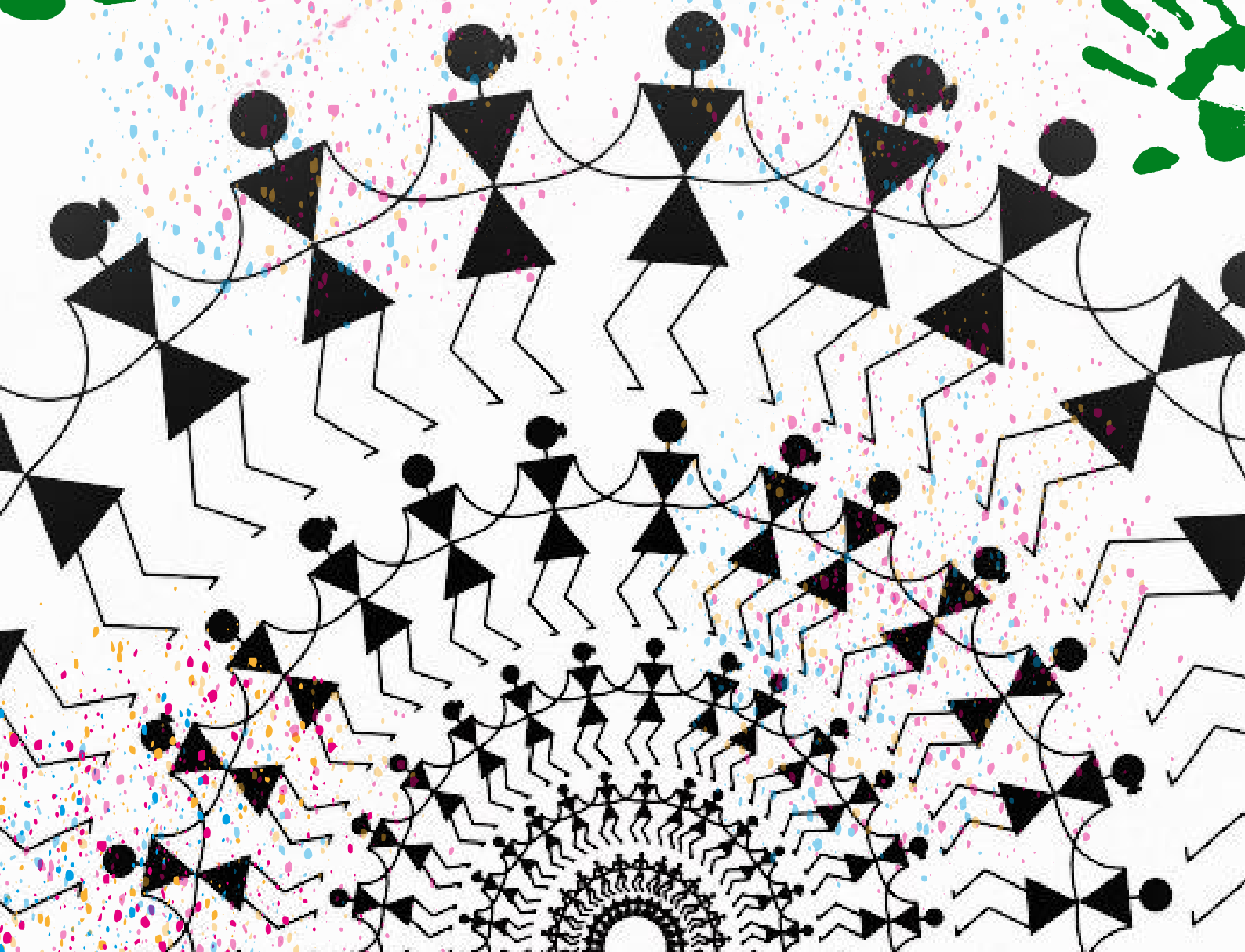




Community

Corner

2024-25



A NOTE FROM THE EDITORIAL TEAM

Dear all,

Namaskara!

Over the past year, the Community Corner team has been working at putting together this newsletter to bring to you the highlights of Middle and High School. From the Elections for the Student Council to the Sports Fest and the Just Be Day, some events have been memorable.

The year has also brought us closer as we spent time together, learning, and going through the highs and lows of growing up. For the Class 10 members of the Community Corner group, this edition of the Community Corner will be the last one that we work on. We have had fun working on this.

A little late,
A little wait,
But it's alright,
It'll be a delight!

Happy Reading!

The Community Corner Editorial Team

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NEWS REPORTS

*Explore school events that caught
our eye in the last year!*

STUDENT COUNCIL ELECTIONS AT PRAKRIYA

ADITI, ARYA AND GAYATRI, CLASS 10

Student councils play an important role in schools by representing students' perspectives and developing their leadership skills. The Student Council plans events, addresses students' issues, and works with faculty to improve the schooling experience. Here's a look into the journey of the Student Council Elections through the eyes of the Community Corner Team.

The journey started with the announcements of the posts with respective qualifications and an opportunity to stand for the post. This was followed by the Panel Discussions. The panel discussions involve questions from the Panel - consisting of alumni and teachers - to the candidates regarding their leadership skills, opinions and about the school's history. The panel discussions help the voters get familiar with the candidates' manifestos and personalities among other things.

The first panel discussion was held with the Vice Captains. Unfortunately, the Community Corner team was not available for their panel discussion. However, we did conduct interviews with some of the elected Vice Captains. Siya, Arya and Ayan were available for the interview. Here are some memorable excerpts from their interviews:



Community Corner Team: How were you feeling when your name was announced?

Arya: I felt shocked but I also felt excited and happy.

Community Corner team: Would you stand again to be a member of the Student Council?

Siya: Definitely. I would love to bring about changes and help improve our great school.

The second panel discussion was for the Captains and it happened on 13th June 2024. The Captains represent each house of the school in the Student Council.

The candidates were:

- Aakash- Sharan, Anaya
- Vayu- Rithvika (who was absent on that day)
- Agni- Shruti, Saihasini
- Jal- Laya
- Prithvi- Aditi

Here are some memorable excerpts from their panel discussion:



Election Committee: *(to the Jal house and Aakash house candidates)* How does it feel standing for the elections?

Sharan: I feel nervous. However the

unpredictability of all this makes me feel more responsible.

Election Committee: What makes you better than the other candidates?

Saihasini: No one is better than the other. We are all doing our best.

Now, let's move onto the Vice Presidents' panel discussion. They function as the subordinate of the President and take over when the President is away from school for exams. The candidates were:

- Aakash: Aadya
- Vayu: Devanshi
- Agni: Vijay
- Jal: Dhruv
- Prithvi: Atharva

Here are some memorable excerpts from the discussion:

Election Committee: Why did you want to join the Student Council?

Dhruv: The Student Council does essential services for the student body and the faculty and it also gives new ideas for the betterment of the school.

Election Committee: What is a principle of nature that you think will support you?

Vijai: Many plants have a symbiotic relationship. They help each other grow, together. I think this quality in plants is vital for productivity in group-oriented activities and I hope I can help develop this kind of relationship amongst the members of the Student Council.

Election Committee: We would like to see all the Candidates explain their logos to the audience.

Atharva: My logo is a weighing scale. It represents balance between all houses. Guys vote for me, okay?!

Next came the most awaited panel discussion: the Presidents' panel discussion. The candidates were:

- Aakash: Arnav M.
- Vayu: -
- Agni: Ekta
- Jal: Vedaant
- Prithvi: Maahir

Election Committee (to Maahir) :

What according to you is the difference between the role of the Vice President and the President?

Maahir: I think that the roles can be considered to be similar. The real difference lies in the influence they hold and the President holds more influence. There is a certain aura around the President. It could also be because most people in the school look up to the tenth graders.



Arnav Mundada - School President 2024

Election Committee: What is the biggest change you will bring about if you are elected as President?

Ekta: I would like to make students realise the importance of Class Teacher time. If used well, it can save a lot of time as student-teacher conflicts can be dealt with at the earliest opportunity.

Election Committee: (to Ekta) Consider this. A student comes with a problem. How would you address it?

Ekta: If the student agrees to having their name disclosed, I will arrange for the student to talk it out with the bully. In extreme cases I will bring it to a teacher's notice.

After this, there was a chance given to the audience to put forth their own questions for the candidates. Here's one of them:

Arya: What kind and to what extent are you willing to make sacrifices to keep the promises made in your manifesto?

Arnav: I'm willing to do whatever it takes. However, I am not putting my mental or social health at risk in the process.

(Radha Barua aunty, from the Election Committee, talked about her experience of being part of the Election Committee)

Radha: The voters have really thought through. There were hardly any NOTAs or invalid votes.

(The Student Council from last year were called upon to talk about their experience of this year's election process)

Himay (one of the elected vice captains): It was really fun. I helped Ayan, Ayan helped me. I would like to give my special thanks to Raghav, Jake and Siddharth.

(Previous year's vice president was invited to share words of advice and encouragement for the elected candidates)

Snehaansh: Good luck to the new Student Council. It takes a lot of courage to

be here, to face all the difficulties of campaigning. The Student Council helps you learn valuable skills. Be calm and do your best.

(Later, the Community Corner team talked to the President candidates who lost)

Here are some memorable excerpts from the interview:

Community Corner Team: How do you feel about the results declaration and about Arnav winning?

Ekta: I feel happy for Arnav. I think he deserved it. I'm only upset because I lost elections twice (the previous year, Ekta was a Vice president candidate). I still think that it all happened for the best. I think that he is the right choice for the role.

This marked the end of the entire Student Council Elections. It was truly a memorable and exciting time.

PRAKRIYA SPORTS FEST 2024

SUKRITH AND SHARANDEEP, 9A

Our school hosted a vibrant sports fest-one that everyone thoroughly enjoyed. This exciting event took place on August 22nd and featured a range of games, including football, basketball, and kho kho. Schools that participated included our neighbouring schools Primus, Harvest, Notre Dame Academy, and from further away, Gubbachi, and GMPS, each contributing to the spirited atmosphere.



On the first day, kho kho and basketball matches were held simultaneously, creating a lively environment filled with anticipation. The basketball games were structured in four quarters, each lasting five minutes, for a total duration of 20 minutes. In contrast, the football matches took place on the second day and were played in two halves of 15 minutes each, totalling half an hour.

The energy on the field was palpable as players demonstrated their skills with passion and determination, all competing eagerly for victory.

The crowd played an integral role, cheering enthusiastically for their respective school teams.

Coaches were present on the sidelines, motivating their players and urging them to implement the strategies they had meticulously crafted during practice sessions. This fellowship and support enhanced the competitive spirit of the event.

While the primary aim of the sports fest was to foster engagement and

friendship among students from different schools, the level of dedication and hard work displayed by all teams was truly commendable. Each participant put forth their best effort, resulting in exhilarating matches. Whether a team emerged victorious or faced defeat, the spirit of sportsmanship prevailed, with players congratulating one another and celebrating the collective experience.

The Prakriya School team, in particular, dedicated two months to rigorous training, honing their skills to ensure they were well-prepared for this thrilling event. Their commitment paid off as they showcased their talent and teamwork on the field.

Overall, the sports fest was a resounding success, not only for the players but also for the organisers who worked tirelessly to bring the event to life. The experience was enriching, fostering new friendships and leaving lasting memories for all involved. As we look back, it's clear that this event was a celebration of sportsmanship, teamwork, and the joy of coming together as a community.



LEARNINGS FROM THE EVS EXPERIENTIAL PROGRAMME

SHARANYA SUBRAMANIAN, ISHA K, IRA PENDHARKAR

The three day EVS Experiential Programme held in November 2024 for the students of EVS, CLasses 9 and 10, was an eye opener into the diversity on campus as well as for understanding interdependence. The Programme included a stay at the Bhoomi campus and studying the diversity therein as well as a visit to Navadarshanam at Gumlapuram.



During our stay at the Bhoomi campus, we had the opportunity to interact with Rakesh Anna during an activity focused on exploring and documenting the biodiversity around us. We understood that the concept of biodiversity changes from time to time. Hence, our objective was to snapshot the biodiversity at the moment. He included even the tiniest changes in the biodiversity around us, such as how the number of flies near the street lights has significantly reduced. He discussed the importance of monitoring as well as the various methods to do so - environmental impact

assessment, genetic analysis, field surveys and samplings and camera trapping.

Our group experienced a Bioblitz of our own. A bioblitz is defined as a short-term event where people work together to identify and record the surrounding biodiversity of a specific area. We began by dividing into two groups and exploring the Bhoomi and Prakriya campuses separately. As I

strolled around Prakriya with open eyes, I realised this was the first time I was so invested in my surroundings. Previously, I would absent-mindedly walk by without observing anything particular. Now I was keen on every single movement, every single vein of a leaf and every single part of an insect whether dead or alive. We took pictures of all that we saw and noticed some fascinating things we would have overlooked otherwise, such as an insect being carried by two ants and a dead bee covered in a fungal infection. After a bioblitz, we began uploading our observations to iNaturalist which is like a social media platform for naturalists. We learned about how apps such as iNaturalist and eBird India are devices of citizen science. This was a new and interesting concept to me.



Naturalism and other subjects concerning biodiversity are among my major interests and hence I found this activity to be a wonderful experience. Unlike reading about diversity in textbooks, I gained a first hand experience and truly understood the beauty of what is around us sometimes. We fail to provide the attention and appreciation it deserves, and I am genuinely thankful for this opportunity. From my conversation and observations with Rakesh Anna, I learned several new concepts, including:

- What are keystone and flagstone species?

- The changing perception of biodiversity among generations.
- The life cycle of a dragonfly and how it swims in a puddle in the early stages.
- What are high conservation priority (HCP) animals.
- How the increase in population of peacocks indicates the degradation of a forest, as they usually prefer a dry ecosystem.
- Naturalists include their fingers in the picture when they are documenting an organism to provide a scale for the observation.

- How the Danaid butterfly protects itself from predators.
- Some spiders eat their web during the day as a defence mechanism.
- The Australian naturalist- Steve Irwin.
- The behaviour of the Drongo bird, and how some birds imitate them as a defence mechanism.

During our trip, we learnt about the ecosystem and focused specifically on moths. We learnt about the different types of moths and ways in which we could identify them. We learnt about different ways in which they adapt to their surroundings and escape from predators.

For example, Tiger moths produce an ultrasonic sound which interferes with a bat's radar and throws them off their course. Another example of this is a moth which has a long tail at the end of the wings. This makes it difficult to hunt them as bats cling on to the portion of the wings and fail to capture the moth entirely.



When it was dark a moth screen was set up. It consisted of a large light with a white sheet over it. Attracted by the light, we were able to study moths closely.

We observed their wing shapes and tried to determine its species. The experience was interesting and left me with the question of why moths were attracted to light. While many theories have been speculated there is still no concrete reason as to why nocturnal insects are drawn to light. Studying the moth during the night was an engaging activity and brought out many questions to ponder upon.

By studying and protecting the nocturnal ecosystem, we can gain valuable insights into the interconnectedness of all living organisms and the importance of maintaining a healthy balance in nature. The nocturnal ecosystem is a unique and essential part of our natural world and it is both interesting and important to learn about it.

At Navadarshanam in Gumlapuram, we learned about sustainable living and ecological restoration from Mr. Gopi. Navadarshanam was established 30 years ago and is dedicated to organic farming. They practice sustainable living and promote it by using renewable energy sources like solar energy and use bricks made by the local communities for their rooms. They use a passive rainwater harvesting system to recharge the groundwater.



As we walked around the campus, we saw the crops growing. Navadarshanam practises multiple cropping. Mr. Gopi told us that multiple cropping keeps pests in check as the pests of the different crops prey on each other. When walking inside the forest, we saw Stag and Elephant footprints on the ground. We also saw a tree that had fallen down 15 years ago and was still in the same place and now had mushrooms growing on it.

Furthermore, Mr. Gopi told us about Navadarshanam's self help group and how it contributed to the community

coming together and primarily got women to participate in it.

Navadarshanam showed me how communities can foster both human and ecological connections by adopting sustainable practices and respecting nature.

This visit was a powerful reminder of our role not as controllers of nature but as partners who co-exist with it. I learnt that true ecological restoration comes from letting nature take its course and respecting its intrinsic ability to heal and thrive.

MUSINGS ON JUST BE DAY

Recently, our school granted a Monday of December 2024 as a day for retrospection, self-improvement and an overall break from studies, the day aptly named the “Just Be Day”.

This day was extremely productive and life-changing. I learned a lot about myself, and I formulated a plan for my life and future. The environment of my school, tree-laden and bird-laden, is extremely conducive to this, and it all added to our experience of the day. This gave a much needed break from our studies, and it was timed at such a moment that my classmates, along with me, were extremely stressed out for our exams, with previous weeks easily averaging 6 - 7 study periods a day. Each period granting us with homework, and with the fact that our syllabus-packed final exams are steaming towards us at full pace, we were stressed and our minds packed with information.

While it can be argued that school is a place for acquiring knowledge, our mental state was such that even if a teacher entered our classroom and taught anything, it was almost guaranteed that this knowledge would vanish from the densely populous library of our body, the brain, and that the requirement to re-acquire said knowledge would further exert stress on oneself, providing substantial reasoning as to why this day actually was a remover of obstacles in the syllabus, and not to be a roadblock.

This day also brought us closer to our batchmates and our seniors, as it was their last week of regular school, providing us with the opportunity to learn from their experiences and bring us closer to the student community of the school. This day also gave us time to connect with our teachers at a deeper level, and the overall reception of the day was overwhelmingly positive, and we are looking forward to having this again next year.

In the life of an adolescent, progress is meaningless without retrospection. It is important to take time out to take a look back at the journey, and remember where you've come from. This day was perfect for doing this.

VIJAI SHYAM, CLASS 9 A

MUSINGS ON JUST BE DAY

To wake up on a regular cloudy morning having the somewhat tedious realisation that there is another long day of hustle and bustle in the school is quite discouraging. The monotony of the same tasks and the grey cloudy weather make school days feel like months. However this feeling of melancholy rarely arises in our school. With the introduction of Just Be Day, students feel a sense of relief from their pent up stress and boredom, like a bird being let out of its cage.

