः महीने की कैद का हुक्म दिया।

आदित्य सिंह

5 अ

## मेरा छोटा भाई

संकल्प मेरा छोटा भाई,  
कभी न करता वो लड़ाई,  
हमेशा करता वो पढ़ाई।  
खाते वक्त गणित वो करता,  
खेलते वक्त इतिहास वो पढ़ता,  
गाते वक्त अंग्रेजी वो गाता,  
सोने से पहले हिंदी वो पढ़ता।  
हमेशा सबकी बात वो मानता,  
घर में हर कोई उससे है हारता,  
संकल्प मेरा छोटा भाई,  
हमेशा करता वो पढ़ाई।

आयुश गुप्ता

6 अ

## भारत

हमारा भारत बहुत प्यारा,  
सब देशों में सबसे न्यारा,  
मुकुट हिमालय इसका सुन्दर,  
नदियाँ बहती तेज़ी से छल-छल।  
फल-फूलों से भरा है भारत,  
तरह-तरह के पेड़ों से भरा है भारत।  
वीर जवाहर, सुभाष बाबू,  
और बापू ने दिलाई आज़ादी,  
हमने आज भी उनका सम्मान रखा।  
कभी न भूलेंगे हम उन्हें,  
भारत हमारी जान है,  
आन, बान और शान है।

उदय मिश्रा

## अटल बिहारी जी

पूर्व प्रधानमंत्री श्री अटल बिहारी बाजपेयी जी देश के ऐसे एकमात्र नेता थे, जो अपनी पार्टी में ही नहीं बल्कि विपक्षी पार्टी में भी समान रूप से सम्माननीय रहे हैं।

श्री अटल बिहारी बाजपेयी जी का जन्म 25 दिसम्बर 1924 को मध्यप्रदेश के ग्वालियर जिले में हुआ था, इनके पिता एक शिक्षक थे। 1998 से 2004 तक ये भारत के प्रधानमंत्री रहे। राष्ट्र सेवा के लिए इन्होंने गृहस्थ जीवन का विचार त्याग दिया। ये एक ईमानदार प्रधानमंत्री रहे, इन्होंने राजनीति में रहते हुए कभी भी अपना हित नहीं देखा। ये एक महान कवि, लेखक व पत्रकार थे।

16 अगस्त 2018 को इनकी मृत्यु हो गयी। इनकी मृत्यु पर सारा देश रोया। हम ऐसे महान प्रधानमंत्री को कभी नहीं भूल सकते। इनकी कमी कभी पूरी नहीं हो सकती।

दक्ष गड़िया

5 अ



## चंद्रशेखर आजाद

तब देश गुलाम हुआ था ;  
जब ब्रिटिश सरकार आई थी ।  
कई देशों से गुज़र के;  
भारत में वो आयी थी ।  
कई सालों तक भारतीयों पर;  
उन्होंने किया था अत्याचार ।  
लेकिन जब चंद्रशेखर की बारी आई थी ।

उठा ली बँदूक तेरह साल में;  
तब धूम बड़ी मचाई थी ।  
बेरहमी से जब कोड़े वो बरसाते थे;  
हँसते-हँसते जुर्म सितम के;  
वीर वो सह जाते थे ।  
वीर वो सह जाते थे ।

आराम नहीं कर पाए वो;  
सीने में आग जो आई थी ।  
एक-एक करके बदला लिया;  
धूम बड़ी मचाई थी ।  
भारत से दिल जोड़ रखा था;  
देश के लिए जान लगा दी थी ।  
लड़ते गए, लड़ते गए;  
धूम बड़ी मचाई थी ।  
उन ब्रिटिश राज्य ने तो हमारी;  
बहनों तक को छोड़ा नहीं ।  
जान से भी मार दिया;  
दया नहीं तो आयी थी ।  
आराम नहीं कर पाए वो;  
सीने में आग जो आई थी ।

एक-एक करके बदला लिया;  
धूम बड़ी मचाई थी ।  
दिल में नहीं हो तुम चंद्रशेखर;  
खून- खून में बसे हो ।  
शेर नहीं हैं आप;  
बल्कि बब्बर शेर हो ।  
अंतिम शब्दों को तुम्हारे;  
भूल नहीं कभी पाएंगे ।  
जय हिन्द के नारे को;  
हम सदा दोहराएंगे ।  
कभी नहीं भूलेंगे आपको;  
सदा याद रखेंगे;  
भारत माता के नाम पे;  
सदा सलाम ठोकेंगे ।

जय हिन्द, जय भारत ।।

तनिष्क प्रजापति

6 ब

## भारतीय किसान

भारत गाँवों का देश है । भारत के अधिकांश लोग गाँवों में रहते हैं । उनमें से अधिकांश लोग किसान हैं । उनका मुख्य पेशा खेती है । वे लोग अनाज उपजाते हैं । वे लोग पूरे देश को खिलाते हैं, लेकिन उनकी अपनी स्थितियाँ अच्छी नहीं हैं । वे उपेक्षित हैं और दयनीय जीवन जीते हैं । आज़ादी के पूर्व किसानों की दशा और भी दयनीय थी । वे लोग जमीदारों के नियंत्रण में थे । लगान देने के लिए उन पर जोर जबरदस्ती की जाती थी । जमींदार लोग पत्थर दिल वाले थे । यदि समय पर लगान देने में वे लोग असमर्थ होते थे तो वे उन पर अत्याचार करते थे । सिंचाई के साधन नहीं थे इसीलिए वे पूरी तरह से मानसून पर निर्भर रहते थे । बाढ़ एवं सूखा उनके जीवन में दुःख-दर्द लाने के अन्य कारण हैं । किसान साल में छः महीने बेरोजगार रहता है । ये सभी कारण उनके जीवन को कठिन बना देते हैं । उनका जीवन कष्टों से भरा होता है ।