The day began cloudy with greys and bluish hues in the sky. The trees and roads looked desolate and cold. Students solemnly walked to the hall wondering what the impending announcement would be. When the tea was spilled that first day, the ninth of December would be a free day, students erupted in a mountain of joy. They were on pins and needles anticipating the rest of the day. After the news broke out, light rays diffused through the clouds, pewters and muted blues to vivid hues of gold and azure, the sky appeared to drastically change after the news. Birds came out of hiding, cicadas shrieked, kites soared and butterflies danced. The sand on the ground was so pristine and fine that in the sunlight, it appeared as if it were effervescent clouds of sienna dust.

The air was fresh with different scents of flowers and trees. The December breeze cheered up the solemn student with an impetus to start playing different sports. Football basketball, tag, badminton and volleyball were played by different students alike.

One could feel rubbery, scaly basketballs, smooth hexagonal footballs, fluffy-fuzzy green tennis balls and multicoloured volleyballs.. running through the gravel, the smooth fine sand grains and feathery grass. Many memories were made as the games commenced. The sun blazed and sizzled in the afternoon, with the air distorting due to the heat. Children played majority of the day.

One could hear the excitement amongst the children. Screaming, yelling, arguing and shrieking. Birds called and bells rang. Sunlight sizzled and wings blew.

‘Just be day’ is an exceptional addition to Prakriya. It gives children a chance to hone freedom and clear their minds and for teachers to have a break from a long lesson plan. It will forever be an incredible addition to the Indian school system.

DHRUV BHAT, 9 A

MUSINGS ON JUST BE DAY

A few days ago, my school hosted a 'Just Be Day' as a part of the 25 years of being open and it reminded me of how you would always tell me to "just be" whenever I got bored.

All my classmates and I got to spend the whole day together without worrying about studies. I also spent time with myself and sat under a tree for sometime. My friends also played games in our Sandpit and made meaningful memories.

I think it's important that everyone gets to experience "Just Be Days". To get time to just be bored in this busy world. It made me realise that I should savour every fleeting moment as I will never get to experience it again. I now understand how important it is to just be bored sometimes and slow down and enjoy every moment of life.

IRA PENDHARKAR CLASS 10

A few days back, our school had given the pupils of class nine and ten a day to just be. We were basically allowed to do whatever we wanted the whole day and all our classes for the day had been cancelled. My friends and I were all very excited to hear this and wanted to play sports all day long, but for the first two hours, our class prepared for an assembly we had to present. Once done, we then played Pictionary, with girls versus boys which we lost but still had lots of fun. When we finished lunch, my friends and I played basketball for an hour. Later, we all just sat down- sweating and just chilled and chatted for a while.

I really enjoyed this whole day and wished that maybe sometime everyone - adults and children could have a Just Be Day. I think it's so important to sometimes just take a break for the whole day and do what you like. Maybe pick up a book to read, draw something or just enjoy nature. This day really helped take my mind off studies for a while and just relax.

DHIRAJ RAJARAM, CLASS 10

MUSINGS ON JUST BE DAY

One of the BEST days ever in the whole of my high school years was JUST BE DAY! Before our holidays began, and before we went on our field trip, our teachers had a "surprise" planned for us. On that day when we came to school both the tenth graders as well as the ninth graders were called for an Assembly. As soon as we entered the Eternal Shiva Hall, Sharon aunty and Jalpa aunty sat there with big smiles spread across their faces. When they announced that we were having a JUST BE Day, everyone started screaming with joy.

The "surprise" was nothing but just doing whatever you wanted and spending the day however you wished to. It was a day to be with yourself and your friends to reflect about our days and to have fun. I really think it is important to have days like this as a student or even as an adult because it gives you a break from your busy schedules, and takes away your stress for the time being. Most importantly, it brought our class together and we were able to make some fun filled memories.

EKTA, CLASS 10

REVIEWS

Explore school and community-based events that caught our eye in the last year!

THE ADVENTURES OF TINTIN



BY KARTHIK S

Explore the exciting world of The Adventures of Tintin, filled with mystery, adventure, and unique characters.

Though made in the mid-20th century, the series is still much loved by all ages.

The Adventures of Tintin is a world-famous comic series created by the Belgian artist Hergé. The series revolves around the thrilling journeys of Tintin, a young and fearless reporter, who travels around the world solving mysteries and

“THE SERIES IS A MIX OF ADVENTURE, ACTION, MYSTERY, AND HUMOUR—SUPER FUN TO READ ANYTIME AND ANYWHERE!”

taking down criminals. Alongside him is his loyal dog, Snowy, and characters like the imperfect yet trustable Captain Haddock and the intelligent but absent-minded Professor Calculus. The stories are full of action, humour, and excitement, set in different countries, making them fun and adventurous.

Tintin and his dog Snowy running



Tintin finds himself in all sorts of places, from deserts (in *The Crab with the Golden Claws*) to the thick jungles (of *The Broken Ear*). His stories are packed with archaeological excavations, hair-raising chases, and dangerous encounters, making every book exciting. The series is also full of humour. Captain Haddock's famous dialogues like "Blistering barnacles!" and "Ten thousand thundering typhoons!" never fail to make me laugh. The detective brothers, Thomson and Thompson (with a p, as they would like to say), with their identical looks and constant confusions, add to the humour. Even when the action is intense, their comedies add some fun.

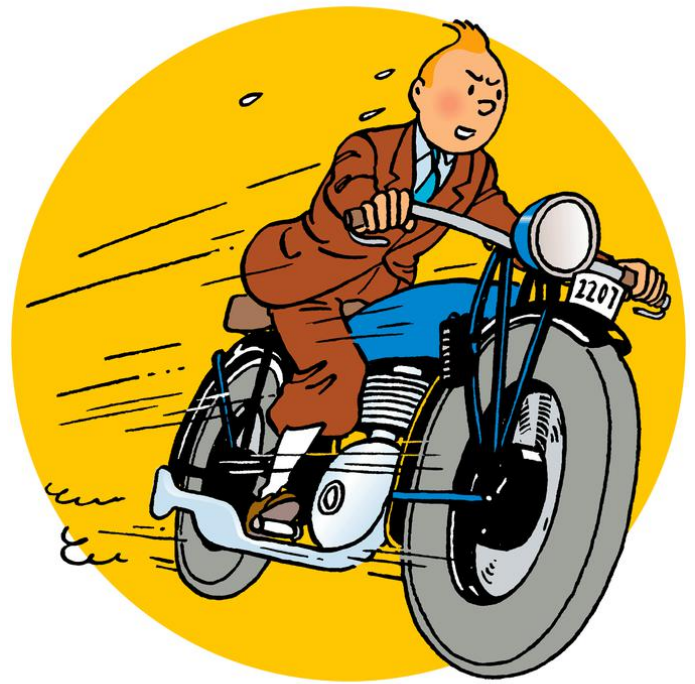
"YOU CAN READ THE ADVENTURES OF TINTIN AS MANY TIMES AS YOU WANT, AND IT NEVER GETS BORING!"

My personal favourite from the series is "*Red Rackham's Treasure*", which made me curious about history and inspired me to explore my background history too. One of the best things about *The Adventures of Tintin* is its sense of adventure.

The books also catch the reader's attention with suspenseful plots. There are always many twists and turns that make it hard to think what would happen next or put the book down. The investigation into a counterfeit money operation in "*The Black Island*" and the thrilling treasure protection mission in "*King Ottokar's Sceptre*" keep me on the edge of my seats every time I read them! Each story feels like a puzzle waiting to be solved, which makes reading them exciting. However, one drawback is that some of the older books have stereotypes that might not feel right today. Since the comics were made a long time ago, some parts may seem unfair or offensive now (like the racism in *Tintin in Congo*). Though this is an

“TINTIN IS MEGA, EPIC, AND IS THE BEST COMIC SERIES IN THE WORLD. HERGE’S ILLUSTRATIONS ARE THE BEST!”

issue (which was resolved many decades ago), the fun and exciting stories still make the series enjoyable. In my opinion, The Adventures of Tintin is a fantastic comic series that has something for everyone. It has fabulous adventures, funny moments, and intriguing mysteries that keep readers entertained.



The characters are unforgettable, and the illustrations bring life to the stories. While some parts of the series may feel outdated, the exciting plots and humour make up for it. Nothing about the series is imperfect to me, not even the smell of the paper between two pages. If you’d like to read action-packed stories, clever mysteries, or just have a good laugh, Tintin’s perfect for you!



A REVIEW OF THE BICYCLE THIEF

GAYATRI KOORMAMTHARAYIL, CLASS 10

We all love watching movies. But how many of us have watched black and white films? If yes, how many? Have you watched movies in different languages, languages you perhaps do not understand?

The Bicycle Thief, actually Bicycle Thieves (Ladri di Biciclette) , was a landmark in humanist Italian film-making directed by Vittorio de Sica.

The story is set after the second World War, where Europe is still struggling to get back on its feet. It was at the time when unemployment and homelessness was widespread.



It was a fine Saturday evening when I had wanted to watch a movie that would change my views or open new doors. I still remember how frantic I was on that day, asking my friends and schoolmates for suggestions on good movies. My parents had told me that this movie, *The Bicycle Thief*, would leave me pleased. And it had left me with more than just being pleased.

The story begins with Antonio (Lamberto Magiorani) and his wife, Maria (Lianella Carell),

making efforts to find him a job. Soon after, Antonio finds a job to paste advertisement posters in the city. The job required Antonio to have a bicycle. So, he buys a bicycle after his wife collects some money by pawning a bed linen. Antonio and his son Bruno enjoy gazing at the beauty of the brand new bicycle before he sets out to work. However, his luck does not last long and the bicycle is stolen. In the rest of the movie, Antonio desperately hunts for his bicycle with Bruno. During the journey, the father and son bond, meet friends and get help.

At times, we often encounter difficult situations where we have to make choices between the right and the wrong, the easy way out or the rough and tough journey, the shortcut or the long road. It is easy to say that it is better to stick to the right path, but those who actually do it are sincere and humble.

The other options one finds are often tempting...

In the end, Antonio becomes so desperate to get his bicycle back that he attempts to steal a cycle. This scene is depicted beautifully – the way Antonio is confused and troubled, the way he does not wish his son to see him commit a mistake, so he gives his son some money to go elsewhere and buy himself something – is shown through vivid expressions. His son realises that something must be wrong, and comes back to find his father caught by a crowd. Antonio is left alone with his son, crying with guilt, shame and helplessness. The end of the movie is a cliffhanger, leaving the audience with deep thoughts and strong emotions.

A thought that occurred to me after I had watched this movie was whether the thief had thought of what Antonio's situation may be. Did he assume that Antonio had enough money to get another bicycle or did he know how he scraped money together to get a bicycle and a job? Did he ever think of the feelings Antonio was grappling with, or was he only thinking about how lucky he was to be able to steal a bicycle?

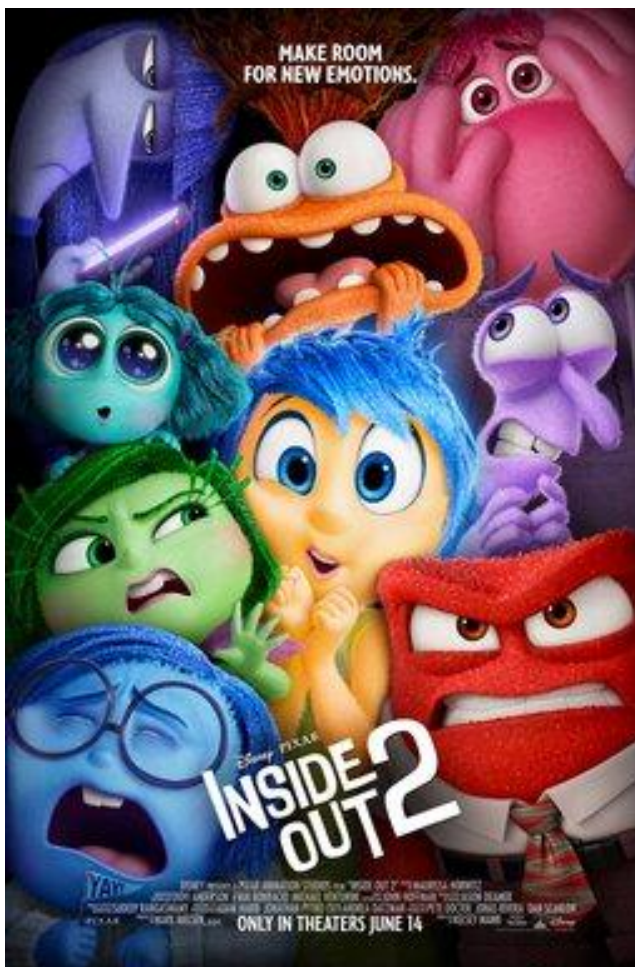
Despite the movie being portrayed in a language I did not know, I still had a deep understanding and sympathy towards each character. I personally prefer to *hear* the movie in its original language, so I watched the movie with subtitles. What I found surprising in this movie was that the actors were not professional actors, yet they depicted such deep and honest human nature. It is often said that “minimal acting technique will produce maximal authenticity”, which certainly seems to be true in this movie.

WHY I LOVED INSIDE OUT 2!

DEVANSHI PANI, CLASS 9

The sensational film Inside 2 (the sequel to the first Inside Out) has won many hearts.

Pixar dives into the story of Riley, who is going through the adolescent age and the complexities of the human mind. The core emotions- Fear, Disgust, Anger, Sadness and Joy are quite shocked at the arrival of the new emotions- Anxiety, Embarrassment, Envy, Ennui and Nostalgia who try to control Riley of who she's meant to be. The film does an excellent job of portraying Riley's emotional landscape and faces new challenges which involve peer pressure, academic stress and trying to figure out her own identity. The themes of



mental health, self-discovery and resilience fit seamlessly into the plot and also make it relatable. The way how Pixar manages to personify the emotions is truly remarkable and heart-touching.

The quest for all the emotions is quite heart-warming as the film also provides a whole new world present in the human mind. This shows the vibrant and imaginative view of the human mind. The way Pixar has managed to address these is truly appreciable.

The film vividly shows how Anxiety manages to take control of Riley and shows a constant battle within her own mind and thus also shows the subtle hesitation and overwhelming reaction when she has to make a decision.

The most powerful message provided by the film is that all emotions are

meant to be embraced and not meant to be suppressed. It shows that every emotion has a role to play in our lives.

Inside Out 2 manages to balance humour while at the same time delivering a serious message that is prevalent in the adolescent mind. The new emotions also show how an adolescent tries to fit in and look “cool”. This movie has captured the true essence of what adolescents go through and how they overcome it.

The cast of the film has managed to perfectly display the emotions and make the film even more extraordinary. The balance between dialogue and music is truly marvellous. The visual storytelling of the film captures the subtleness of emotional expression with depth.

In conclusion, Inside Out 2 is not just a sequel but also shows the power of illuminating human experiences.

LISTICLES

*Read the advice (and humour!) we have on
school, socializing and more!*

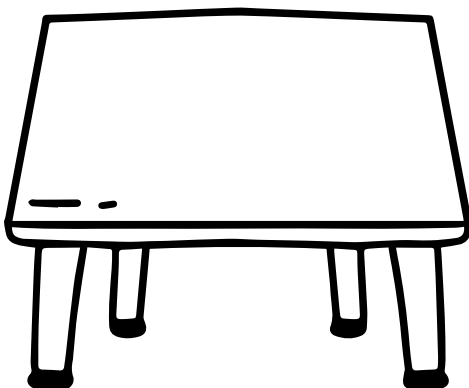
6 WAYS NOT TO GET -2S IN MIDDLE SCHOOL

WRITTEN BY KARTHIK S.

Surviving Middle school at Prakriya Green Wisdom School is like playing an intense game of Jenga—one wrong move, and everything (only your self-respect and dignity) comes crashing down. With teachers armed with green pens and the ever-present risk of a -2 lurking around every corner, survival requires skill, strategy, and a little bit of luck. Let me be your guide, for I have survived the entire middle school without having any negative integers on my changemaker chart.

1. STAY AWAKE IN ALL YOUR CLASSES

Resist the urge to hibernate during any lessons. While dreaming of an ongoing cricket match is tempting, understanding algebra might be more immediately useful. You know, Algebra could help you simplify cricket predictions. For example : A simple equation like $5y = 50$ would help you to predict a test match between England and another cricketing country for Day 1 (if England is batting first), where 'y' is the number of wickets that have fallen from England's side.



4. RESPECT SCHOOL PROPERTY

Damaging (it includes writing, scribbling and doodling, did you understand that artists?) or stealing school property not only leads to -2s (or -5s depending on the situation) but also disrupts the learning environment for others.

Treat the school's resources with care, even though it is not yours!

3. COMPLETE YOUR HOMEWORK

Avoid the classic "my dog ate my homework" excuse. Completing assignments on time keeps those "-2" marks away from the changemaker chart and shows that you're responsible.

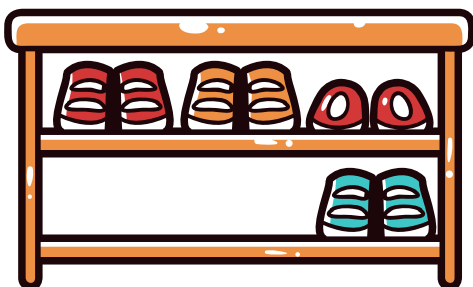


4. EMBRACE THE 'ACHA BACCHA' LOOK

Comb your hair, wear an ironed house kurta, and talk with your throat cleared. Teachers appreciate a neat appearance, and it might just earn you some +2s.

5. BE PUNCTUAL

Frequently submitting your homework late can result in disciplinary action - this may be either a diary note or a -2. Submitting on time shows respect for your teachers and classmates. In case you haven't completed your homework (which is not ideal), you should at least complete it in school, i.e before the class starts and not during it!



6. KEEP YOUR SHOES ON

Though it may sound fun, chucking your shoes(or your friends) out the window isn't the best idea. It's better to keep the footwear on your feet and not in the schoolyard trees.

Follow these rules, and you'll graduate to high school with dignity instead of an army of -2s. I survived Middle school without -2s by not doing these 6 crazy things, but do you want to? Your choice!

4 STRANGE EXCUSES THAT YOU CAN USE TO AVOID SOCIALIZING

WRITTEN BY HARSHAVARDINI, 8B

We all have those days where we just don't want to talk, our social battery is at zero and we can't make small talk anymore. You probably just want to lay in bed with a good book, binge-watch your favourite TV show, scream out song lyrics while doing questionable dance moves in your bedroom with the door closed (emphasis on closed-if you don't, you're just weird). But when you still have that one friend who's constantly pestering you and won't let you stay at home, the usual excuses don't work anymore.

That's why, here are 4 new ones!

I. HAVE TO MAKE SURE MY REFRIGERATOR REMAINS COLD, I'LL GIVE YOU A CALL LATER.

We all know how refrigerators have a mind of their own so you need to check up on them from time to time, make sure the ice is freezing within the said time. I mean who really knows, the refrigerator may just be faking it the entire time, only giving you rapid bursts of coldness when you open it. Ditch your friend, go stalk a refrigerator.



2. I'VE GOT A DATE WITH MY COUCH TODAY! MAYBE LATER?

We are all well aware that a date with your couch doesn't happen very often, but don't you think your couch needs it? It's always really sad when you look back at it and realise you've never spent quality time with your couch. It's always just there in the corner, never a part of the fun but always witnessing it.

So call off a meet with your friend and go watch your favourite movie on that couch.

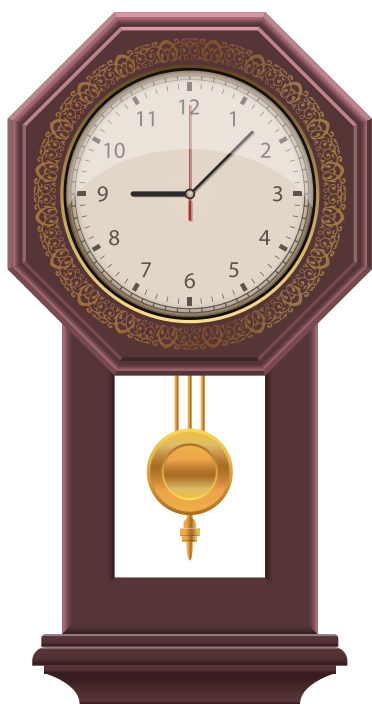


3. I CAN'T TODAY, I'M IN THE MIDDLE OF A REALLY IMPORTANT MEETING WITH MY SNACK CUPBOARD.

It requires a lot of dedication to learn all the different types of snacks there are, and being in a meeting with them doesn't necessarily mean that you are only snacking (except that's what you're doing, your friends don't need to know that). It could be about re-stocking strategies, that ensure you always get your favourite snack.



4. I PROMISED MY CLOCK THAT I'D LISTEN TO ITS TICKING, BEAUTIFUL MUSIC, IS TOMORROW FINE?



Clocks are some things that aren't hyped up enough. You remember that time when you went to your grandparents' place and the ticking wouldn't let you get a blink of sleep? Well, guess what - now, you can lie down and stare into the ceiling, contemplating the meaning of life all while listening to the very same tick-tock tick-tock. You never expected this to save you from hours of yapping, did you? If you really think about it clocks make really good music. You could even make a sick beat out of it!

Have fun trying out these new excuses on your friends or even family. See which ones work out best, and when these get old and your friends don't buy it anymore - Make sure to come back and read part 2!

5 STEPS TO LOSE A GAME OF 10 PASS TO A BUNCH OF 7 YEAR OLDS

WRITTEN BY YANIRA AKHTAR

For those of you wondering, 10 pass is similar to catch. There are 2 teams and each team passes the ball among themselves 10 times to get one point. The other team can snatch the ball from them or get it when the other team drops the ball.

This is a 5 step guide on how to lose this game.

(And, yes, I am speaking from experience.)

1. THINK YOU HAVE A HEIGHT ADVANTAGE

You will probably think that you have a height advantage and can throw the ball higher than they can reach. Well, you don't. Those kids have superhuman powers that let them jump even higher than you. You could try and throw the ball to the moon and yet they would somehow catch it.



2. TRIP OVER THE KIDS

While you may not have a height advantage, the kids sure do. Those little beings will manage to weave themselves into your legs causing you to go crashing to the ground.

3. GET TRASHED TALKED TO

Once the kids have a couple points their confidence grows and they for sure will make yours go down. So make sure you listen to the way they insult your entire bloodline, friends, dog, pigeon that lives in your balcony, homework and every thing you love.





4. GET HIT IN THE HEAD

This is one of the most important steps. Make sure that when your teammate passes the ball to you, it does not go to your outstretched arms but instead to your nose. This makes it that you are out and while your team asks if you are okay, the kids score 6 points.

5. MISS EVERY TIME YOU GET THE BALL

It is very important that whenever you try to pass the ball to someone, you miss and it goes flying into the tree. Do this enough times that you will be wondering whether the tree is on your team. You may also pass it to the bush, wall, opponent, or an unexpected teacher.



This is the ultimate guide on how to lose at 10 pass to a bunch of seven year olds. These are the exact steps I used when I lost to a team of seven year olds. They had 9 points and my team of 14 year-olds (which had more people) had just 1 point.

EXPRESSIONS

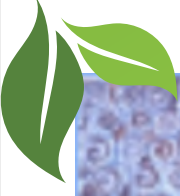
*See the creative expressions of the school
community from Classes 6 to 10!*



Deepawali
Avni (6B)



Tarun (6B)



Buddha
Neelesh Mani (6B)



Layers of Soil-Class 6 Geograpy
Project



ಸು ನನ್ನ ನೆಚ್ಚಿನ ಪ್ರಾಣಿ

ನನ್ನ ನೆಚ್ಚಿನ ಪ್ರಾಣಿ ಕರಡಿ. ಕರಡಿಗಳು ಕಂದು, ಕಪ್ಪು ಮತ್ತು ಬಿಳಿ ಬಣ್ಣದಲ್ಲಿರುತ್ತವೆ. ಕರಡಿಗಳು ಅಮೆರಿಕಾ, ಯುರೋಪ್ ಮತ್ತು ಏಷ್ಯಾದಂತಹ ದೇಶಗಳಲ್ಲಿ ವಾಸಿಸುತ್ತವೆ. ಕೆಲವು ಕರಡಿಗಳು ಬೆಟ್ಟಗಳಲ್ಲಿ ವಾಸವಾಗಿದ್ದರೆ, ಇತರವು ಕಾಡುಗಳಲ್ಲಿ ವಾಸಿಸುತ್ತವೆ. ಅವು ತುಂಬಾ ಬಲವಾದ ಮತ್ತು ವೇಗವಾಗಿ ಓಡಬಲ್ಲವು. ಕರಡಿಗಳು ಹೆಣ್ಣು, ಬಾಬಿಗಳು, ಜೊಸು ಮತ್ತು ಸಣ್ಣ ಸಸ್ತುಗಳನ್ನು ತನ್ನ ತವು. ಅವು ಕೆಲವೊಂದು ಕೀಟ ಮತ್ತು ಮೀನುಗಳನ್ನು ತನ್ನ ತವು. ಕರಡಿಗಳು ಕೆಲವು ಬಿಳಿ-ಕೂಂಡೆ ಸಂವತ್ಸರ ನಡೆಸುತ್ತವೆ. ಕರಡಿಗಳು ಆಡಲು, ಮತ್ತು ಬೇಟೆಯಾಡುತ್ತವೆ. ಅವು ತಮ್ಮ ಮರಿಯನ್ನು ಸಹ ರಕ್ಷಿಸುತ್ತವೆ.

Ananya (6A)





Making Manuscripts-Class 6 History Project

~ ಮಂಡೂಕ-ಮರಿಮೀನು ಮುಖಾಮುಖಿ ~

ಮೊ ಮೀನು ಕಿವ್ವೆ ಮೊ ಜೊತೆ ಭಜಿಯಾಗಿತ್ತು.



ನೀವು ನನ್ನನ್ನು
ಅವಮಾನ ಮಾಡೋದು
ನೀಲಿಯಲ್ಲ! ನನ್ನನ್ನು ಕಿವ್ವೆ
ಮೊ ಮೀನು ಅಂತಾರೆ.

ನೋಡಿ ಅದರ ಆಕಾರ!
ನೀನು ಯಾವ ಅತ್ಯದ್ಭುತ
ಪ್ರಾಣಿ? ನೀವು ಹತ್ತಿರವಾಗಿ
ಬಿಡಿ!



ನಾವು ನೆಲಕ್ಕೆ ಕಿವ್ವೆಗಳು.
ನಾವು ತುಂಬಾ ನಂದರ!
ನಾವು ದಯೆ, ಕಿರುಬೆ
ಅನುಕಂಪದ ತ್ರಿತಿ
ದಾಡೆಗಳು.

ನೀವು ದಡ್ಡತನ
ನೋಡಿದರೆ ಕೆನ್ನೆಬೇಸು
ಅನಿಸುತ್ತದೆ. ನೀವು ಈ
ರೋಗ ನ್ನಲ್ಲ ಕೂಡ
ನೋಡಿದೆಯಾ?



ಹೌದು! ನಾವು ಈ ಮಡುವಿನ
ಅತ್ಯದ್ಭುತದ ಒಂದು ಪಕ್ಷಿಗೆ
ಈ ಜೀವಿ. ನಮ್ಮ ಕಿವಿಯು
ನೋಡಿದೆ.

ನೀವು ಈ
ಮಡುವಿನ
ಹೊರಗಿನ
ಹೊರಗಿನ ನೋಡಿದರೆ ಅಲ್ಲ?
ನೀವು ಹೊರಗಿನ
ಹೊರಗಿನ ಲೈವಿಂಗ್ಸ್
ಇದೆ.

ಏನು?
ಹುಬ್ಬು ಮೀನು!



ನೀವು ಜೊತೆ
ವಾದಿಸುವುದು
ಬೃಹತ್!



ಓ ನಮಸ್ಕರ ಅಮ್ಮೆ...
ನಿಮ್ಮಿಗೆ...

ಎನು ಯಾಡ್ಡೆ ಯಾಡ್ಡೆ
ಮತ್ತೊಂದು ಪ್ರಾಣಿಯ?
ಕೆಲಸ ಇಲ್ಲ ನನ್ನ ಜೊತೆ
ಯೂ ಇಲ್ಲ ಹಾಕಾ
ಯೋಗ್ಯತೆ ಯೋಗ್ಯತೆ
ಈ ಮಡುವೆ
ಲೈವಿಂಗ್ಸ್
ಮುಕ್ತೆ!!

ಚೂಚಿಯಾಗಿನಿಂದ ಮರಿಮೀನು ಅಮ್ಮೆ ದಿಂದ ಜಾಂ ಕೊಂಡಿತ್ತು



ಇವೆ ಅಮ್ಮೆ... ಅಮ್ಮೆ

ಅಮ್ಮೆ!

ಹೇವರೆ!

- ದೇವಯಾನಿ 7A -

Devayani (7A)

ಮರಗಳು

ಮರ ಮರ,
ಮರಗಳು ತುಂಬ ಸುಂದರ.
ಅಲದ ಮರ , ಹ್ರಿಂಗೇ ಮರ,
ಈ ಮರಗಳು ಪ್ರಪಂಚದ ವರ.

ಕೇಸರಿ , ಹಳದಿ , ಹಸಿರು
ಬಣ್ಣದ ಎಲೆಗಳು.

ಚಿಕ್ಕ , ದೊಡ್ಡ , ಸುಗಂಧ,
ವಿಚಿತ್ರ , ಹೊಪ್ಪುಗಳು

ನಿಮ್ಮ ನಮ್ಮ
ಪಂಚಪ್ರಾಣಿ
ನಿಮ್ಮ ಇಲ್ಲದೆ
ನಮಗೆ ಮರಣ

- ಖುಷಿ, ಆದಿತ್ಯ, ರಾಗಾ



ಬೆಂಗಳೂರು ಬಗ್ಗೆ ಕವನ

ಓಮ್ಮಿ

ನಾ ನೆಗಡಿ ಕಣ್ಣುಮಂಚಕೊಂಡೆ ಸೆ ಹಸಿರೆ
ಹಸಿರೊಂದ ಕೂಡುತ್ತೆ ಒ ಒರಿಸಿರೆ
ಒ ಬೆಂಗಳೂರು ಮಂಜು ಗಡಿ ಮರೆ
ಗಡಿ - ಅರಣ್ಯದೊಡೆ ಜಲ ಸಿಂಹುಲ ಉಪರ
ಒಲ್ಲ ನಾನೊಮ್ಮೆ ಕೆಳಗೆ ೨೦೨೪ರ
ಮುಖ್ಯಮಂತ್ರಿಯೊಬ್ಬ ನಾನು ಒ ಸ್ವರ
ಒ ಸ್ವರ ಕೆಳಗೆ ನಾಳೆ ನಗದೆ ೨೦೨೪ರ
೨೦೨೪ರ ಕೂ ಮುಂದೆ ಬೆಂಗಳೂರು
ನಮ್ಮ ಕೂ ಜೀವನ ನಮ್ಮರ.

Anjan (7A)

ಗಂಜನ ಎಚ್.ಕೆ

೨೦೨೩ : 2, 7A



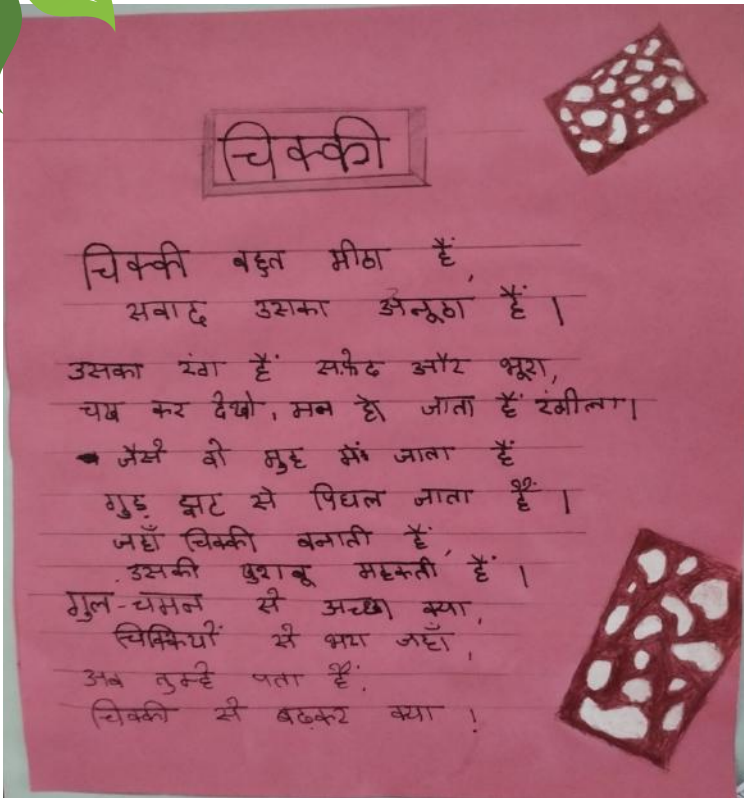
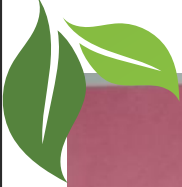
ಸೂರ್ಜ

ಒಕ ನಭ ಮೆಂ ಉಜಾಲಾ ಹೆ
ಸೂರ್ಜ ಜಗ ಮೆಂ ಪಾರಾ ಹೆ
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ರಂಗೊ ಕಾ ಇಂದ್ರಧನುಷ
ಜೆಸೆ ಸಪನೊ ಕಾ ಹೊ ಮೆನಾ

ಜಮಕರ ಬೆಂಗಳೂರು ಮಹಾ ಅಂಪೆರಾ
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ಸೂರ್ಜ ಜಗ ಮೆಂ ಪಾರಾ ಹೆ
ನದಿ ಒಲಿ ಸಬ ಹೆ ಭೆ
ರಾಸ್ತೊ ಪೂ ಭಿ ನಾಳ ಕೊ
ಅಬ ತೊ ಬಾಹರ ಆಯೊ ನಾ
ರೊಷನಿ ಸೆ ಭರಾ ಸಪನೊ ಕಾ ಇಂದ್ರಧನುಷ
ಫಿರಸೆ ಹೊ ಲೊಟಾಯೊ ನಾ

Aadhya (7A)





Rehan and Ari (7B)



THE INVISIBLE MAN



Illustration by: Maitri (7B)

I am the invisible man
Wandering about with no purpose or plan,
Unspoken about and never quite seen,
I walk the edges of reality like a beautiful
dream

More than a shadow, less than a man,
I guide the future with my unseen hand.
There's no such thing as destiny, or fate's
design,
There is only me, whom you don't see.

Poem by: Madhumitha (7B)



भाई - बहन का सफर

एक समय था, जब दो भाई - बहन पैदा हुए थे। वह एक तुफानी रात थी। उनके माता-पिता रात में बाहर गए और फिर कभी वापस नहीं आए। वर्षों बाद, भाई - बहन बड़े होकर अच्छे किशोर बन गए। उनका बंधन इतना मजबूत था कि वे कभी एक - दूसरे के साथ नहीं छोड़ते थे। उनके नाम रोजी और जैम्स हैं।

एक दोपहर, जब रोजी दोपहर की खाना बना रही थी, उसे एक आवाज़ सुनाई दी। वह दरवाजे तक भाग गई और डोरमैट पर एक पत्र पड़ा हुआ था। उसने पत्र लिया और उसका भाई को दिखाया। रोजी और जैम्स एक साथ पत्र पढ़ा। रोजी और जैम्स को पता चला कि ये एक खजाने का रस्ता था। उन्हें नहीं पता था कि ये पत्र कीदर से आया था लेकिन वे वास्तव में उत्साहित थे...