आज़ादी मिलने के बाद भारत सरकार ने किसानों की दशा को सुधारने का प्रयास किया है । सरकार ने जमींदारी प्रथा को समाप्त कर दिया है । सिंचाई के आधुनिक साधन तैयार किए जा रहे हैं । बाढ़ एवं सूखा रोकने के उपाय किए जा रहे हैं । किसानों को वैज्ञानिक खेती की जानकारी दी जा रही है । उन्हें कृषि-ऋण दिए जा रहे हैं । आधुनिक तरीके से बीजों एवं कीटनाशकों का प्रयोग उन्हें सिखाया जा रहा है । हर संभव सहायता उन्हें दी जा रही है । बहुत हद तक भारतीय किसान पारंपरिक एवं अंधविश्वासी हैं, लेकिन धीरे-धीरे वे लोग बदलते समय से परिचित होते जा रहे हैं ।

अतः हम कह सकते हैं कि आने वाले समय में उनकी स्थिति बेहतर हो सकती है ।

अमित कुमार

5 ब

## हम बच्चे

हम बच्चे हँसते गाते हैं ।  
हम आगे बढ़ते जाते हैं ।  
पथ पर बिखरे कंकड़-काँटें,  
हम चुन-चुन दूर हटाते हैं ।  
आएँ कितनी भी बाधाएँ,  
हम कभी नहीं घबराते हैं ।  
धन-दौलत से ऊपर उठ कर,  
सपनों के महल सजाते हैं ।  
हम खुशी बाँटते दुनिया को,  
हम हँसते और हँसाते हैं ।  
सारे जग में सबसे अच्छे  
हम भारतीय कहलाते हैं ।

अभिज्ञान

6 अ



## शहीदों के नाम

मैं समय की नजाकत देख के  
अपने दिल की बात कहता हूँ !  
मैं उन शहीदों की रोती माँओं को देख के  
अपने आप से सवाल करता हूँ !  
वे रण बांकुरे नहीं डरे  
अपने लहू का हर कतरा बहाने में !  
पर कभी ना कभी उनका दिल मचला ये सोच के  
क्या होगा उनके परिवार का उनके शहीद हो जाने पे  
ये कायरता उन सैनिकों की नहीं  
ये तो अपनी राजनीति की कारस्तानी है  
जो हमारे सैनिकों का दिल मचला दे  
अपनी शहादत माँ-भारती पे चढ़ाने में  
ये तो उन राजदुलारे बांकुरों से  
बेमानी है बेमानी है।

आदित्य प्रताप सिंह  
11 अ

## प्रकृति कह रही कुछ

सावन में हरे पात  
टपकते नील-नीर  
लहराते द्रुम डार  
नाचती अनोखी सुमन  
कह रही कुछ।  
पतझड़ में खड़े  
अकेले अखण्ड वृक्ष  
अनकी एकाग्रता  
उनका सम्मान  
कह रहा कुछ।  
अपने जीवन की  
आँधियों से निकलकर  
प्रकृति की गोद में बैठकर  
टपकते महान प्रेम को सुनो  
प्रकृति कह रही कुछ।

यश मिश्रा  
11 अ

## अभिव्यक्ति

अभिव्यक्ति की आजादी  
मिट रही है  
बादल है  
व्यक्तित्व के आकाश पर  
और वैसे भी  
अमावस-रात में  
भयानक चेहरे भी  
छिप जाते हैं।  
संस्कार की चर्चा  
क्या करें  
अब तो बातें भी  
सीख लगती हैं  
इतना सन्नाटा पसरा है  
कि हल्की गुनगुनाहट भी  
चीख लगती है।

बहुत चीखने पर  
एक रोटी का टुकड़ा  
थमा दिया जायेगा  
या बातों की मिठाई  
खिला दी जायेगी  
और बस चर्चाएँ  
होती रहेंगी  
चौपालों पर।

प्रीत सी सजी निशा में  
ओ प्रिय! प्रत्यक्ष ना आओ तुम  
सुसज्जित है बूँद पत्तों पर  
अब ओस न भिगोओ तुम  
उन्मुक्त बेला बंधन से  
इनको ना रिझाओ तुम  
ललाट देख ही बँध गए  
पलकें ना दिखाओ तुम  
छिपे ही रहना नयनों से  
अब सामने ना आओ तुम।

प्रभांशु पराशर  
11 स



## कल्पना धारा

चीथड़ों का अस्तित्व ले,  
मैं भटकती हूँ।  
नवीन हूँ तो प्रिय सबकी,  
अन्यथा वक्त संग,  
मैं आँखों में खटकती हूँ।  
हर दान का अंश मैं,  
नश्वरता के चरम तक,  
सिर्फ भटकती हूँ।  
शिशु का परिधान बन,  
उस शीत से झगड़ती हूँ।  
ध्वज की पहचान बन,  
पवन संग फड़कती हूँ।  
नर्तकी के नृत्य में भी,  
घुँघुऱुओं संग थिरकती हूँ।  
तो कभी घरों के दर पर,  
मैल रगड़ती हूँ।  
अर्धनग्न मजदूर के सिर का,  
खेद भी मैं सहती,  
तो नेताओं के तन पर सज मैं,  
वास्तविकता बदल देती हूँ।  
सबको मेरा मोल नहीं,  
सबके अतीत में रहती हूँ।  
जीवन की आँधियों से,  
अग्नि के सेज तक,  
मैं ही तो संग रहती हूँ।

खुरदुरे से ख्वाब थे,  
माँगते जवाब थे,  
स्वप्न के उस कारवाँ में,  
आजादी के आब थे,  
मैं छूना चाहता हूँ उस जल को,  
जो बह रहा उस आब में,  
मैं खाना चाहता हूँ उस फल को,  
जिसे डुबोया है उस आब में,  
मैं सोना चाहता हूँ उस छाँव में,  
जिसे शीतल किया उस आब ने।  
मैं वक्त हूँ, मैं जड़ नहीं,  
मैं अणु का कोई कण नहीं,  
मैं भावनाओं का प्रवाह हूँ,  
मैं उसकी दृष्टि का द्वार हूँ।