अगले दिन वे जल्दी सामान पैक कर लिए और जाने के लिए तैयार हो गए। कुछ समय के बाद वे त्सा चुके थे इसीलिए वे एक पेड़ के नीचे बैठ गए। कुछ समय के बाद वे एक साधु से मिले, वे बड़े तपस्वी थे। साधु ने पूछा "क्यों इतना उदास हो" भाई - बहन ने बोला "क्योंकि हमें खजाना नहीं मिला" फिर साधु ने उत्तर दिया "यदि आप वास्तव में अपने पूरे दिल से कुछ चाहते हैं, तो आप इसे प्राप्त कर सकते हैं" साधु का वाक्य सुनकर रोजी और जैम्स उत्साहित हुए और उनका प्रयाण प्रारंभ किया।

बहुत दूर जाने के बाद एक गुफा में उनको एक अमूल्य वज्र मिला। रोजी और जैम्स बहुत खुश हुए। भाई - बहन को बहुत गर्व हुआ। घर जाने के बाद थोड़ा विश्राम लेने के बाद, उस वज्र को एक सुरक्षित जगह में रख दिया। जब रोजी, उस वज्र पर विचार किया तो उन्हें पता चला कि वो वज्र बहुत पुरानी और अमूल्य था। तो भाई - बहन को पता चला कि जो वो साधु बोला वो सच है। फिर भाई - बहन ने पूरा जीवन साधु का आज पर ही जीवन बिताया।

Surasreshta (7B)



A TRIP IN TIME

WRITTEN BY JAIVEEN, CLASS 7B

27/11/1524

Dear Diary,

Today, something very weird happened; let me start from the beginning. I was feeling really unproductive (as usual). So, I decided to take a walk outside my house and checked if my friend Maitri was available to join me on my walk. For once, she wasn't studying, so she joined in.

We both walked past the coffee shop, the brand-new mall, the shiny car park where the wealthy parked their cars, and since it rained very heavily yesterday, there were tons of puddles. So naturally, I went to jump in one. As I jumped, I realized this isn't any ordinary puddle. It was a portal ("portal puddle" is what I like to call it), and I landed up in a very peculiar yet gorgeous place!

Maitri made the mistake of following me and within a split second, She was able to tell that we hadn't travelled through different dimensions, we had actually travelled through time, which made sense as everything around us was similar except instead of the new mall, there were these huge bazaars and instead of ferraris and mustangs, there were chariots. Everyone was so well-dressed here, and they were wearing clothes that we would only wear on special occasions.

For the next few minutes, we both were totally clueless as to where we were, which year it was, and, more importantly, whether or not we were underdressed. In these clueless moments, another fellow time traveler named Begum Bakul spotted us and helped us out. So Begum Bakul, if you are reading this, thank you!





A TRIP IN TIME

28/11/1524

Dear Diary

Today was exhausting. In the early morning, Begum Bakul showed us the beautiful, extravagant Vittala and Hazar temples and we spent hours there just admiring the sheer artistry and effort put into the sculptures and carvings. On the way, we came across a few pipes called water ducts, and we also came across a trading center where we met a few of the traders, and this is how the conversation went:

(We said our hellos)

Me: So, what do you take from here as in export?

Trader: Your country is very rich in the textile and spice field, so naturally, we had to try some of it!

Maitri: Are all of these horses from your side?

Begum: Yes, they introduced horses to our country, and that is the exact reason you will find so many of them on the temple carvings.

Traders: Exactly!

On the way back, Begum Bakul told us all about the wall paintings, Dasavatharam and Girijakalam, which we saw earlier today, and we both decided to try to draw something based on those paintings in our very own sketchbooks!

In the evening, Begum took us to a dance and music show where I was truly left wonder-struck after looking at the graceful movements of the dancers and hearing the ever-so-beautiful voice of the singers.





A TRIP IN TIME

29/11/1524

Dear Diary

Me: I wonder what religions they follow here. Is it like us and the way we follow?

Maitri: Yes, and what about the administration?

Begum: Those are some excellent questions! This empire has a strict adherence to dharma, although our rules are tolerant to other beliefs too. The king here is considered the representative of God on Earth, and otherwise, the kingdom is divided into six provinces ruled by governors, and then the provinces were further divided into nadu's governed by hereditary officials.

Maitri: Wow, they are so organized and well-administered!

Since the weekend was coming to an end, we had to deal with the bittersweet feeling of returning back to our time. We had so much curiosity even as to how things were and now we know how elaborate and well-managed everything was.

Even though it was a short trip, it is safe to say Krishnadevaraya did an excellent job.

Maybe next weekend we should try something else, perhaps the Mughals?





MY EXPERIENCE OF THE STUDENT COUNCIL ELECTION

ARYA CHORDIA (7B)

The journey was exciting, anxious, thrilling and rewarding.

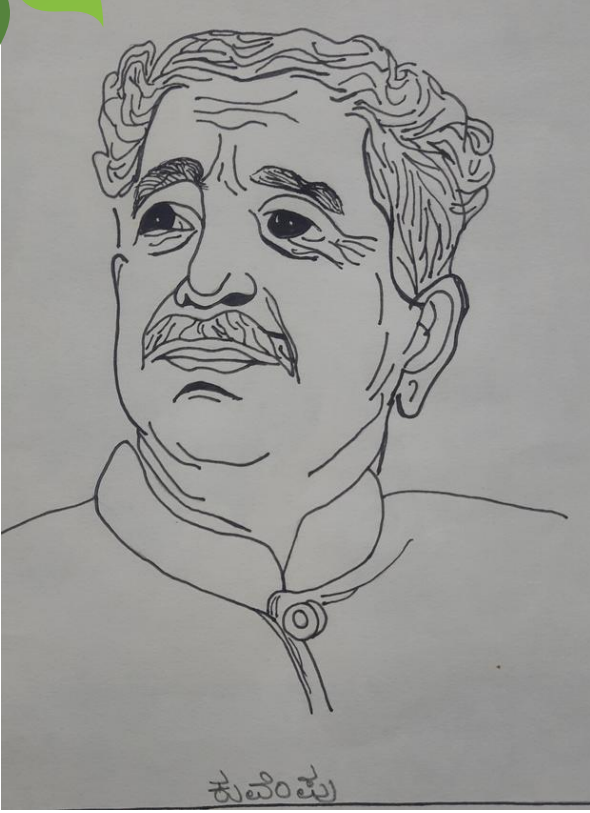
When the school announced the election for the student council, I decided to participate and give it my best by standing for the post of Vice-Captain. The process of campaigning, designing the logo, poster and preparing the manifesto were the most exciting and rewarding moments for me.

This would not have been possible without the support of my friends and fellow students who gave me confidence and support at the time of need. The teachers also played a vital role in guiding all of us in the right direction. It was a wonderful experience when the candidates supported each other during the campaign.

The challenging moment was during the panel discussion when we had to answer unexpected questions put forward to us.

The entire election journey was filled with fun, enthusiasm, excitement and achievement.

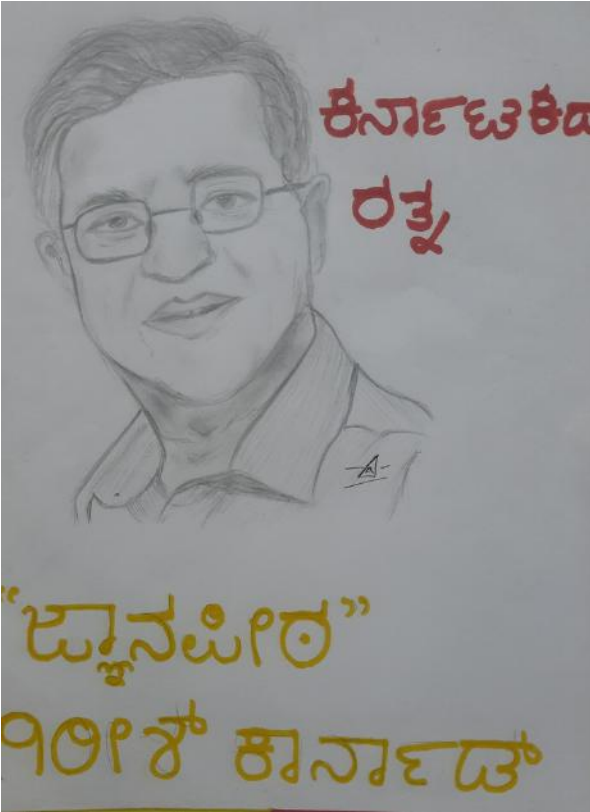




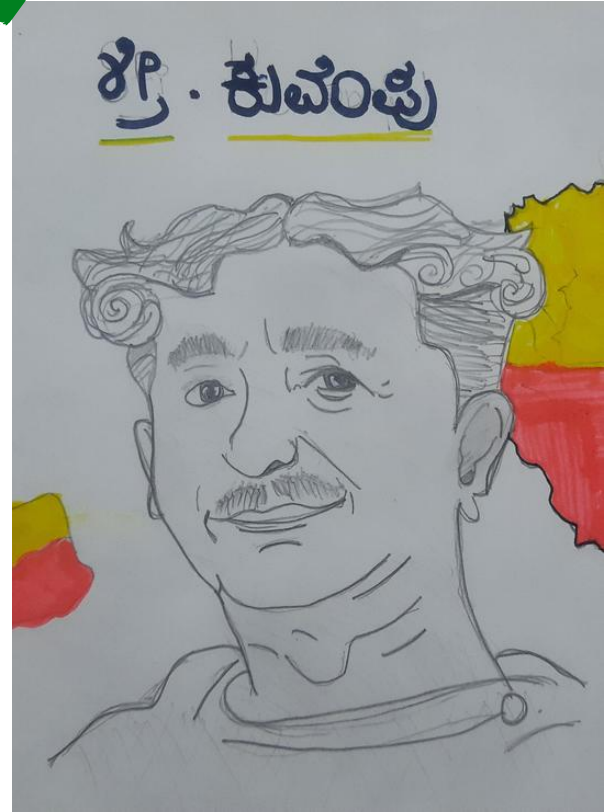
S. Kausthubh (8B)



S. Karthik (8B)

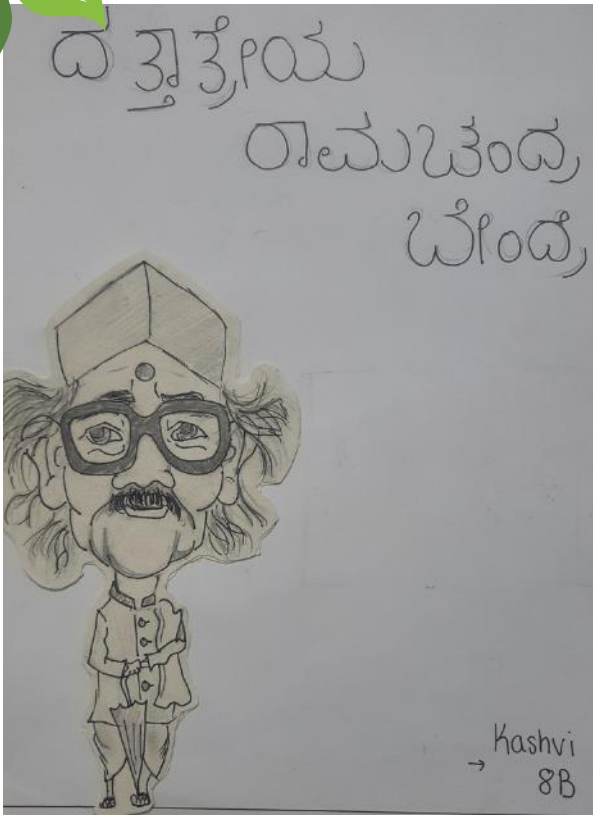


Rishima Golan (8B)



Madhav Nair (8B)

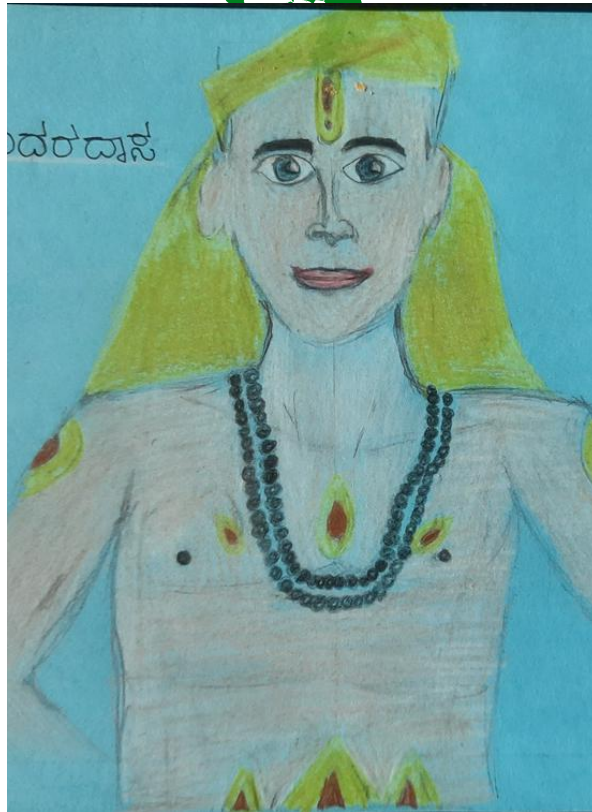




Kashvi (8B)



Arjun Sharma (8B)



Krishna (8B)





ನನ್ನ ಕರ್ನಾಟಕ

ಕರ್ನಾಟಕ ಎಂದರೆ ನನಗೆ ಹೆಮ್ಮೆ
ಇಲ್ಲೇ ಇದೆ ಗೊಮ್ಮಟೇಶ್ವರ ಪ್ರತಿಮೆ
ಭಾಷೆಗಳ ವೈವಿಧ್ಯ ಬಹು ಸೃಷ್ಟಿ
ಇಲ್ಲಿನ ಸಂಸ್ಕೃತಿಯು ಬಲು ಇಷ್ಟ

ಆನೆಗಳು ಮತ್ತು ಹುಲಿಗಳು ಕುಣಿಯುತ್ತಿವೆ
ದೇಶಕ್ಕೆ ಮಾದರಿಯಾಗಿ ನಲಿಯುತ್ತಿವೆ
ಹರಿಯುತ್ತಿವೆ ಇಲ್ಲಿ ತುಂಗಾ, ಭದ್ರ, ಕೃಷ್ಣ, ಕಾವೇರಿ
ಮೆರೆಯುತ್ತಿದೆ ಅವರಿಂದ ಚೆಲುವಿನ ವನಸಿರಿ

- ಸಿರಿ ಪ್ರತಾಪ
೮ ನೇ 'ಬಿ' ವಿಭಾಗ

Siri Pratapa (8B)



ಕನ್ನಡವೇ ಸತ್ಯ

ಕನ್ನಡ ಭಾಷೆ ಎಂದರೆ ನನಗೆ ಇಷ್ಟ
ನೀವು ಕಲಿಯದಿದ್ದರೆ ನಿಮಗೇ ಕಷ್ಟ
ಕಾಗುಣಿತ ಒತ್ತಕ್ಷರಗಳ ಒಳಸುಳಿಯಲ್ಲಿ
ಇದರ ಸಾಹಿತ್ಯ ಬಳಕೆ ನಿತ್ಯ ನಿತ್ಯ
ಗಾದೆಗಳು ಎಂದೆಂದಿಗೂ ಸತ್ಯ

ಕನ್ನಡವನ್ನು ನುಡಿಯಬೇಕು ಎಲ್ಲರೂ
ಉಳಿಸಿ ಬೆಳೆಸಬೇಕು ನಾವೆಲ್ಲರೂ
ರಾಷ್ಟ್ರಕವಿ ಕುವೆಂಪು, ಧಾರವಾಡ ಬೇಂದ್ರೆ ತಾತ
ನಿಮ್ಮ ಕೃತಿಗಳ ವಿಚಾರಧಾರೆಯೇ ನವನೀತ

- ಅವನಿ
೮ ನೇ ತರಗತಿ, ಬಿ - ವಿಭಾಗ

Avani Rao (8B)



ಮೆಳೆಗಾಲ

ಮೆಳೆಗಾಲ ಜುನಿಂದ ಸೆಪ್ಟೆಂಬರ್ ಇರುತ್ತದೆ. ಇದನ್ನು ವರ್ಷ ಮುಕು ಎಂದು ಕರೆಯುತ್ತಾರೆ. ಮೆಳೆ ಬಂದಾಗ, ಕೆಲವು ಸೆಮೆಯು ನುದುಗು ಮತ್ತು ಎಂಜು ಬರುತ್ತದೆ. ಮೆಳೆ ಬಂದಾಗ ಅಂತರ್ಜಲದ ಮಟ್ಟ ತುಂಬು ಕಡಿಗಟ್ಟು ಆಗುತ್ತೆ. ಅನಿಮಿಯದಲ್ಲೂ ಲೈವಾಹ್ ಬರುವ ಅವಕಾಶ ಇದೆ.