स्वप्न के जो तार हैं  
गढ़ रहे हैं दास्ताँ  
अलौकिक एक डोर से  
बुनते हैं वे आशियाँ  
आशियाँ एक ख्वाब का  
अपने होने के मिज़ाज का  
नदी की उस धार में  
जहाँ बह रही है कश्तियाँ  
विसर्जित खुद में कर रही  
हो चुके की अस्थियाँ  
वो कश्तियाँ थीं विषाद की  
जीवन के बाद की  
वो अस्थियाँ थीं विकार की  
और तिरस्कार की  
कल्पना में एक संसार है  
बसी हैं उसमें बस्तियाँ  
न समय की कोई थाम है  
है वहाँ मनमस्तियाँ  
वो बस्तियाँ हैं स्वच्छन्द सी  
स्वतन्त्रता के अंग सी  
बदलते आकार में  
इंद्रधनुष के रंग सी।

थे जो नयन नटखट  
अब वो पलकों से जुड़ गए  
कल्पना की राह से  
बेवक्त ही मुड़ गए  
जो मासूमियत की नीयत से  
खेलते खेल थे  
जो लकड़ियों के दंड से  
बनाते गुलेल थे  
उन मुलायम हाथों को  
क्यों अकड़ने दिया  
क्यों सपने के महल को  
तूने उजड़ने दिया  
क्यों उस चंचल बचपन को  
रेत में बदलने दिया  
हे परिस्थितियाँ  
क्यों उस निश्चलता को  
तूने मरने दिया।

आदित्य पाण्डे

11 अ



## सूनी आँधियाँ

खटर-पटर की आवाज भी,  
दामिनी सी गरज रही थी।  
सूनी उन आँधियों में,  
अग्नि सी धधक रही थी।  
कोई आहट बिन कम्पन के,  
उस ओर से खटक रही थी।  
ताकता कोई ओर से था,  
ताकता कोई छोर से था।  
न कोई छाया वहाँ थी,  
न कोई काया वहाँ थी।  
झाँकता बिन शोर के था,  
इंसाँ नहीं कोई और ही था।  
देखा मैंने उस ओर भी,  
ताकता जिस छोर से था।  
आँधियाँ उस ओर भी थीं,  
सूनापन उस ओर भी था।  
न कोई आँखें वहाँ थीं,  
ना कोई आदम वहाँ था।  
भय के काले डोर सा,  
मन को मेरे बुन रहा था।  
तम के अंधे वरण में,  
धड़कनों को सुन रहा था।  
मेरे मन के पटल पर,  
वास अपना चुन रहा था।  
आँधियाँ उस ओर भी थीं,  
सूनापन उस ओर भी था।

प्रांजल चौधरी

11 अ

## जिन्दगी

जिन्दगी एक रेत सी,  
समय के उस काँच में,  
बस रही है वेग सी,  
भावनाओं की आँच में,  
धधक रही बेत सी,  
क्षय अंगों के फसल सी,  
मैले एक खेत सी,  
बिन ओर बिना कोई छोर,  
बिना लक्ष्य के भेद सी,  
आसमान की खोज में,  
बह रहे एक मेघ सी।

राघवेन्द्र प्रताप सिंह

11 अ

## मौत

हमें जिन्दगी नहीं मौत प्यारी है  
चैन की साँसें नहीं  
चिता की राख प्यारी है  
तभी तो लोग  
जिन्दगी बिता देते हैं  
मौत की सूरत सोचते सोचते  
पर लगता है  
बहुत हसीन होगी वो  
क्योंकि  
उस से मिलने के बाद  
लोग मुँह फेर लेते हैं  
जिन्दगी से।

सक्षम भट्ट

11 अ

## याद में

अब मुझे  
जीना है  
लाल-लाल  
रक्तिम सदमों  
को बादल बन  
पीना है  
ओ मेरे चाँद  
आकाश में  
आओ  
खिलो नीरज सा  
गुनगुनाओ  
विकास की लहर  
धरा पर लाओ।

अभय सिंह

9 द

## भारत का झण्डा

मेरा झण्डा, मेरा झण्डा,  
मेरे भारतवर्ष का झण्डा।  
तिरंगा यह कहलाता है,  
मेरे मन को भाता है।  
तीन रंगों से बना हुआ,  
केसरिया, सफेद और हरा।  
सबसे ऊपर केसरिया,  
बीच सफेद, नीचे हरा।  
केसरिया रंग बतलाता है,  
त्याग करो बलिदान करो,  
देश का अपने मान करो।।  
रंग सफेद कहे बच्चों,  
सच्चाई के मार्ग पर चलो,  
ज्ञान मित्रता, उच्च विचार  
शांति मार्ग दिखलाता है।।  
रंग हरा है हरियाली,  
सुख समृद्धि लाता है।।  
हरा-भरा यह देश हमारा,  
यह संदेश सुनाता है।  
बीच में बना है चक्र विशाल,  
यह अशोक चक्र से आया है,  
चले जाओ अपने पथ पर,  
यह संदेश सुनाता है।।  
चौबीस तीलियाँ जुड़ी हुई,  
अलग-अलग और मिली हुई,  
जाति बहुत-सी, धर्म बहुत से,  
पर...देश एक बतलाता है।।

राम अग्रवाल

5 अ



## कश्मीर और धारा-370

भारतीय संविधान में अनुच्छेद 370 को शामिल किया जाना नेहरू काल का हादसा था। जम्मू-कश्मीर सहित भारत के लोगों को शांतचित्त होकर सोचना होगा और यथार्थ में निर्णय करना होगा कि क्या अनुच्छेद 370 से राष्ट्र या राज्य के लोगों का कोई हित हुआ है या क्या इससे राष्ट्रीय एकता को जरा भी मजबूती मिली है? क्या अलग राज्य की स्थिति और पहचान से सम्बन्धित राज्य की समस्याओं का समाधान हो सका है? कश्मीर का अपना अलग संविधान क्यों है? एक ही देश में दो संविधान क्यों लागू हैं? क्या यह राष्ट्रीय एकता एकात्मकता किसी सम्प्रदाय विशेष की इच्छा-अनिच्छा या पसंद-नापसंद पर टिकी होती है? यदि कश्मीर घाटी और उस राज्य के समस्त निवासी मन तथा प्राण से भारत राष्ट्र के प्रति समर्पित हैं तो संविधान में अनुच्छेद 370 क्यों जोड़ना पड़ा? शेष देश के निवासियों का पेट काटकर उन्हें सस्ता राशन और विशेष केन्द्रीय सहायता क्यों दी जाती है? यदि वहाँ देवबंद, बरेलवी एवं देश के अन्य क्षेत्रों के मुल्ला-मौलवी मदरसा और मस्जिद बना सकते हैं, वहाँ घर बनाकर स्थायी रूप से रह सकते हैं और वहाँ की नागरिकता एवं अन्य सभी अधिकार मिल जाते हैं तो भारतीय नागरिकों तथा हिन्दू शरणार्थियों को क्यों नहीं? देश के प्रथम नागरिक महामहिम राष्ट्रपति को भी वहाँ भूमि प्राप्त करने और स्थाई रूप से बसने का अधिकार नहीं है। कश्मीर का कोई भी व्यक्ति भारतीय संसद का सदस्य और केन्द्र सरकार में मंत्री बन सकता है किन्तु कश्मीर के बाहर का कोई भी देशवासी न वहाँ चुनाव लड़ सकता है और न ही उसे विधायक या मंत्री बनने का अधिकार है। कश्मीर विधानसभा की स्वीकृति के बिना संसद द्वारा पारित कोई विधेयक या कानून जम्मू-कश्मीर में लागू नहीं हो सकता। पिछले 67 वर्षों के अनुभव से पता चलता है कि अनुच्छेद 370 की वजह से आज तक अलग राज्य की स्थिति की माँग ने अलगाववाद को जन्म दिया है। एक ही देश में दो प्रकार के नागरिक अधिकारों का होना राष्ट्रीय एकता एवं अखण्डता के लिए शुभ संकेत नहीं है।

जम्मू-कश्मीर में पिछले दो दशक से अधिक समय से चला आ रहा आतंकवाद खत्म होने का नाम ही नहीं ले रहा है। जम्मू-कश्मीर में देश भक्ति गुनाह है। मानवाधिकारवादियों को अपने ही देश में विस्थापित बना दिये गये लाखों कश्मीरी पंडितों और हिन्दू शरणार्थियों की दुर्दशा दिखाई नहीं देती जिनका सब कुछ छीन लिया गया। हाल ही में कश्मीर में आतंकवादी बुरहान वानि की सुरक्षाबलों के साथ मुठभेड़ में मृत्यु के बाद कश्मीर में पत्थरबाजों की भीड़ द्वारा लगातार आतंकवादियों को संरक्षण तथा सुरक्षाबलों पर हमला किये जाने के कारण

लंबे समय से कर्पूरू लागू होने से रोजमर्रा का जन-जीवन ठप्प है। कश्मीर के पूर्व मुख्यमंत्री फारुख अब्दुल्ला एवं पी.डी.पी. के कई नेता खुले तौर पर पत्थरबाजों को राष्ट्रभक्त बताकर इनके समर्थन में खड़े हैं। कश्मीर में आई बाढ़ से प्रभावित जन-जीवन को वापस पटरी पर लाने के लिए देश के सुरक्षाबलों ने अपनी जान जोखिम में डालकर प्रभावित लोगों को बचाने के लिए जो प्रयास किये वो वाकई सराहनीय हैं। लेकिन यह सब वहाँ के अलगाववादी नेताओं और क्षेत्रीय दलों को मंजूर नहीं है। वे अपने निजी स्वार्थों की पूर्ति के लिए वहाँ के स्थानीय लोगों को सुरक्षाबलों के खिलाफ भड़काते रहते हैं। वे जानते हैं कि कश्मीर की जनता सुरक्षाबलों एवं भारत सरकार के सराहनीय कार्यों से यदि अवगत हो गई तो पाकिस्तान समर्थित आतंकवादी संगठनों और पाकिस्तानी सरकार के मंसूबों पर पानी फिर जायेगा। पाकिस्तानी सरकार, उसकी खुफिया एजेन्सी आई.एस.आई. और अन्य अनेक ग्रुप पाकिस्तान की धरती से जम्मू-कश्मीर तथा भारत के अन्य भागों में अशान्ति फैला रहे हैं। पाकिस्तान वहाँ सक्रिय आतंकवादियों को न केवल समर्थन दे रहा है बल्कि उन्हें हथियार और आश्रय दोनों उपलब्ध करवा रहा है। कश्मीर में मासूमों का कत्ल कर रहे आतंकवादी, पाकिस्तान में खुले आम भारत विरोधी नारे लगाते रहते हैं और पाकिस्तानी हुकूमत उन्हें मौलवी और धार्मिक नेता करार देकर कश्मीर में बवाल फैलाने के लिए उकसाती रहती है। ये सभी भारत के खिलाफ चल रही पाकिस्तान की व्यापक मुहिम का हिस्सा हैं। आतंकवाद से लड़ने में भारत को बड़ी भारी कीमत चुकानी पड़ रही है। हमें अनेक निर्दोष लोगों और सुरक्षाकर्मियों से हाथ धोना पड़ रहा है। हमारे बजट का एक बहुत बड़ा भाग हमें आतंकवाद के खिलाफ आंतरिक सुरक्षा कायम रखने पर खर्च करना पड़ रहा है। फिलहाल सही होगा कि इस समस्या से निपटने के रास्तों पर विचार किया जाए और कश्मीर में शांति बहाली एवं पाकिस्तानी मंसूबों पर पानी फेरने के लिए केन्द्र सरकार को सुरक्षाबलों के साथ मिलकर एक सशक्त कार्ययोजना बनाकर उसे कार्यान्वित किया जाए। पाक अधिकृत कश्मीर में चल रहे आतंकी प्रशिक्षण शिविरों को ध्वस्त करने के लिए कई बार सर्जिकल स्ट्राइक करने की जरूरत है ताकि उन आतंकी शिविरों को ध्वस्त करके उनमें खौफ का माहौल पैदा किया जाए।