ವರ್ಷ ಮುಕುವಿನ, ಎಲ್ಲ ನೋಡು ಹಸಿರು ಗಡೆ ಮರಗು, ಹೂವುಗಳು ಮತ್ತು ಫೋರ್ ಕೆರಿಗು ಕೊಡುತ್ತವೆ ಮೆಳೆ ನಂತರ ಮೆಣ್ಣಿನ ಸುವಾಸನೆ ಬರುತ್ತೆ. ವರ್ಷ ಮುಕುಡೆಲ್ಲ ತನ್ನಿನಯ ವಾತಾವರಣ ಇರುತ್ತೆ. ಮೆಳೆಯ ಜುತೆ ಕೆಲವು ಸೆಮೆಯ ಕಿಮೆನಬಲ್ಲು ಕೊಡುತ್ತೆ. ಮೆಳೆ ಎಂದರೆ ತುಂಬು ಪ್ರಾಣಿಗಳೂ ಇಷ್ಟೆ ನಾಲಯ, ಮೆಳೆ ಬಂದಾಗ ಅದರ ರೆಕ್ಕೆಗಳ ಜುತೆ ನೃಕ್ಕು ಮಾಡುತ್ತೆ. ಇದು ನೋಡಲು ತುಂಬು ಸುಂದರವಾಗಿ ಇರುತ್ತೆ. ವರ್ಷ ಮುಕುಡೆಲ್ಲ ಎಲ್ಲೂ ನೋಡುತನ ಅನಿಸುತ್ತೆ. ಮೆಳೆ ಬಂದಾಗ ಮನೆಯಲ್ಲೂ ಕೊಡುತು ಬಜ್ಜೆ, ಪೆಕೋಡೆ ತನ್ನಲು ಎಲ್ಲೂ ಇಷ್ಟೆ ಆಕಾಶದಲ್ಲ ಕೆಂಪೆ ಮೋಡೆ ಕಾಣಿಸುತ್ತೆಂದರೆ ಮೆಳೆ ಬರುತ್ತೆ ಎಂದು ಅರ್ಥ ಎಲ್ಲರು ಮೆಳೆಯಿಂದ ಕಿಬಿಡಲು ಧತ್ತಿ ಮತ್ತು ಕನಕೋಟಿ ಉಪಯೋಗ ಮಾಡುತ್ತಾರೆ. ವರ್ಷ ಮುಕುಡೆಲ್ಲ ಕೆಂಪೆಗಳು ಮತ್ತು ಕ್ರಿಮಿಕೀಟಗಳು ತುಂಬು ಕಾಣಿಸುತ್ತೆ. ಕೆಂಪೆಗಳು ಮತ್ತು ಕ್ರಿಮಿಕೀಟಗಳು ಅಂದರೆ ತುಂಬು ಜನರಿಗೆ ಭಯ. ವರ್ಷ ಮುಕುಡೆಲ್ಲ ನೈಲೂ ಹೆಬ್ಬುಗಳು ಇರುತ್ತೆ ಯೆಂದರೆ ಮೆಳೆ ಬರುತ್ತೆಂದರೆ ಹೆಬ್ಬುಗಳು ಆಚರನೆಲು ಕೆಂಪೆ. ಮೆಳೆ ಬಂದಾಗ ರವೆ ಮೇಲೆ ಕೆಂಪು ಹೆಚ್ಚೆ ಆಗುತ್ತದೆ.

ನನಗು ಮೆಳೆ ಎಂದರೆ ತುಂಬು ಇಷ್ಟೆ. ಮೆಳೆ ಬಂದಾಗ ನನಗು ತುಂಬು ಖುಷಿ ಆಯುತ್ತೆ. ನನಗು ಮೆಳೆಯಲ್ಲ ಬಜ್ಜೆ ಅಗಲು ತುಂಬು ಅಂದರೆ ತುಂಬು ಇಷ್ಟೆ.

- ಪ್ರಿಯಾ ಲವ

Pranati (8B)

कैंटीन भोजन

Camlin Page

नमस्ते, आज के समाचार पत्र [मंगलवार] में हम एक विशेष खंड प्रस्तुत कर रहे हैं जिसमें हम स्कूली भोजन पर छात्रों के विचार प्रस्तुत कर रहे हैं। एक छोटा सा सर्वेक्षण करने और स्कूली भोजन पर राय एकत्र करने के बाद, आइए इस बात से शुरू करें कि लौगी को क्या लगता है कि भोजन को कैसे बेहतर बनाने के लिए ^{क्या किया जा} ~~कर~~ सकता है।

हम सुझावों की नाश्ते और दोपहर के भोजन में विभाजित करेंगी। जब हम नाश्ते की बात करते हैं तो यह कुल मिलाकर अच्छा है, लेकिन लौगा कह रहे हैं कि इडली को नरम बनाने की जरूरत है, मसाला ढीसा में और आठू चाहिए और खाना गर्म होना चाहिए। हालांकि पौंगल धीरे-धीरे नया पसंदीदा ^{बनेता जा रहा} लगता है।

अब दोपहर के भोजन के मेनू पर चलते हैं, कुछ सामान्य सुझाव थे कि रसम थोड़ा और तीव्र हो सकता है, कुरमा में प्याज नहीं डालना चाहिए, चावल बिसिबैले भात बनाने के बजाय बजरा से बने बिसिबैले भात बने, चपाती में घी डालने और रसम के साथ जो चापड़ खाया जाता है वह बहुत अधिक तैलीय होता है। कुछ कम लोकप्रिय व्यंजन हैं सांबार चावल और रागी मूथू। ऐसे व्यंजन जो सभी को पसंद थे और जिन्हें अधिक बार बनाने का अनुरोध किया गया था वे थे राजमा चावल, पुलीयोगारे, दाल चावल, फेंड चावल, वैज रोल और रसम। ठंड के दिनों में मुख्य रूप से टमाटर का सूप बनाने के लिए यहां कुछ सुझाव दिए गए हैं, खाद्य पदार्थ के क्षेत्र और स्थान का उल्लेख करें - चोमिदा, जीपा, अवनि।

Giya (8A) and Avani (8B)

संस्कृत धारा

२८ - अक्टोबर - २०२४

प्रणति, अभिराती, जयन्ती-४A

मुख्य: वार्ता

प्रधानमंत्री नरेन्द्र मोदी, चीनादेशिय राष्ट्रपति शी जिंग पिंग पञ्च वर्षी पश्चात् द्विपक्षीय वार्ता अनुकूलाम्।
 देहली नगरे बहू बन्धु प्रदुखणम् अवसिं ताभु गृण सापन्नं ३६६ अभिस्त।
 अखिया, बेङ्गाल न प्रदेशे च 'दाना' चक्रवातः प्रभावः इवसिं बहू वर्षी आगच्छसि।
 बेङ्गलुरु नगरे बहू वर्षी आगच्छसि, अतः 'ओन्लाईन' कक्षा कारोसि।
 बहू यातायातम् आ अभवत्।
 रशिया देशे 'खिक्स' सङ्घटनम् लिखितवन्तः।
 वीषावली उत्सवः ३१ अक्टोबरे अभिस्त।



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बेङ्गलुरु नगरस्य वातावरणम्

दिनांकः	दिनम्	तापमानम्	वातावरणम्	चित्र
२५/१०/२४	शुक्रवासरः	२५°C - १५°C	मेघः	
२६/१०/२४	शनिवासरः	२५°C - १५°C	मेघः	
२७/१०/२४	रविवारः	२६°C - १६°C	शुभ्रः	
२८/१०/२४	सोमवारः	२६°C - १५°C	मेघः	
२९/१०/२४	मङ्गलवारः	२५°C - १५°C	वर्षा	
३०/१०/२४	बुधवारः	२६°C - २०°C	वर्षा	
३१/१०/२४	गुरुवारः	२६°C - २०°C	मेघः	

शुभ्र वाक्यानि

कशाम्ने वसते लक्ष्मीः कर्मण्ये सरस्वती।
 कश्चिन्ने सदा गौरी प्रभाते करदर्शिनम्॥

हस्तस्य भूषणं दानं सत्यं कण्ठस्य भूषणम्।
 श्रोत्रस्य भूषणं शास्त्रं सूर्यः किं प्रयोजनम्॥






छत्रयुक्ता स्त्री (The Woman with Parasol)

छत्रयुक्ता स्त्री - महोदया मोनेट च तस्या पुत्र । अस्मिन् चित्रे १८७५ वर्षे क्लॉड मोनेट नाम एकः फ्रांस देशस्य चित्रकार आकर्षितवान् । अस्मिन् चित्रे तस्या पत्नी क्लोड मोनेट च तस्य पुत्र जीन मोनेट उद्यायने चलनम् समो सः इति चित्र आकर्षितवान् । अस्मिन् चित्रे स्मूर्तरूपेण पन्या प्रहारः रङ्गप्रसारः च सन्ति ।


तस्मिन् चित्रे महोदया मोनेट वस्त्र वातस्य कारणात् उड्डीयन्ते । भ्रमे उपरि गृणः प्रवाहितः तस्याः छत्रे प्रतिबिम्बितः । तस्याः पुत्रः तस्या दूर तिष्ठति । ते अद्य इव हरयन्ते, नीलमग्नस्य मृदुमेघस्येन सह । तौ द्वौ चित्र आकर्षितं क्लॉड मोनेट पश्यतः । एतत् चित्रं बहिः आकर्षितम् आसीत् ।

अस्मिन् चित्रे मोनेटः प्रकाशेन वर्णनं च क्रीडितवान् । एतत् चित्रं जनान् सुखी करोति । एतत् एकम् अतीव प्रसिद्धं अस्ति । जनानां तस्मिन् चित्रं बहु इच्छन्ति ।



छत्रयुक्ता स्त्री

पुस्तकचोरः (The Book Thief)



पुस्तकचोरः इति असाधारणं हृदयविदारकं पुस्तकम् अस्ति । एतत् पुस्तकं मार्कस जुसाक नाम एकः ऑस्ट्रेलिया देशीय लेखकः लिखितवान् । पुस्तकस्य कथा द्वितीयविश्वयुद्धस्य जर्मनीदेशस्य प्रलयस्य च विषयी अस्ति । कथा मृत्युना कथयते । पुस्तकं 'मिसेल् मेमिडर' इति पृथ्वीयाः साहसिककार्यक्रमस्य विषये अस्ति । सा पठनरुचिकारिणात् पुस्तकानि चोरयति । सा शब्दानां, लेखनस्य, साहित्यस्य साक्ष्यदात्री च सामर्थ्या अतिसच्छति । एतत् पुस्तकम् अतीव लोकप्रियं जातम् अस्ति । मानके पुस्तकाराः अपि प्राप्ताः सन्ति ।

पुस्तकचोरः

भारतस्य उत्सवः - दीपावली

दीपावली भारतस्य महत्त्वपूर्णः उत्सवः अस्ति । भारतस्य जनाः ५ मृदु लक्ष्मी देव्यः आवाच्छन्ति इति सर्वे जनाः विश्वासः करोति । सर्वे जनाः मृदुलं स्वच्छीकुर्वन्ति, अलङ्करणं कुर्वन्ति च । भारते दीपावली क्रान्तिमयः उत्सवाचरणम् करोति । भारते दीपावली उत्सवाचरणम् करोति मत्तः श्रीरामः, लक्ष्मणः, सीता च अयोध्यायां प्रति आवाच्छन्ति । अयोध्यायां सर्वे जनाः श्रीरामः, लक्ष्मणः, सीता च स्वागतं कुर्वन्ति । सर्वे बाहु मधुरः भोजनम् सज्जीकुर्वन्ति । भारते सर्वे जनाः तस्मिन् वर्षे जनाः मिलितवन्तः । दीपावली रात्रौ असाधारणम् अस्ति अतः सर्वे जनाः दीपः प्रकाशयन् करोति । बहु देशे दीपावली उत्सवाचरणम् भवति । दुबई देशे, यु. एम्. ए. देशे च अनेके देशाणि दीपावली भवति । दीपावली उत्सवः अस्माकम् संस्कृत्याम् महत्त्वपूर्णः भागः अस्ति, अतः वयम् सर्वे अस्माकम् संस्कृत्याम् स्मरणं कुर्वन्ति, इति अस्माकम् प्रयत्नः कर्तव्यम् ।



- मेघ → सफलतायै सहकार्यं मुख्यः अस्ति ।
- वृषभ → सद्यः दिनं निशोद्यतु ।
- मिश्रुणु → कार्ये श्रद्धावान् आचरणम् ।
- कर्म → निस्सीमश्रद्धेः सेवा आकाशा कथा → आशिक्षितः ।
- कुला → आराधनायाः अवसरान् आर्जयन्ति ।
- भूरिवेक → जितनत्मकं कालः, व्यय परिहरन्ते ।
- धनु → साक्ष्यदात्री सञ्चारस्य आचरणम् भवति ।
- मकर → विद्याः सुधायाः मधु (परिमारी) कुम्भ → यात्रा विद्या च आचरणम् अभवत् ।
- मीन → आत्मः परिचर्यं मनुष्यस्य मिष्ट → परिवारः संबन्धेषु के प्रबिन्दुः ।

मरणम्			
१९४७-१९४८ (१९४७-४८)	१९६४-१९६४ (१९६४-६४)	१९८४-१९८४ (१९८४-८४)	१९८४-१९८४ (१९८४-८४)
मोहनदास करमचन्द गान्धी	जवाहर लाल नेहरू	इन्दिरा प्रसाद गान्धी	राजिव गान्धी





पदबन्धः

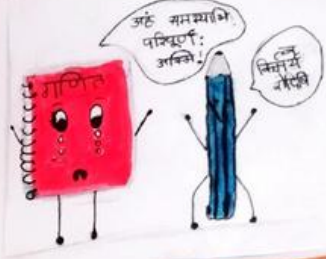
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ने	अ	ज	न	कु	ल	र	ह	दे	व	ह	सा
श्री	त्रि	य	व	मी	का	दो	श	ह	व	व	सा
स	स	क	फा	ल	ल	स	स	य	य	की	ती
र्य	सु	या	ड	का	जी	दा	स	स	रो	छा	ज
अ	मा	रः	क	पः	मी	ता	र	न	धा	प	त
इ	रा	कु	अ	द	कु	तः	ह	नि	श	सा	फ
ला	नि	क्रि	न्दि	नि	क	स्म	त्र	व	न	न	ज
हि	सा	दो	जा	च	र्य	गो	ण	ल	ई	अ	ले

भारद्वाजस्य पौत्रः
 इन्द्रस्य पुत्रः
 धमलः पण्डितः
 उत्तरस्याः पतिः
 ज्येष्ठः कौरवः
 गान्धरः पुत्रि
 सूर्यस्य पुत्र
 द्रौपदी वस्महरत
 निरोधः (कौरवः)
 नासु पुत्र
 पण्डितः कौरवः य
 पितृमाहा
 वेदा लेखकः

- देवक्याः पतिः
- कृष्णस्य माता
- कौशल्याः पुत्रः
- इन्द्रस्य राजा
- धृतराष्ट्रः प्रसुखः सेवकः
- कौरवः माता
- पण्डितः कौरवः य गुरु
- भिक्षुः अष्टारतः राजकुमारी

सुदीकः क्रिया

	६	७		८	
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- अस्मिन् मासे शीर्षस्था चलच्चित्राणि ।
- १) भुङ्करसः भुङ्करसः
Inside Out 2
 - २) अन्नः वहिः २
Stray 2
 - ३) स्त्री २
Stray 2
 - ४) इफ़
Stray 2



अस्मिन् मासे शीर्षगीतानि

- १) नील (बिलि एंजिन्)
Blue (Blue Engine)
- २) पखवाडा (टैलर स्विफ्ट)
Pachwaada (Taylor Swift)
- ३) मामूचि (मेघन् दी स्टालियन्)
Mamuchi (Megha Dee Stallion)
- ४) बृहत् शुनकाः (हनुमान्केन्डु)
Brihat Shunka (Hanuman Kendu)
- ५) नाविक गीत (गीगी पेरेज)
Navik Gita (Gigi Perez)
- ६) ए. पि. टि (रोसे व ब्रूनो मार्स)
A. P. T. (Rose and Bruno Mars)
- ७) अखादन् (स्ट्रेकिड्स)
Akhadant (Stray Kids)



HSR: २९४३४७६
 सुर्ज लघुदे: ९८६४३
 देहली: ९५०२९९

विवाह निरिहाया	
वधू	वरः
माधुरि २४, सुन्दरः स्त्री, येन्ने नारे कार्यम् करोति.	बन्तरामः, २७, सुन्दरः उन्नतः नरः, कु. स. ७ कार्यम् करोति.

प्रदेलिका

- गजः प्रशीतके
 कथम् स्थापयतु ?
 - व्याघ्रः प्रशीतके
 कथम् स्थापयतु
 सिंहः एकः मैलना
 - संगठितं तत्र प्रति
 प्राणि अगच्छ एक
 अपेक्षवन्, किम्
 प्राणि?





संस्कृतं पत्रिका

बेगं हस्तत् महल्

भारतस्य प्रथमः महिला स्वातन्त्र्यसेना

बेगं हस्तत् महल् बहु उन्नतम् स्वातन्त्र्यसेना आसीत् । सा भारतस्य स्वातन्त्र्य संघर्षे बहु सहायं कृतवती । तस्याः मूलं नाम मुहम्मदि खानुम् आसीत् । सा नवाब् बजिद् अलि शा, अवध राज्यस्य नृपस्य भार्या आसीत् । तयोः पुत्रं विर्जिस कादर आसीत् । तस्य जन्मस्य आनन्दम् मुहम्मदि खानुम् " हस्तत् महल् " इति नाम प्रापयती ।

एतत् समये ब्रिटिशाः भारते स्वशासनस्य विस्तारं कुर्वन्ति स्म । ते अवधं गृहीतवन्तः, नवाब् बजिद् अली शाः कोल्कातादेशं प्रति निर्वासितवन्तः यः । बेगं हस्तत् महल् तस्य सन्तर्थाः सः लक्ष्मीशय्ये पुनः गृहीतवन्तः, ब्रिटिशाः विरुद्धं युद्धं कृतवन्तः यः । सा तस्य पुत्रस्य पालिका अभवत् । सा ब्रिटिशाः विरुद्धं युद्धे महत्त्वपूर्णं नेतृत्वं भूमिका अभवत् ।

श्रीडा - शब्दसंग्रहम्
दत्तशब्दान् अन्वेषताम् ।

स्य	व	श	व	पु	स	क	ज	मे	स	ग
सु	ध	ड	फ़	ठ	ड	ले	ल	रु	खा	ती
आ	ग	रु	इ	नो	यु	न	ट	म	णे	क
ना	दा	रा	पर	उ	डे	दी	न	बी	व	
न	प्र	खी	की	म	प्र	म	द	ह	स	दा
का	च	व	ग	लि	शी	प्र	न्द	त्रा	पु	त्रा
अ	म	ने	नि	मो	वा	क्षी	व	न	ष्या	ख
कु	नि	बा	प	अ	मु	त	न	शु	लि	प्री
नि	फ	धा	र	नि	घ	य	म	त	म	आ
न	र	स	म	ह	ग	श	ब	प्र	पृ	थी

पदानि:

- परान
- खगः
- कतम्
- आकषा
- वायु
- अग्नि
- नीरम्
- पृथ्वी
- नदी
- वृक्षा
- पर्वता
- पुष्पाणि
- वनम्
- नरः

दीपावलि उत्सवस्य शुभाषयाः



- सिरि & दिवा (८५)



- चतुरः वानरः -

१ एकः मकरः आगतवान्, वानरः फलं मकरस्य प्रति क्षिप्तवान् ।

२ एतत् फलं स्वदिष्टम् अस्ति ।

३ एकदा एकः वानरः फलं खादति स्म किञ्चित् समयम्, अनन्तरम् ।

४ एतत् न स्पृश्यम् । मम पत्नी त्वां प्रहसन् इच्छति, तदीयाः चरे पार्श्वे अवाचयन्तु ।

न, अहं तस्य भोजनं न भवितुम् इच्छामि ।

चतुरः वानरः स्वस्य रक्षणं करोति ।





मोहम्मद सालाह, १४/८/२०२१
दिने ३ गोल स्कोर कृतवान,
जयम प्राप्तवान च।



६/८/२०२२ दिने
सालाह द्वै गोल स्कोर
कृत्वा क्रीडप्रय स्कोर
समान: (२-२) कृतवान।



क्रीडा वार्ता :- मोहम्मद सालाह



म. सालाह, लिवरपुल
गर्भ क्रीडितवान।
१७/८/२०२२ दिने
सालाह बौन्दोल अय्य
विरुद्ध द्वै गोल स्कोर
कृत्वा जय प्राप्तवान।

वाता प्रहलिका

सुडोकु :-

७	२		५	८	
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उत्तरम :-

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कति महाद्वयपदकोणः
त्रिकोणः च अस्ति?