निष्कर्ष रूप से यह कहा जा सकता है कि जम्मू-कश्मीर से सम्बन्धित समस्याओं का समाधान विशेष उपबन्ध अनुच्छेद 370 के तहत विशेष प्रावधान से नहीं हो सकता बल्कि इनका समाधान तभी हो सकता है जब यहाँ शान्ति और अमन हो, आतंकवाद समाप्त हो,



क्षेत्रीय विषमता का अंत हो, शरणार्थियों को नागरिक अधिकार प्राप्त हो, विस्थापित कश्मीरी पंडितों का घाटी में पुनर्वास हो और ऐसी फिज़ा तैयार हो जिसमें स्थानीय, बाहरी और विदेशी निवेशकों को सुख-चैन का आभास हो कि जम्मू-कश्मीर निवेश तथा आर्थिक विकास के लिए स्वर्ग है।

मेरा मानना है कि अनुच्छेद 370 को राष्ट्र हित में समाप्त किया जाए। पूरे देश के लोगों को राष्ट्रीय

अखण्डता में रुचि का अधिकार है, वे स्थाई रूप से कहीं भी निवास कर सकते हैं और भारत के किसी भी क्षेत्र में समान अधिकार प्राप्त कर सकते हैं। एक स्वतन्त्र सेक्यूलर लोकतन्त्र में धारा 370 का कोई स्थान नहीं होना चाहिए। यह अस्थायी व्यवस्था थी। भारतीय खासकर हिन्दू ज्यादा ही सहिष्णु हैं। हमारी सहिष्णुता कायरता नहीं समझा जाना चाहिए।

निर्मल यादव

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## भारतीय संस्कृति का विस्तार और स्वामी विवेकानन्द

11 सितम्बर सन् 1893, अमेरिका के शिकागो में विश्व धर्म संसद का आयोजन हुआ। शायद ही किसी ने उस समय सोचा था कि मामूली सी वेशभूषा वाला भगवा वस्त्र धारी परन्तु एक तेजस्वी व ओजस्वी साधु कभी इतिहास में वेदान्त दर्शन के दूत के रूप में जाना जायेगा। एक गीत भी है, 'भुवन मंडले नवयुगम् उदयतु, सदा विवेकानन्दनयम्'। जिसका मतलब जब तक यह सम्पूर्ण विश्व चराचर है, समस्त युग दिग्विजयी है, तब तक स्वामी विवेकानन्द हमारे समक्ष हैं।

स्वामी विवेकानन्द जी ने इस धर्मसभा में भारतीय संस्कृति को एक नये रूप में परिभाषित किया था और उस परिभाषा को विश्व ने शाश्वत माना। विश्व के समक्ष प्रथम अवसर पर भारत का एक महत्त्वपूर्ण विचार इस 16 दिवसीय धर्म संसद में सामने आया। वो विचार था वेदान्त दर्शन का। इसी धर्म संसद में स्वामी जी ने 'जड़-चेतना' के विचार को विश्व के समक्ष रखा था। स्वामी जी ने गीता के उस सिद्धान्त को भी विश्व से सरोकार कराया था जिसके अनुसार "जिस प्रकार अलग-अलग नदियाँ अंत में जाकर विशाल समुद्र में मिलती हैं, उसी प्रकार लोग अलग-अलग धर्मों का पालन करते हुए अन्त में परमपिता परमेश्वर से ही मिलते हैं।" आगे चलकर उन्नीसवीं शताब्दी में स्वामी जी ने पाश्चात्य दर्शन कि वह 'सम्पूर्ण' है को आत्मा के निश्छलवादी सिद्धान्त के द्वारा ध्वस्त किया था। 'स्वयं' के स्थान पर 'मेरा' के अस्तित्व की "मैं कोई और नहीं वही आत्मा हूँ जिसको श्रीकृष्ण ने परिभाषित करते हुए स्वयं का केन्द्र बताया था। पाश्चात्य का परिचय योग विद्या से कराते हुए स्वामी जी ने रामकृष्ण मिशन की भी

स्थापना की थी। स्वामी जी के विषय में भगिनी निवेदिता लिखती हैं "एक अलौकिक दिव्यशक्ति का भंडार हैं स्वामी विवेकानन्द।" भारत के इस पुत्र ने 'सटीकता' का जो मंत्र दिया था कि 'कमल के पत्ते के रूप में मनुष्य को अपना जीवन व्यतीत करना चाहिए क्योंकि जिस प्रकार से कमल का पत्ता पानी में रहते हुए भी पानी में भीगता नहीं है उसी प्रकार मनुष्य को भी इस वटवृक्ष रूपी संसार में अपना हाथ कर्म में और मन ईश्वर भक्ति में देना चाहिए।' स्वामी जी की चेतना की यदि बात की जाए तो उसका सबसे अच्छा और उत्तम परिचय स्वामी माधवानन्द जी ने दिया था कि "भारत के सांस्कृतिक विकास पुरुष स्वामी रामकृष्ण परमहंस के बाद कोई थे तो वे स्वामी विवेकानन्द जी थे।" 17 वर्ष की अल्पायु में स्वामी जी ने शक्ति स्वरूपा माँ शक्ति को स्वयं में बसा लिया था।