- १ छपति
- २ अहं
- ३ अहं
- ४ मम

कति महाद्वयपदकोणः
त्रिकोणः च अस्ति?

श्वः कथा

एतत् एव मया श्वः खादितव्यम् अस्ति।

वस्तुतः एतत् एव वस्तु मया मृतमासात् प्रतिदिनं खादितव्यम् अस्ति।

अहं मन्ये अहं शिकायतां पञ्जीकरणं करिष्यामि...

मया भोजनं समाप्तम् अनन्तरम्।



प्रश्नः

१. उपरि गच्छति , अधः न आगच्छति ।
२. अहं जलः खिकशेति , अहं जलं ददाति ।
अहं किम् ।
३. मम मस्तकं अस्ति , पृच्छं अस्ति , शरिरं
नास्ति ।
४. मम चत्वारि पादः अस्ति , मम प्रथः अस्ति
मस्तकः नास्ति ।

योग

१. मैषं किं वदसि यस्य पादौ नास्ति ?
उत्तरमः :- मैघ
२. यदा तस्य पुत्रः महाविद्यालयं पुत्रं प्रस्थितवान्
तदा मछिषः किं अवदत्
उत्तरमः :- बाहसन
३. किमर्थं विपीलिका शिशुः भ्रजितः
आसीत्
उत्तरमः :- यतः तस्य सर्वे
माताः विपीलिका
आसन्
४. द्विजाः किं फलं प्रैम्णा पश्यन्ति ?
उत्तरमः :- नाशपाती

उत्तरम्

१. ~~स्पोन्जः~~ आयुः
२. स्पोन्जः
३. नाणकं
४. आसन्दः

दीपावलि
शुभावायाः



राघवः , माधवः , कौस्तुभः



INNER LAYERS

RISHIMA GOLAN (8B)

I

What is my crust?
What is my mantle?
What is my core?
What are the thoughts inside me,
I've never really felt before?

What does my mere naked eyes see,
On a hot, tiring day?
What do I do when I feel I've lost everything?
Destroyed, or just dismayed?

My crust would be my skin,
A circus of multiple cells.
But that is just my body,
My soul is something I don't tell.

My mantle is my lungs
My breath of fresh air
But what gives me joy, really?
I will have to think with care.

The deeper we delve inside, the more heated up we become,
Our emotions raw, patience tested
Oops! Looks like you're starting to sweat!

My core is my brain and heart
Reason and love
The very components that bring me up
Or make me fall apart
Without them, how do I live? Why would I live?





II

You're hurting yourself! You're bruised, battered.
The rocks aren't doing you good
You have come so far, but....
I think I've finally understood.

This is not a scientific finding,
So I must warn you, stranger
You should think this through
Before going into any further danger
Here we go...

My crust is my outer persona
Which doesn't go very far
We are now at the upper mantle,
My thoughts.

Let's move to the lower mantle, things are starting to heat up!
Let's go to my core, my life, my being
How I became who I am.
Wait, do you see what I'm seeing?

Here's a little look, at how far you've come
Celebrate and clap for yourself, stranger,
For a job well done!

III

Here you are, my stranger
Look how far you've made your way
It's free of strange, different, mantle-like thoughts
Free of any decay
You are the star of my heart
Not many people make their way

Into my soul, into my core
Tell me, does the day shine bright today?
Because just like the Earth has many layers,
So do I
So do my friends,
So it is when we die.

Rejoice that you have made it this far,
For that is what I'm doing
You seem interesting too, my friend
Shall we see where this is going?





SLAVERY

AVANI RAO (8B)

Oh! The sickening cry
Of the birds that were not allowed to fly,
Stuck in their confined spaces,
Those tiny prison-like cages.

Trees that give us shelter and food,
Who never complained or acted rude,
Still had to suffer in the end,
Losing their branches that used to bend.

Then there are those people, who are forced to work
Without even earning what they deserve.
They work hard for just a little food,
Still they are denied their rights by the rude.

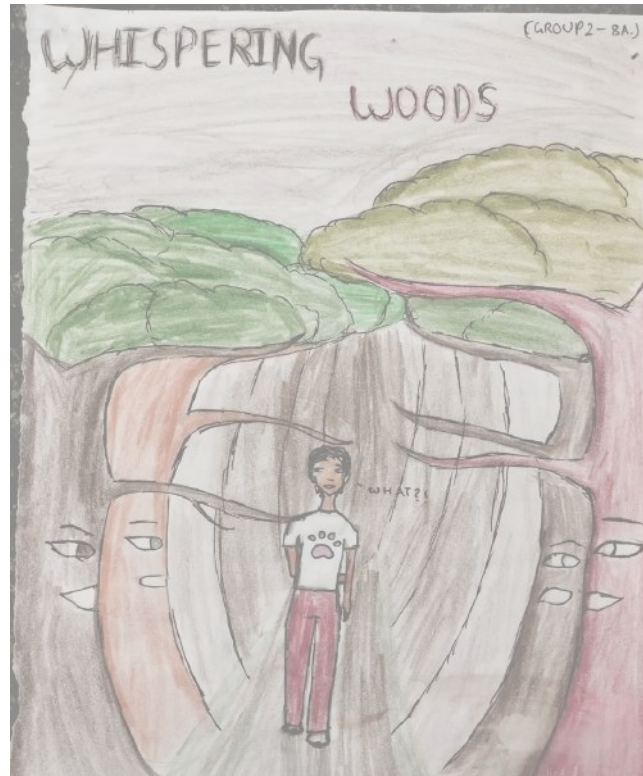
The children who were too poor to afford education,
Are forced to clean and work in the farms,
Not having the opportunity like the others,
They have been done much harm.





WHISPERING WOODS

JAYANEE, SHAUNAK, RAGHAV S, SHYAM, SAHANA (8A)



There once was a little boy
Who was curious and coy
He once entered the deep dark wood
Where wild birds once cooed.

In this forest where shadows creep
Whispers are heard, shallow and deep
Gnarled branches of ancient trees
Reached forward as if blown by the breeze.

The whispers grew louder as the tree
began to sway
'Come nearer, child', they seemed to say
A ginormous willow came into sight
When the boy touched it, it exploded
with light.

The willow spoke with ancient authority
The magical space echoing with
sonority
The souls of yore said "O chosen one
Save us before we are none".

The boy was kicked from the mystical
room
And with determination he set out to
stop
the trees from meeting doom.





SCALY INDIGNATION

SIRI PRATAPA (8B)

I've been here for the past few days
Human homes are the latest craze.
I really don't get why, though, do you?
All they seem to say is "SHOO!"

Despite their massive body size,
Their brains don't take up much space inside.
They always assume I am there to harm,
While inside, I'm really calm.

I have no wish to kill or bite,
But I still seem to induce fright.
Humans refuse to hear my plea
They just scream and run from me

Some humans, though, are not so scared;
They follow me with their teeth bared
They use what they call snake tongs
And grab my neck like it's not wrong.

As this has happened many a time,
I can escape this dreadful crime
There's one good thing about humans, though:
And that is all the milk they throw

Although they might be fine to others,
Humans are a species I can't bear.
They think everything's about themselves;
For no one can they spare some care.

Note:

Snakes actually cannot drink milk. Offering milk to snakes can actually make them sick because they can't properly digest it. I just used it in the poem for poetic purposes and because it's a common myth.





VOICE OF THE TIGER

S.KAUSTHUBH (8B)

In the jungle, I roam around,
With my stripes on orange, I'm proud.
Sneaking through the shadows, strong and fast,
Oh! But humans come making noises at last.

They point at me with their shiny phones,
Or take a video with their advanced drones.
Trying to spot me, they lose their time.
Do they think I'm a funny mime?

If they could see my wild home,
The beauty of the place I roam,
Maybe the world would pause and try to save
The beautiful life that I crave.

Hunting me has become a play.
Do they think I am a helpless prey?
They share stories about my roar,
But do they really care if I'm here anymore?





A LETTER FROM ASTEROID 329

RISHIMA GOLAN (8B)

Asteroid No. 329
Milky Way
Galaxy

11th November 2029


Dear Lavanya,

I hope you are in great spirits. I already wrote to you yesterday and wasn't planning on doing so until the weekend. But something has happened that I just need to tell you.

I had had a restless night and woke up late. Of course, I missed the bus. I could feel my parents judging me. You know how they are! As we got on the astro-car, they kept cribbing about the detour to drop me. As we got off the Einstein x13 onto the lower level and crossed the floating toll, we passed by a busybus - you know, the ones where they bring the daily workers from the sub-zero levels to the upper ones. We were moving as slow as space sods. As the bus inched past us, I came nearly face-to-face with an ancient-looking woman. She had a huge burn mark on her left cheek. Her eye was nearly torn. I felt the air go cold and wanted to go home.

She was staring at me and murmuring, then she gave an evil, toothless-smile. A wind arose and grew stronger; I was caught in a whirlwind. Afraid, I shut my eyes. And ages passed. Then I opened my eyes, I found myself suspended in space, over a planet so small I could have walked around it in 3 strides(I tried-it's true!). I was not scared. I was terrified! I was all alone there, far away from home. Then it got dark. Suddenly, the world exploded into light. I looked at the man. He looked at me. We looked at each other on that strange planet. He turned and extinguished the fire. Oh you know how curious I am.. I had questions. I asked him what he was doing. He lit the fire again. "What else?" he said. "My job". He started muttering. "How many visitors am I expecting? It's distracting."





Ignoring this, I continued, “Why did you put that out?”. He replied simply, “It’s my job.” I rolled my eyes. He gave me a short glare. “Why do you need to do this? What is the use of this when you’re the only one here?” He sighed, “Those are my orders from the King. I won’t disobey them.” I watched him as he went about his strange ritual. He was driven, dedicated; and I was almost envious-not of his duty, but of his heart. Politely, I asked, “Aren’t you tired? Don’t you want to sit down?” “Oh, don’t tempt me! Of course I am tired. I love sleep... Stop wasting my time! Clearly you aren’t acquainted to my timezone.” “To love sleep is not a good thing as a man with your occupation.” “Of course it isn’t! I am not a lucky man...” And that’s how I met him. The lamplighter. I felt so much sympathy for the lamplighter. How many hardships must he have faced! Buried in my thoughts, I did not notice the breeze gradually increase, until I was in its grasp again. I shut my eyes tight. When I opened them, I was back in our astro-car. My parents looked at me with worry, “Where did you go? Don’t zone out on us.” Of course, I had no explanation. I just smiled. You know, even now, I’m not sure whether what I saw was real or not. The Lamplighter still stays with me.

How lonely he must be! The Lamplighter was ordered to light a lamp and put it out. Does he have free choice? He chooses to do this absurd task with no meaning. The Lamplighter reminded me of our working class - factory workers who go in and out like a siren, or the laborers the busy bus carries everyday from the lower to higher levels, or the deliverers who run hither-thither like ants. Our “highly developed” society would collapse without them. Yet, we don't care if they have food, medicines or education; we are okay if they have water for an hour daily. We don’t care if they have to wade through dirty water or live crammed into chicken coops. We come to this world, we get busy like ants, chasing after mirages, but the wealthiest and the poorest are equal when they become ashes. “Ashes to Ashes, Dust to Dust.” Like Sisyphus rolling a stone up a hill only for it to roll down.

Is life meaningless then? When I met him, the Lamplighter’s job appeared to be meaningless to me, absurd, very Sisyphean. But now I think he has found his name, his identity, based on what he does. It is still not a free choice, is it? This is what I think. My head is full of thoughts. What do you think about it? I would love to know.

Yours lovingly,
Rishima Golan.





A WILD ONE

ARADHYA KSHITIJ, CLASS 10

The koels began to call before daylight. Their voices rang out from the dark trees. More and more joined in as the sun rose. My friend, Andy and I had set up camp the previous night in the seemingly harmless forest surrounded with oak trees and numerous kinds of birds and a few wild animals that we had spotted like deer and monkeys; we were sure there were more.

With The koels' cries, we were disturbed from our sleep. Intrigued, we went to see why they were so excited early in the morning. We could not believe what we saw!

There was a huge hole about six feet deep and four feet wide and inside was a deceased man's body. We both looked at each other's faces in absolute terror and ran like the wind away from there to inform the authorities of this terrible scene.

The police reached the crime scene as quick as lightning and when we took them to the exact spot we were shell shocked to see that the hole was empty. The body had disappeared without a trace!

Everyone assumed we had played some cruel prank on them and we were strictly warned. However, both Andy and I were very sure we had not dreamt up the body. We decided to look into this and solve this mystery on our own. We looked for clues, discussed possible scenarios but to our disappointment, it all led us to a dead end.

Just when we were packing up to leave, we heard the Koels' calls again. Without a second thought, we ran to the site again and saw the body back in the dug up hole! More importantly, we saw a figure rush away and run behind the trees. Little did the unknown man know that Andy was a track star. Andy caught him in no time and knocked him out.

We rolled the man over to reveal his face. It was the head police officer! We tied him up and carried him to the police station. It turned out that the deceased man was the police officer's friend who had wronged him.

Andy and I both got awards for bravery. The real award should really go to the koels without whom we would have never known what had happened.





BEYOND TERRITORIES

DEEKSHA KRISHNAN, CLASS 10

I am Aga, an introvert who lives with my mother. My mother is mostly not at home. She doesn't like it here. Maybe it is because I shed too much or my claws are too sharp or maybe it is because I make too many enemies.

Being a small furry creature is hard these days. Territory is always an issue, the amount of fights we get into due to territorial issues is unmanageable. Let me tell you a story of one of those time I had to protect my home when my mother was not there.

It was a bright sky mid-morning, and I was hungry. I went to look for food. I saw two people sitting and having ice cream. It was an easy goal, no complications- jump, scare and they would drop the icecream and flee. The only issue was that they were 2 feet away from my territory and two feet into my enemy's territory.

Ghani was a big cat with black stripes. She strolled everywhere like she owned the place and she had never liked me. I never knew why. If I were to get to work on the ice-cream, there would be a fight. I had a rumbling stomach and I decided to proceed with my plan because the food made it worth it. The plan to scare worked like magic and the ice- cream dropped. I had known it would be easy, but I did not think it would be done so fast. I sat down and purred as I began to have my feast.

This is when I heard her. I turned around to see her waiting to claw me to death. She asked, "What are you doing here?" Within a split second, we were clawing, fighting. This continued for some time, none of us willing to give up. Then we both fell, too tired to care.

I finally asked her, "Can we just share?"

She looked confused but also relieved. She agreed. That night, I had the best sleep as I had made a new friend and as far as I was concerned, my home was protected by me today. I was proud.





MILK CHOCOLATE

KANMANI MURALI, CLASS 10

My parents had to fight a lot to come together and have me. They were both very lucky to have understanding parents and not fall victim to honour crimes. A mother from an orthodox Tamil Brahmin family and a father from an Other-Backward Caste community had come together, breaking down all the barriers of untouchability and caste-barriers. Or so I thought.

My grandfather had turned eighty, and the whole house was full of relatives and joy. Many priests had assembled in the hall of the house, and were ready to start the rituals of pleasing the gods to bless my grandparents. I was grinning from ear-to-ear, grateful for this occasion. Once they started the ritual, I searched for my father among the assembled family members. I didn't see him anywhere and I asked my mother where he was. Neither me nor my parents were participating in the ritual, while my Brahmin-American uncle and his family were chanting mantras and pouring sacred water into a pot, because they were the ones with the sacred thread around their bodies.

My mother told me to go check outside. I found my father sitting in the verandah, a stranger in his own family. There was an invisible force stopping him from entering the ritual chamber. "*Come, Appa. Let's go inside,*" I said, but he refused, saying, "*They will not like that, it will not be nice.*" I pushed back the lump in my throat.

Relatives came to the verandah, making easy conversation with my father, but I was not at ease.

Often, my grandparents put their top-floor house on rent. Along with the rent to be paid, there was another condition for tenants: there was a board on the gate saying 'Brahmins only'. The maid had to enter the house from the backyard and leave through there. My mother was born a Brahmin, but by marriage, she had lost her 'purity'.

The sun does not look at who its light is falling on.

The rain does not decide to pour on some people and not others. Then why doesn't my father enter and participate in the ritual to please the five elements?