स्वामी जी ने "अपना साम्राज्य" के पश्चात्य दर्शन को इस प्रकार काटा था कि तत्कालीन पाश्चात्य दार्शनिक सर एडमंड क्लेटन ने 30 सितम्बर 1893 को इसके स्थान पर 'सर्वसमावेशी' के सिद्धान्त को जगह दी थी। अल्मोड़ा के त्रिदिवसीय प्रवास में स्वामी जी ने सम्पूर्ण 'अद्वैतवाद' के दर्शन को स्वयं में प्रवाहित किया था। काकड़ीघाट पर उन्होंने पिण्ड में ब्रह्माण्ड का दर्शन किया।

स्वामी जी के सम्पूर्ण जीवन को यदि देखा जाए तो निष्कर्ष निकलता है कि स्वामी जी ने भारतीय वेदान्त व योग दर्शन को सिर्फ पढ़ा व समझा ही नहीं था अपितु उसे अपना जीवन बनाकर उसे जीया भी था।

दिव्यांश काला

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## एक देश, एक चुनाव

भारत में संसदीय चुनाव के दौरान लोकसभा व विधानसभा का चुनाव एक साथ कराने का सुझाव चर्चा का विषय बना हुआ है। सभी के अनुसार यह एक आसान कार्य है, परन्तु इस आसान से दिखने वाले कार्य को समझने के लिए मैं आपको इतिहास में ले जाना चाहूँगा।

सन् 1950 में जब भारत में संविधान बन रहा था तब चुनाव को लेकर बहुत सी चर्चाएँ की गईं और उन्हीं चर्चाओं में से एक चर्चा कृष्ण कुमार मिश्रा द्वारा भी की गई कि 'क्यों न भारत में सभी चुनाव एक साथ कराये जाएँ।' परन्तु बाबा साहब ने अपने तर्कों से सभी को शान्त कर दिया कि क्या भारत में सभी स्तरों के चुनाव एक साथ कराने से सभी व्यवस्थाएँ ठीक हो जायेंगी? मित्रो इसका उत्तर है – नहीं। जब बाबा साहब जैसे विचारशील व्यक्ति ने इस सुझाव के विरोध में 104 तर्क दिये तो हम यह कैसे सोच सकते हैं कि हमें सभी स्तरों के चुनाव एक साथ कराने चाहिए।

अगर हम सभी स्तरों के चुनाव एक साथ कराते हैं तब इससे राजनीतिक त्रुटियाँ आयेंगी, जैसे अलग-अलग चुनावों में जनता की पसन्द बदलती रहती है और अगर हम सभी चुनाव एक साथ कराते हैं तब जनता एक सोच में बँधकर रह जायेगी, जोकि संविधान की मूल भावना के विरुद्ध है।

हम अक्सर यह भूल जाते हैं कि भारत की भौगोलिक स्थिति पूरे विश्व में सबसे अनोखी व नायाब है। 29 राज्य व 7 केन्द्र शासित राज्य और जिस देश की जनसंख्या 130 करोड़ की हो उस देश में हम सभी चुनाव एक साथ कैसे करा सकते हैं। ये तो हो गई भौगोलिक आधार पर चुनाव न कराने के विरोध में तर्क।

एजेन्सी फॉर सेन्ट्रल डेमोक्रेसी ऑफ साउथ ईस्ट एशिया और हावर्ड युनिवर्सिटी के राजनीति शास्त्र विभाग की एक रिपोर्ट के अनुसार यदि कोई भी देश एक साथ सभी स्तर के चुनाव कराता है तो उस देश की आधे से ज्यादा सरकारी मशीनरी सिर्फ चुनाव कराने में ही व्यस्त हो जाएगी।

मित्रो, भारत में जब आम चुनाव अभी चल रहे हैं तो निर्वाचन आयोग की वेबसाइट पर एक आर.टी.आई. के अनुसार अभी सिर्फ और सिर्फ 35% से 48% तक की ही सरकारी मशीनरी चुनावों में व्यस्त है अर्थात् 65% से 52% तक की सरकारी मशीनरी अपने कार्य में व्यस्त है। यहाँ सरकारी मशीनरी से मेरा आशय हमारी आधिकारिक लॉबी से है। तो इसका अर्थ तो यही है कि अभी अलग-अलग चुनावों के कार्य जो कि आम जन-जीवन को प्रभावित करते हैं वे नहीं रुक रहे हैं।

भारत के पूर्व आर्थिक सलाहकार डॉ० अरविन्द सुब्रमण्यम् के अनुसार भारत का विकास मॉडल एक "उप्रवर्षिक विकास मॉडल" है अर्थात् अंग्रेजी में इसे कहेंगे एक "प्रीकोशियस डेवलपमेन्ट मॉडल"। अपने देश में आज के समय राजनीतिक परिपक्वता तो आ गई परन्तु शासकीय परिपक्वता की कमी है और जिस देश में शासकीय परिपक्वता नहीं होती है तब उस देश में सभी स्तरों के चुनाव एक साथ कराना अपने ही पैरों पर कुल्हाड़ी मारने जैसा है।

भारत की अर्थव्यवस्था भले ही आज विश्व की पाँचवी सबसे बड़ी अर्थव्यवस्था क्यों न हो परन्तु आय वितरण के मामले में भारत अभी भी पीछे है। तो मेरे कहने का तात्पर्य सिर्फ इतना है कि हम एक साथ चुनाव कराने के लिए जो पैसा आवश्यक है वो कहाँ से लाएँगे। कोई परजीवी तो हमें वो पैसा देगा नहीं।

अब एक बहुत बड़ा मुद्दा है जोकि हम सभी हर चुनाव में सुनते आ रहे हैं, वो है भ्रष्टाचार। मित्रो, जब तक हम भ्रष्टाचार को समाप्त नहीं कर लेते तब तक एक चुनाव हम कैसे करा सकते हैं। ऐसा तर्क मेरा नहीं अपितु इस विषय पर भारत के मा. प्रधानमंत्री की अध्यक्षता में हुई सर्वदलीय बैठक में केन्द्रीय मंत्री नितिन गडकरी के द्वारा उठाया गया था।

मित्रो, अन्त में आपसे मैं बस इतना ही पूछूँगा कि क्या भारत में सभी चुनाव एक साथ कराने से व्यवस्थाएँ ठीक हो जाएँगी? क्या भारत से गरीबी, भ्रष्टाचार, आतंकवाद, नक्सलवाद आदि सब खत्म हो जाएँगे? ये मैं आपके विवेक पर छोड़ता हूँ।

किशन यादव

12 अ

## पेड़

पेड़ हैं हरे-भरे निराले,

पेड़ हमारे जीवनदाता।

ये हमको खुशहाली देते,

कभी न हमसे हैं कुछ लेते।

पेड़ हमें शुद्ध वायु हैं देते,

तभी तो हम जीवित रह पाते।

पेड़ से हमें छाया भी मिलती,

और.....

चिड़ियों का घर इन पर है बनता।

इसीलिए तो .....

पेड़ हैं हरे-भरे निराले,

पेड़ हैं हम सबको प्यारे।

आदित्य प्रताप सिंह

5 ब



## LE CURRICULUM-VITAE DE LA FRANCE

Nom	:	La France
Autres noms	:	L'Hexagone, La Gaule
Âge	:	Environ 1200 ans.
Les marques d'identité	:	La Bretagne, La Massif central, La seine, La Garonne
Les loisirs	:	le football, le rugby, l'alpinisme, la voile

## CURRICULUM VITAE OF FRANCE

Name	:	France
Other names	:	The Hexagon, Gaul
Age	:	About 1200 years old
Identity marks	:	Brittany, La Massif Central, La Seine, La Garonne
Leisure	:	Football, rugby, mountaineering, sailing

Abhishek Chaudhary  
VIII A

## MERCI

Je dis merci pour le soleil et même la pluie, pour la paix qui vient après les soucis. Merci chaque fois au coeur de ceux que j'aime bien au chaud, et encore merci pour la voix qui me rassure si la vie en demande trop. Merci pour les moments de grace, et toutes ces petites joies qui passent. Merci pour l'ami qui sait si bien ne pas compter, et pour celui sur qui on peut toujours compter.

Ma vie est remplie de mercies.  
Je dis merci comme on dit bonjour,  
Et souvent j'en reçois en retour,  
Mon plus grand merci, c'est de savoir  
reconnaître tous les petits!

## THANKS

I say thanks to the sun and also the rain, for the peace that comes after the worries. Thanks every time to the hearts of those I like, and thanks again for the voice that reassures me if the life asks for too much. Thanks for the moments of grace, and all these little joys that pass. Thanks for the friend who knows so well how not to count, and for the one we can always count on.

My life is filled with mercies.  
I say thank you as we say hello,  
And often I get it back,  
My biggest thank you is to be able to  
recognize all the little ones!

Nakshatra Kanchan  
VIII B



## LE CANCRE

Il dit non avec la tête  
 Mais il dit oui avec le cœur  
 Il dit oui à ce qu'il aime  
 Mais il dit non au professeur  
 Il est debout  
 On le questionne  
 Et tous les problèmes sont posés  
 Soudain le fou rire le prend  
 Et il efface tout  
 Les chiffres et les mots  
 Les dates et les noms  
 Les phrases et les pièges  
 Et malgré les menaces du maître  
 Sous les huées des enfants prodiges  
 Avec des craies de toutes les couleurs  
 Sur le tableau noir du malheur  
 Il dessine le visage du Bonheur

## THE DUNCE

He says no with the head  
 But he says yes with the heart  
 He says yes to what he likes  
 But he says no to the professor  
 He's standing  
 We are questioning him  
 And all the problems are posed  
 Suddenly he feels a crazy laugh come over him  
 And he erases the whole thing  
 The numbers and the words  
 Dates and names  
 The sentences and the traps  
 And despite the master's threats  
 Under the hisses of the prodigy children  
 With chalks of all colours  
 On the blackboard of misfortune  
 He draws the face of happiness

Suhana Kapoor

## JE ME SENS CALME

Je me sens calme  
 comme la mer  
 Je suis content  
 Comme le temps.

Je me sens fort  
 comme un arbre  
 Je me sens vivant  
 comme une plante.

je me sens  
 comme une goutte qui tombe  
 je suis tout petit  
 comme toi.

## I FEEL CALM

I feel calm  
 like the sea  
 I am happy  
 like time.

I feel strong  
 like a tree  
 I feel alive  
 like a plant.

I feel  
 like a drop that falls  
 I am very small  
 like you.

Shresth Raj Batra  
 V B

## POURQUOI APPRENDRE LE FRANÇAIS?

Quelqu'un m'a dit << apprendre une langue étrangère, c'est comme déménager dans un autre pays >>...

## WHY LEARN FRENCH?

Someone told me "Learning a foreign language is like moving to another country".

Aman Kumar Pathak  
 VII B



## LE FRANÇAIS

(Un poème sur le français)

Savoir parler le français,  
Ce n'est pas si mauvais,  
C'est même très amusant,  
Pour la plupart des gens.  
Il faut le savoir,  
Même quand il fait noir,  
Et la ville est endormie,  
Les rêves du français, appartiennent aux petits.  
Il faut le parler, et l'aimer,  
Durant toute l'année,  
Le français, le français,  
Ce n'est pas mauvais!

## FRENCH

(A poem about French)

To speak French,  
It's not so bad,  
It's fun,  
For most people.  
You must know it,  
Even when it's dark,  
And the city is asleep,  
The dreams of French belong to the little ones.  
You have to speak it, and love it,  
During the whole year,  
French, French,  
It's not bad!