TO BEGIN A POEM

GAYATRI KOORMAMTHARAYIL, CLASS 10

I was told to write a poem,
A reflection, a description.
But I seemed to have lost something,
Something precious, something hopeful.

I searched through my books,
I looked through my problems.
I searched the skies,
I looked deep down.

I came up to the surface
And saw a pond.
I saw me.

In all the rush, in all the fuss,
In all the worry, in all the hurry,
Never did I see myself
As clearly as I did today.

Through that haze
And through that maze
Deep inside I found
What I was searching for -

A little hope,
A little joy,
A little love,
A little smile.





HAIKUS

Haikus originated in Japan during the 17th century, evolving from the opening stanza of renga, a collaborative linked-verse poem. Matsuo Bashō, a revered poet, popularized the form. Haikus were meant to focus on nature, capturing fleeting moments with simplicity and depth, typically composed of three lines with a 5-7-5 syllable structure. Recently, class 10 set out to explore haikus. Here are some of their Haikus.

Needlessly thinking,
Forget to do what I love;
Forget to create.

KANMANI MURALI

You only live once
I try to live by that
Trust me, you should too

MAAHIR DHOLAKIA

Saturday mornings
The smell of rain, ice cream bowls,
The color blue, me

ISHA KADALAYIL

In the noise I sing
Finding treasure as I go
A siren at sea

SOWMITHRI RAJAGOPALAN

Flickering bright lights,
Stories dance in darkened rooms,
Dreams on celluloid.

ADITI VARADARAJAN

Tenth Grade syllabus
Tires, but friends help get through,
Strength in unity.

ARYA AND ADITI





TOUGHNESS IS IN THE SOUL AND SPIRIT, NOT IN MUSCLES

ARYAN MAHAJAN, CLASS 9B

In most sports, the focus tends to be on physical strength, skill, talent and endurance. However, mental well-being is just as important to a person's success. Our thoughts and feelings also affect the way we perform and sports and fitness has a significant role to play in maintaining and having a positive mental health.

As a sportsman, I have experienced how being outdoors and focussing on learning my sport well- the skills and the attitude have enabled me to have fun as well as build on my mental and physical health. At the same time, I also feel the pressure to win and perform well in the sports, and this can lead to stress and anxiety.

What has helped me is practice and the belief in myself. I have faced many setbacks and losses in sports but how I overcame them was important. I remember losing a game in football in this year's Sports Fest and how that made me feel I had let down not just myself but my team and school. It took me a while to get over the loss. A strong mental approach allows sportsmen to view mistakes as learning opportunities rather than failures.

Building confidence is also really important. Techniques like visualization, self-belief, and setting achievable goals have helped me and could also help other people to achieve success in their respective fields.

Balance is another important part of mental well-being. It is also essential to take care of your life outside the field. By achieving a healthy balance between sports and other activities, I have been able to make overall progress as an individual.

In the end, mental well-being is essential not just for success in sports but also for overall health and prosperity, both on and off the field.



PROFILES

*Meet the people that inspire,
motivate and encourage us to excel!*

FROM THE ANDAMANS TO PRAKRIYA: THE STORY OF A BELOVED EDUCATOR



Anjana Aunty, a cherished teacher at Prakriya for almost 20 years, is a living example of courage, commitment, and a strong desire to mold young brains.

BY JASMITHA B REDDY, 9B

For nearly two decades, Anjana Aunty has been a key figure at Prakriya, shaping young minds and inspiring everyone around her. Her journey, from starting her career in the Andaman and Nicobar Islands to becoming a beloved educator at Prakriya, is marked by dedication, resilience, and a love for teaching.

Anjana Aunty began her teaching career in 2005 in the Andaman and Nicobar Islands. Starting with History classes in Hindi, she overcame challenges like limited fluency in English by adapting her teaching methods. When she joined Prakriya, she began with SSLC batches and later transitioned to teaching ICSE classes in 2011. Her journey reflects her determination to grow

both personally and professionally, while always keeping her students' best interests at heart.

For Anjana Aunty, Prakriya is more than a workplace. She admires its nature-based and environmentally friendly ethos, its diversity, and the way it fosters self-discipline. The school's philosophy, which has remained consistent over time, resonates deeply with her. Her favourite spots on campus, such as the Honge tree in the amphitheater and the starting point of the Bhoomi, highlight her love for peaceful, natural spaces.

Over the years, Anjana Aunty has collected countless memories at Prakriya. She fondly remembers directing the Mahabharata play, a moment of creative achievement. One of her most touching memories is from the last day before a Christmas vacation, when her students hugged her and said, "We will miss you." Moments like these capture her deep connection with her students.

Her approach to teaching goes beyond academics. She emphasizes emotional and personal growth, shaping her students into well-rounded individuals. Reflecting on her own school days, she recalls being well-behaved but mischievous after the 10th grade. Her time as a class monitor revealed her leadership

skills, even if it came with a hint of bossiness.

Born in Uttar Pradesh, Anjana Aunty is a sports enthusiast who was a school-level champion in table tennis and basketball. She still enjoys watching table tennis, cricket, and tennis, though football doesn't capture her interest. She is also deeply connected to nature and loves serene, green spaces. Her favorite foods include paneer, chole, aloo puri, and gobi ki sabzi, reflecting her love for comforting and simple meals.

Anjana Aunty shares a close bond with her colleagues. Her warmth and ability to connect with students and peers make her not just a teacher, but also a mentor and friend. Her journey is a testament to her perseverance, adaptability, and dedication to teaching. Over her 18 years at Prakriya, she has left a lasting impact on the school and everyone she has worked with.

One of her favourite things to fondly tell all her students is "Faltu Ki Baat Mat Karo", something that has become somewhat of a go to line when anyone thinks of her in a fun way.

Today, Anjana Aunty continues to inspire students and colleagues alike, embodying the values of compassion, dedication, and lifelong learning.

UMA AUNTY- THE MATHEMATICIAN WITH A SMILE!



BY DEVANSHI PANI, CLASS 9

Uma Aunty joined Prakriya in the year 2019, in October. She accidentally came across Prakriya, but, she is deeply connected with its philosophy and enjoys teaching the students here. I often see her as I pass through the stairs and we never miss a moment to say “Hi”.

As I interviewed her, I discovered that her entire family was passionate about teaching. Her views and opinions about the students she teaches are remarkable. She was highly impressed with their geometry skills and their analytical thinking. Even today, she always sees that the students are highly engaged and active during class. She mostly relates to the philosophy of the school as she accepts students for who they are.

One of her best memories in the school is looking back, to two years ago when the high school batch had presented their Habba -

The Mahabharata. She was overjoyed and proud, looking forward to the event and experiencing the aspects of drama, voice and dance. As the interview progressed, I asked her, “What is one of the funniest moments you experienced being in Prakriya?” She smiled and said, “Before the math exam, the students simply asked for the answer key during revision time!” She expressed her views about how she sees the inner child in herself as the students play their notorious pranks. I was quite surprised when I found out that she was a backbencher! She also had pulled the same pranks with her friends on her teachers.

Looking back, she would always feel proud when the students graduate. She does feel mixed emotions but at the same time, she is proud of how much they have grown and the challenges they have yet to overcome.

SAMPRITI AUNTY- LATITUDES, LONGITUDES AND MORE



A relatively strict teacher, who claims to have been a not so studious student when she was in High school.

BY TRISTHA IYER KHURANA, 9B

Sampriti Aunty, our high school geography teacher, joined Prakriya 5 years ago in 2020, starting her academic life during the challenges of COVID - 19. Though there was a lockdown for most of the year , she came to Prakriya for an on campus recruitment. She had originally come to Bangalore from her

Hometown Kolkata for higher studies in Sociology, and did various internships in Hotel Human Resources, Consultancy and in teaching Sociology, History & Civics and Geography. As she wasn't very happy with these internships, she decided to come to Prakriya.

During her interview she revisited

her first times coming to Prakriya and being mesmerized by the campus. She says that coming here was a lot like going to Shanti Niketan which she very much liked.

She recollects how teachers like Manjula Aunty (our current Vice Principal), Sharon Aunty (our current Principal) and Durga Aunty (the then director of Prakriya), made her feel comfortable and welcome and were very warm. She fondly remembers how her mentor, Durga Aunty, was so down to earth, that she didn't even tell Sampriti aunty, who got to know months later during a formal function, that she was, in fact, the Director of Prakriya herself !

When asked about her school life, Sampriti Aunty revealed that in contrast to her empathetic and kind nature as a teacher, she was often mischievous and she confesses that in her 11th grade, she even cut her friends' hair for fun!

Her career took an unexpected turn when she began teaching Geography, a subject that, although not her first choice, she excelled in and guided by Durga Aunty as her mentor, she embraced the role of an educator, landing her first job at Prakriya.

Known for her mischievous nature as a student, Sampriti aunty now uses that playful empathy to connect with her own students demonstrating that life's mistakes can lead to rewarding outcomes. She is a good mentor and advisor to her students because of her enthusiasm for teaching and her flexibility.

MEET THE NEW TEACHER AT PRAKRIYA



TREE-CLIMBING TEACHER: ELENA AKKA CONTINUES TO SHOCK THE WORLD

Elena Akka is changing the way we see teaching with her unique approach, blending adventure, curiosity, and connection in the classroom.

BY HARSHAVARDINI, 8B

Elena Akka is a young teacher who stands just about to my shoulder, with eyes that are wide, curious, and full of determination, as if she could take on the entire world. If she can handle our class, though, that might be very well possible. Her voice, soft and gentle, has a way of calming even the busiest air around her, though there's always a hint of uncertainty and curiosity in her tone. She joined

Prakriya at the beginning of this academic year, Not knowing the hurricane of energy and liveliness that was coming her way.

Born in Kerala but raised in Kuwait, she did most of her schooling there. She describes Kuwait as *“a calm place, that was home to me.”*

Growing up in a desert area, she often found herself missing the greenery, she shared. Elena Akka

has always been more introverted, not one to share much unless she truly felt the need. *“I’ve never been much of a social person, unlike my elder brother,”* she says. *“But I still had friends. Even though I’m not much of a talker, people have often felt they can reach out and talk to me when they need to.”*

Believe it or not, Math was one of her favourite subjects until 10th grade, when calculus appeared, and she quickly decided, *“Yeah, I’m not doing this anymore.”*

Throughout her childhood, English remained her favourite subject, given that’s the subject she teaches now.

I distinctly remember how she mentioned her English professor back in college, she talked about how he had a specific way of teaching that urged his students to find answers to all the questions he asked. *“He had this way of communicating with his students, that sparked interest in them,”* she says. She was deeply intrigued about how her professor was able to do so.

Elena akka wants to spark her students’ curiosity and get them really interested in the subject, the same way her professor did. In school, Elena akka blends in with the children. She spoke about how, she once climbed the banyan tree

near our school gate.

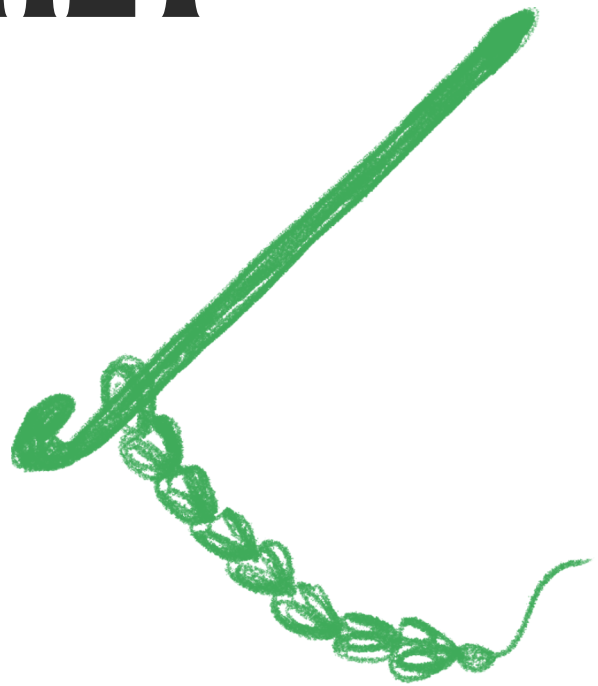
One of my favourite moments with her was when it was the last day of school before the Navratri break. There were only a few of us in class, it was the last period and all of us were longing for the long break that was to come. We all decided to play tag inside our class, given we weren’t allowed outside. When Elena akka walked in and saw us, instead of being mad, she asked, *“Can I also join?!”*

For about 40 minutes, all of us laughed and ran around and in between benches, tagging each other, sweating. In the end, we were all completely worn out from all the running.

Despite her natural ability to connect with children and her passion for teaching, she still isn’t sure what she wants to do with her future. For now, she’s focused on teaching English, interacting with the kids, and figuring out where this journey takes her.

Whether or not she has a clear plan for the future, Elena akka is undoubtedly making a difference in the lives of the students she teaches, which is something truly special.

MEET 13 YEAR- OLD CROCHET GENIUS LAKSHMI PRANATI



Meet Lakshmi Pranati, a crochet enthusiast who adds color and warmth to everything she touches!

BY SUHANYA GAYATRI

It's mesmerizing to see how Pranati does crochet. The thirteen-year-old's hands are always full of either hooks or balls of yarn, ready to be crafted into amazing masterpieces.. Her creations vary from simple to difficult: on the easier side, she can make multiple amigurumis in an hour or crochet a whole ½-foot octopus, which is incredibly

challenging. Amigurumis are little knitted or crocheted stuffed toys.

Pranati's interest in crochet all began in third grade, where she saw her teacher, Kalpana Akka, crocheting. Inspired by those early moments, she started learning from YouTube tutorials and has since surprised everyone. From small accessories to stunning but

cute amigurumis, her crochet creations are impressive and delightful. *“One of the most fun things I have ever crocheted was my first attempt at crochet dinosaur,”* she says.

For Pranati, crochet is more than a skill. *“It relaxes me and helps me express myself. Doing crochet also changes my mood and inner feelings,”* she shares. Her work not only shows her creativity but also acts as a way to express herself.

Balancing and juggling all her hobbies and studies is not easy for her, but her approach is simple yet effective:

“I do time pass but gear up and try to finish my work on time.”

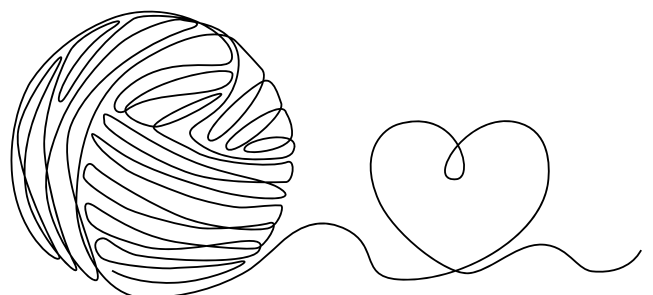
When she's not crocheting, Pranati spends time on her studies and plays a key role in an important committee. This committee takes care of all housemeet meetings which is a vital part in Prakriya. She is also a graceful Bharatanatyam dancer and an amazing painter who loves to enjoy in whatever she does.



One of the amigurumi bunnies Pranati had crocheted

Beyond her creative and academic pursuits, Pranati is the kind of friend everyone wishes for—empathetic, understanding, and always reliable. One of her friends has described her as an “dependable life saver”. Whether offering a listening ear or sharing a laugh, she’s a source of comfort and positivity.

Pranati continues to crochet for her friends and family but dreams of something bigger. She aims to crochet giant plushies in the future. Whether it’s a new crochet masterpiece or a milestone in her studies, we’re excited to see what she accomplishes next.



ISHAAN GARG BIDS FAREWELL



An era concludes as the 14 year old nears the end of their time at Prakriya School.

BY KARTHIK S

It's hard to imagine Prakriya Green Wisdom School without Ishaan Garg. He's been here for as long as I can remember, and now, after almost eight years, he's leaving. For most of us, this feels like the end of something big, like an era.

Ishaan has always stood out, not just because he's the tallest in the grade, but because he's different in the best way possible. Ishaan isn't someone who blends in quietly. He has this amazing creative energy,

and he's always doing things that make the rest of us stop and think, "Wow, how did he even come up with that?" He loves making up new words and nicknames, which is honestly so fun to hear, even when we don't understand what he means right away. Ishaan has this knack for doing things no one else would think of, and that's what makes him so unforgettable.

"I do exactly what others wouldn't dream of doing," he said, and honestly, that's the perfect way to describe him. One of his friends once said, *"Ishaan once made up an*

entire new language just for fun, and the crazy part is—he actually got us to use it for a while!” Moments like these are what make him such an iconic part of our lives. In his free time, Ishaan is a mix of chill and adventurous. He’s big on playing video games and watching Science of Stupid, which he says is hilarious and intellectual. Sometimes, he still builds with Lego, and when he’s not indoors, he’s downstairs playing table tennis and cricket with his apartment friends. Ishaan feels that this free time gives him his creativity and nature.

“My idol is Blessen Sir, our Physics teacher. He’s just so cool, smart and hilarious! What I enjoy most about Sir is the way he breaks those chinks into tiny pieces every alternative minute. Though Physics classes are stereotyped as boring, this chalk-breaking makes it fun.”

One of the coolest things about Ishaan is how he finds inspiration in the smallest of things, such as the case mentioned above, written in his own words! I mean, only Ishaan would notice something like that and find it inspiring! That’s just how he is—he sees the world differently from the rest of us.

Even though Ishaan seems super confident and bold, he’s honest about how hard it is to leave. When I asked him why he decided to switch schools, he said it was his choice at first, and his parents agreed.

But now, as the year is ending, he admits he regrets it. He doesn’t really show it when people ask, though. And when it comes to his friends, Ishaan is sure their friendship will stay strong no matter where he goes. *“They’re my besties,”* he said. *“They’ll never betray me.”* Ishaan has this incredible way of handling things he doesn’t like. He said that if he ever found himself in a situation he hated, he’d just change it. He’d make friends with everything and everyone around him, even in the most unfamiliar places. It’s such a brave and positive way to look at things, and it makes me feel like he’s going to be okay wherever he ends up.