Tanishq Prajapati  
VI B

## BANLIEUE

Un, deux, trois  
je répare le toit!  
Quatre, cinq, six  
Avec un tournevis!  
Sept, huit, neuf  
tout est neuf!  
Dix, onze, douze  
je joue dans la pelouse.

## SUBURBS

One two three  
I repair the roof!  
Four five six  
With a screwdriver!  
Seven, eight, nine  
everything is new!  
Ten, eleven, twelve  
I play in the lawn.

Samriddha Bharat  
IV A

## POUR MA MÈRE

Il y a plus de fleurs  
Pour ma mère en mon cœur  
Que dans tous les vergers,  
Plus de merles rieurs  
Pour ma mère en mon cœur  
Que dans le monde entier,  
Et bien plus de baisers  
Pour ma mère en mon cœur  
Qu'on ne pourrait en donner.

## TO MY MOTHER

There are more flowers  
For my mother in my heart than  
in all orchards,  
More blackbirds  
For my mother in my heart than  
around the world,  
And many more kisses  
For my mother in my heart than  
What could be given.

Praharsh Agarwal  
VII A



## ROLAND

Roland était en retard < Va au coin > dit le maître, et Roland obéit. Mais, au coin il n'y avait rien à faire alors Roland prit son crayon et dessina un tigre allongé sur le mur. Puis il dit < CRACK > et le devient vivant. Le tigre s'étira, se déroula de tout son long et dit bonjour au maître très poliment. Le maître répondit : < Il n'y a pas de place pour toi ici. > Il ouvrit la porte et, sans un mot de plus, le tigre sortit. < Récréation, tout le monde dehors maintenant >, dit le maître. < Sauf toi Roland. Tu restes ici. Et attention, plus de < CRACK >, je te prie >.

Roland resta seul dans la classe. Comme il s'ennuyait, il prit son cahier, dessina un zèbre, arracha la page et la colla à la fenêtre. Dans la cour, les autres garçons faisaient une bataille de boules de neige. Une des boules frappa la vitre, le vitre fit < CRACK > en se cassant, et le zèbre devient vivant. D'un bond il fut dans la cour et d'un bond il franchit le mur. Le maître n'avait rien vu car il avait reçu une boule de neige dans l'œil. Heureusement, pas très dure.

Après la récréation, la classe reprit. Dehors, le vent soufflait fort. Par la vitre cassée, la neige entra en gros flocons et s'entassait sur le plancher. Roland avait oublié ce que le maître lui avait dit. Il dessina donc vingt sapins, trois ours noirs, deux ours bruns et un ruisseau et dit : << CRACK ! CRACK ! CRACK ! CRACK ! >>. Le ruisseau se mit à couler et les ours à marcher sur la neige du plancher ! Alors le maître dit aux enfants de rentrer chez eux car il faisait vraiment trop froid.

## ROLAND

Roland was late. "Go to the corner," said the master, and Roland obeyed. But at the corner there was nothing to do, so Roland took his pencil and drew a tiger lying on the wall. Then he said, "CRACK", and the tiger became alive. The tiger stretched and unfolded all the way and said 'Hello' to the master very politely. The master replied, "There is no place for you here." He opened the door and, without another word, the tiger came out. "Time for break, everybody out now," said the master, "Except you Roland. You stay here. And be careful, no more CRACK please."

Roland remained alone in the class. As he was bored, he took his notebook, drew a zebra, tore off the page and stuck it to the window. In the yard, the other boys were doing a snowball fight. One of the balls hit the window, the glass cracked, and the zebra became alive. He jumped into the yard and jumped across the wall. The master had not seen anything because he had received a snowball in his eye. Fortunately, not very hard.

After recess, the class resumed. Outside, the wind was blowing hard. Through the broken window, the snow came in large flakes and piled on the floor. Roland had forgotten what the master had told him. He drew twenty Christmas trees, three black bears, two brown bears, and a brook and said, "CRACK! CRACK! CRACK! CRACK.". The stream started to flow and the bears walked on the snow from the floor! So the master told the children to go home because it was really cold.

Vishal Kumar  
VIII C

1. *Contre l'ignorance des signes propres le grand remède est la connaissance des langues.*  
The great remedy for ignorance is the knowledge of languages.
2. *Quand on a pas ce que l'on aime, il faut aimer ce que l'on a.*  
When one doesn't have the things that one loves, one must love what one has.
3. *Il n'y a pas plus sourd que celui qui ne veut pas entendre.*  
No one is as deaf as the one who does not want to listen.
4. *Mieux vaut prévenir que guérir.*  
It is better to prevent than to heal.

5. *Petit à petit, l'oiseau fait son nid.*  
Little by little, the bird makes its nest.
6. *Qui court deux lièvres à la fois, n'en prend aucun.*  
One who runs after two hares at the same time, catches none.
7. *Qui n'avance pas, recule.*  
One who does not move forward, recedes.
8. *La connaissance des langues est la porte de la sagesse.*  
Knowledge of languages is the doorway to wisdom.



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## **FROM THE EDITORS' DESK**

*A school magazine, in many ways, is an assertive account of the legacy of the past, achievements of the present and the possibilities of the future. How in a slow and steady manner, the intuitive bursts of ideas transcend to mature faith and preferences may best be seen and understood through a school journal. Indeed, it is a potential document to understand a mind in the making.*

*The Annual Number of BVM for the session 2018-19 is in hand now. In this era of technology, when words as such have ceased to be the sole medium of expression for pent-up feelings and subjective ramblings; when the market is not only replete with innumerable versions of tailor-made expressions but is even busy conditioning them; we feel that the restlessness of the juvenile fingers to scribble a verse or to share a story is nothing short of an invigorating whiff of zephyr from the virgin mountains.*

*We do hope that you will relish the contents of this number.*

—Editors