As the time to say goodbye approaches, I can’t help but think about how much we’re going to miss him. Ishaan isn’t just another classmate—he’s the guy who makes us laugh, think, and wonder what on earth he’s going to do next. Even though he’s leaving, I know he’ll keep doing what he does best: surprising everyone by doing things no one else would even dream of.

TEACHERS' CORNER

*You didn't think this newsletter had just
work from students, right?*

'CHEMISTRY AND ME' - AN EXPLORATION OF A PERSONAL RELATIONSHIP A PROJECT WORK FOR GRADE 8

Are you scared of chemistry? Do you think chemistry is too complicated; it involves memorising too many symbols and formulae? Too many equations to work out? Wait a moment! Just think of it! Right from the moment you get up in the morning till you go to bed at night, you come intimately close to chemistry and things related to it.

As facilitators, we were brainstorming for a project that would help children develop a deep connection and love for the subject and thus came an idea of exploring our own nature with an element. We zeroed in to row 3 elements of the periodic table. There was a possibility to get the elements to have a heart and soul, a personality of their own. This project helped us in getting an emotional space for elements in a child's personality, a kind of bond, instead of a table in a book with a symbol to mug up.

Our requirement through this project was to try and map elements of chemistry to human personality. Each one of us is different and unique in their own way. In the same way, each element has its own identity, significance and purpose.

This project was fun to work with children as they explored their innate nature with the elements of row 3 of the periodic table. The interconnections that they established with the element and their own personality was very engaging and exhaustive.

As children worked on the project, they shared how they are analyzing their behaviour with their own self and with others too. They also came up with the idea of an element, which they want to create and also designed its properties. They weaved stories around elements, cartoon strips, poems and narratives were made.

On the day of submission, the excitement level and the energy of the class was adorable. Few of them wanted to read out their work in front of the whole class and considered it to be their best work.

Overall the result of the project was very revealing for us. Many of the children had a very profound understanding of their own personality and many of them were also able to make the analogy of chemical properties and how these properties could be understood differently as a personality trait.

The quality of the project turned out very good.

We present a few of the written works of children as samples to show the depth. The work presented is a random representative selection from the two sections of the grade 8 and is not curated as the best of the works, which means that every submission has a speciality of its own. Kindly note that the work is reproduced as submitted – So the clarity of written work is not uniform.

Relating to self

Silica - Very well written first person account by the child

Magnesium - The analytical traits of being a good listener and creative is assigned by this child to Magnesium.

Aluminium - The analysis of this child very much aligns with the 13th column understanding of Dr Shankaran presented earlier.

Sulphur - While it is easy to see the positives it is not easy to associate the negatives. The analysis needed to bring the trait of “ Anger “ which arises.

Creativity – Linking the attributes to chemical concept understanding of elements

Learnings

The key learning was the possibility of exploratory learning opportunities available, which needs to be exploited with new ideas and perspectives to develop not only a connection of seemingly inert concepts with oneself but develop deeper meaning.

ನನ್ನ ವೃತ್ತಿ ನನಗೇಕೆ ಇಷ್ಟ?

ಅಂದುಕೊಂಡಂತೆ ನಡೆದರೆ ಬದುಕಿಗೆ ಸ್ವಾರಸ್ಯವೇ ಇರುವುದಿಲ್ಲ. ಅಲ್ಲಿ ಕಾಣುವ ತಿರುವು ಬದುಕಿನಲ್ಲಿ ಹರ್ಷ ಉಕ್ಕಿಸುತ್ತದೆ. ಪ್ರತಿಯೊಬ್ಬರು ತಮ್ಮ ಜೀವನದಲ್ಲಿ ತಮಗಿಷ್ಟವಿರುವ ವೃತ್ತಿಯನ್ನು ಮಾಡಬಯಸುತ್ತಾರೆ. ಅದರಲ್ಲಿ ಕೆಲವರು ಒಂದೇ ಬಾರಿಗೆ ಸಫಲರಾದರೆ, ಮತ್ತೆ ಕೆಲವರು ತಮ್ಮ ಜೀವನ ಪೂರ್ತಿ ಅದನ್ನು ಹುಡುಕುವುದರಲ್ಲೇ ಕಳೆಯುತ್ತಾರೆ. ಇನ್ನೂ ಕೆಲವರು ವೃತ್ತಿ ಬದಲಾಯಿಸುತ್ತಾ ಬದಲಾಯಿಸುತ್ತಾ ಆಕಸ್ಮಿಕವಾಗಿ ಬಯಸುತ್ತಿರುವ ಬಳಿ ಕಾಲ ತೊಡರಿದಂತೆ ತಮ್ಮ ಕನಸಿನ ಸ್ಥಳ ಹೊಕ್ಕುತ್ತಾರೆ. ಹೀಗೆಯೇ ಆಕಸ್ಮಿಕವಾಗಿ ನನಗೆ ಸಿಕ್ಕ ನನ್ನ ಜಗತ್ತು ಈ ನನ್ನ ಪ್ರಕ್ರಿಯಾ ಶಾಲೆ.

ನಾನು ನನ್ನ ಬಾಲ್ಯದ ದಿನದಲ್ಲಿ ಕನಸು ಮನಸಿನಲ್ಲಿಯೂ ಶಿಕ್ಷಕಿಯಾಗಬೇಕೆಂದು ಅಂದುಕೊಂಡಿರಲಿಲ್ಲ. ಕುರಿ ಮಂದೆಯಂತೆ, ನನಗೆ ತಿಳಿದಿದ್ದ ಜನಪ್ರಿಯ ವೃತ್ತಿಯನ್ನೇ ಆಯ್ದುಕೊಂಡೆ. ಆದರೆ ಹೃದಯಾಂತರಾಳದ ಯಾವುದೋ ಮೂಲೆಯಲ್ಲಿ ಬೆಚ್ಚಗೆ ಕುಳಿತಿದ್ದ ಕನ್ನಡ ಪ್ರೇಮ, ಮನೆಯಲ್ಲಿ ಹುಟ್ಟಿದಾಗಿನಿಂದ ಕಂಡಿದ್ದ ಕನ್ನಡ ಸೆಳೆತ ನನ್ನನ್ನು ಆಕಸ್ಮಿಕವಾಗಿ ಕನ್ನಡ ಶಿಕ್ಷಕಿಯನ್ನಾಗಿ ಮಾಡಿತು.

ಶಾಲೆಯೆಂಬುದು ಒಂದು ಅದ್ಭುತ ಮಾಯಾಲೋಕ. ಮಕ್ಕಳೇ ಇಲ್ಲಿಯ ಕಿನ್ನರರು. ದಿನದ ಬಹುತೇಕ ಸಮಯವನ್ನು ಇಲ್ಲಿ ಕಳೆಯುವವರು ಭಾಗ್ಯಶಾಲಿಗಳು. ಮಕ್ಕಳೊಂದಿಗೆ ಇರುವಾಗ ಮುಖದ ಮೇಲೆ ತಂತಾನೇ ಮುಗುಳ್ಳಗೆ ಮೂಡುತ್ತದೆ. ಮನಸ್ಸು ಸಂತೋಷದ ಉತ್ತುಂಗದಲ್ಲಿರುತ್ತದೆ. ನನ್ನ ಬಾಲ್ಯದ ದಿನಗಳು ಕಣ್ಮುಂದೆ ಬರುತ್ತವೆ, ಬಾಲ್ಯದಲ್ಲಿ ನನಗೆ ಸಿಗಿದ್ದ ಸುಂದರ ಕ್ಷಣಗಳನ್ನು ಇಲ್ಲಿ ಅನುಭವಿಸುತ್ತೇನೆ. ಪ್ರತಿದಿನವೂ ವಿಭಿನ್ನ ಅನುಭವ; ಸ್ವೀಕರಿಸುವುದು - ಹಂಚಿಕೊಳ್ಳುವುದು, ಕಲಿಯುವುದು - ಕಲಿಸುವುದು, ನಡೆಯುತ್ತಲೇ ಇರುತ್ತದೆ. ಕನ್ನಡ ಕಲಿಸುತ್ತಾ, ನನಗೇ ಗೊತ್ತಿಲ್ಲದೇ ಜೀವನದ ಪಾಠ ಕಲಿಯುತ್ತಿರುತ್ತೇನೆ.

ಮಕ್ಕಳು ಈ ಸುಂದರ ಭಾಷೆಯನ್ನು ಮುತುವರ್ಜಿಯಿಂದ ಕಲಿಯುವುದನ್ನು ನೋಡುತ್ತಿದ್ದರೆ ಮನಸ್ಸಿಗೆ ಆನಂದವಾಗುತ್ತದೆ. ನನ್ನ ನಾಡು ನುಡಿಯ ಬಗ್ಗೆ ಹೆಮ್ಮೆಯಾಗುತ್ತದೆ. ಭಾಷಾ ಕಲಿಕೆಯಲ್ಲಿ ಚಟುವಟಿಕೆಗಳು, ಆಟಗಳನ್ನು ತರಗತಿಗೆ ತಂದಾಗ ಮಕ್ಕಳು ಎಂದಿಗಿಂತಲೂ ಖುಷಿಯಿಂದ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುತ್ತಾರೆ. ಅವರ ಕಲಿಕೆ ಇನ್ನೂ ವೇಗವಾಗಿ ಸಾಗುತ್ತದೆ. ಉದಾಹರಣೆಗೆ ನಾನು ಕೆಲವು ಬಾರಿ ೫ ರಿಂದ ೮ ನೇ ತರಗತಿಯ ಮಕ್ಕಳಿಗೆ ಈ ಮೋಜುದಾಯಕವಾದ ಆಟ ಆಡಿಸಿದ್ದೇನೆ. ಒಂದು ಅಕ್ಷರ ಕೊಟ್ಟು ಮಕ್ಕಳಿಗೆ ತಂಡಗಳಲ್ಲಿ ವಾಕ್ಯಗಳನ್ನು ಮಾಡಲು ಹೇಳುವುದು. ಇರುವುದೊಂದೇ ಷರತ್ತು - ಆ ವಾಕ್ಯದ ಪ್ರತಿ ಶಬ್ದವೂ ಅದೇ ಅಕ್ಷರದಿಂದ ಪ್ರಾರಂಭವಾಗಬೇಕು. ಯಾವ ತಂಡ ಅತೀ ಹೆಚ್ಚು ಪದಗಳಿರುವ ವಾಕ್ಯಗಳನ್ನು ರಚಿಸುತ್ತಾರೋ, ಅವರಿಗೆ ಅಂಕಗಳು. ಈ ಚಟುವಟಿಕೆಯನ್ನು ಮಕ್ಕಳು ಅತ್ಯಂತ ಸಂತಸದಿಂದ ಮಾಡುತ್ತಾರೆ.

ತರಗತಿಗಳಲ್ಲಿ ಮಕ್ಕಳು ಮಾಡಿದ ಕೆಲವು ಮೋಜಿನ ವಾಕ್ಯಗಳು:

ಮೋಜಿನ ವಾಕ್ಯಗಳು.	
೧.	ಕ - ಕರ್ನಾಟಕದ ಕಾರ್ಕಳದಲ್ಲಿದ್ದ ಕಷ್ಟ ಕೌಗೆ ಕರೆಯು ಕಂಬದಲ್ಲ ಕುಳಿತು ಕನ್ನಡ ಕೆಲಸು 'ಕಾ ಕಾ' ಕೂಡು.
೨.	ಮ - ಮಂಗಳೂರಿನಲ್ಲ ಮಂಗಳವಾರ, ಮಹಿಮೆ ಮತ್ತು ಮೀರಾ ಮನೆಯ ಮುಂದಿನ ಮಾಲಿನ ಮರದ ಮೇಲೆ ಮೂಡಿದರು.
೩.	ತ - ತೇಜುಲಿನ ತಂದೆ ತೇಜುಲಿನ ಕಾಯಿಗೆ ತಟ್ಟೆಯಲ್ಲ ತಣ್ಣನೆಯ ತರಕಾರಿ ತಂಬುಳಿಯನ್ನು ತಿನ್ನಿಸಿದರು.

ಮೂಕಾಭನಯಿ ಮಾಡುವುದು, ನಾಟಕಾಭನಯಿ ಮಾಡುವುದು, ಚೇಟಯಿಲ್ಲದವ ಪದಗಳನ್ನು ಜೋಡಿಸಿ ವಾಕ್ಯಗಳನ್ನು ರಚಿಸುವುದು ಮುಂತಾದ ಅನೇಕ ಚಟುವಟಿಕೆಗಳು ನಡೆಯುತ್ತಿರುತ್ತವೆ. ಮಕ್ಕಳು ತಮಗೇ ಗೊತ್ತಿಲ್ಲದೇ ವಾಕ್ಯರಚನೆಯ ವಿವಿಧ ಕ್ರಮಗಳನ್ನು ಕಲಿತು ಬಿಡುತ್ತಾರೆ. ಇದೊಂದು ಅನನ್ಯ ಅನುಭವ. ಹಾಗೆಂದ ಮಾತ್ರಕ್ಕೆ ಶಿಕ್ಷಕರ ಜೀವನ ತುಂಬಾ ಸುಲಭವಲ್ಲ. ಕೆಲವೊಮ್ಮೆ ಸ್ನೇಹಿತರಂತೆ, ಕೆಲವೊಮ್ಮೆ ಪೋಷಕರಂತೆ, ಇನ್ನೂ ಕೆಲವೊಮ್ಮೆ ಉತ್ತಮ ಸಲಹೆಗಾರರಂತೆ ಮಕ್ಕಳಿಗೆ ಮಾರ್ಗದರ್ಶನ ನೀಡಬೇಕಾಗುತ್ತದೆ. ಪುಟಾಣಿ ಮರಿಗಳಂತೆ ಇದ್ದ ಮಕ್ಕಳು ರಕ್ತೆ ಬಲಿತು ತಮ್ಮ ಗುರಿಯತ್ತ ಸಾಗುವುದನ್ನು ನೋಡುವಾಗ ಮನ ತುಂಬಿ ಬರುತ್ತದೆ. ಶಾಲೆಯೆಂಬ ತೋಟದಲ್ಲಿ ನಾವು ಕೇವಲ ಮಾಲಿಯಷ್ಟೇ! ಬೀಜಗಳು ಮೊಳಕೆಯೊಡೆವುದನ್ನು ಅತ್ಯಂತ ಪ್ರೀತಿ, ನಂಬಿಕೆ, ತಾಳ್ಮೆ ಮತ್ತು ಶ್ರದ್ಧೆಯಿಂದ ಕಾಯುತ್ತಾ, ಹೊತ್ತು ಹೊತ್ತಿಗೆ ನೀರೆಯುವುದಷ್ಟೇ ನಮ್ಮ ಕೆಲಸ. ಈ ನಂಬಿಕೆ ಈ ಪ್ರಕ್ರಿಯೆಯ ಬಗ್ಗೆ ಭರವಸೆ ಹುಟ್ಟಿಸುತ್ತದೆ. ವೃತ್ತಿಯ ಬಗೆಗಿನ ಗೌರವ, ಮಕ್ಕಳ ಕುರಿತು ಸೆಳೆತ, ಮುಗ್ಧ ಮನಸುಗಳಿಗೆ ಒಳ್ಳೆಯದನ್ನು ಹೇಳಿಕೊಡುವ ನಿಸ್ವಾರ್ಥ ಹಂಬಲ - ಇವೇ ನಮಗೆ ನಿತ್ಯದ ಇಂಧನ. ಇಂತಹ ಶ್ರೇಷ್ಠ ವೃತ್ತಿ ನನಗೆ ಒಲಿದಿರುವುದು ನನ್ನ ಅದೃಷ್ಟ. ಧನ್ಯೋಸ್ಮಿ!!!

- ಅಕ್ಷತಾ ಹೆಬ್ಬಾರ್ (ಕನ್ನಡ ಶಿಕ್ಷಕಿ)

WHY I THINK YEAR OF THE WEEDS BY SIDDHARTHA SARMA IS A MUST READ FOR MIDDLE SCHOOL STUDENTS

REEYA THAPA, MIDDLE SCHOOL LEARNER FACILITATOR

What would you do if, one day, everything that you cared about—your home, your people, your way of life, was at risk? And this risk was not by nature but by some influential people with ambitious goals of their own? What if the very people who promised to protect you became the ones who threatened your existence?

Year of the Weeds by Siddhartha Sarma, I believe, is one such read that tells the powerful story of a small village facing this exact threat. Set against the backdrop of the Niyamgiri Movement—a real-life resistance led by the Dongria Kondh tribe in Odisha—the book explores the efforts of indigenous communities to protect their sacred land from a proposed bauxite mining project. Through this fictional retelling, Sarma uses the metaphor of weeds to reflect the marginalised community's resilience. Much like weeds, which are often considered unwanted but grow persistently, the Gondh community fights to protect their land and culture from powerful forces. This symbolism captures the community's deep-rooted connection to the land, reflecting their undervalued yet determined nature to resist displacement.



Sarma, a journalist from Assam with a background in covering people's movements and land rights, builds a narrative that critiques corporate greed and government exploitation. Through his writing, he sheds light on the socio-political machinery that often fails the vulnerable. The book's rural

setting and portrayal of the Gondh tribe's struggles are particularly eye-opening for the urban, English-speaking readers, who may be beneficiaries of the same corporate systems that marginalise others.

For the city-dwelling children, *Year of the Weeds* serves as an enlightening look at the other India—one where development comes at a great human cost. Through characters like Superintendent Sorkari Patnaik and Collector Behera, Sarma shows how government systems are often indifferent to the plight of indigenous people, effectively swallowing up their voices with bureaucracy and repression. The jail, a recurring image, symbolises the controlled lives of the Gondh, while the characters' resistance represents their fight to preserve their culture and identity.

The novel's structure, divided into monthly chapters mirroring the agricultural cycle, further underscores the Gondh's bond with the land and the impact of environmental disruptions caused by mining. From sowing to harvesting, each stage of farming life mirrors the stages of resistance and resilience in the villagers' struggle. The narrative does not shy away from introducing students to difficult topics such as systemic injustice and exploitation, making it a powerful tool for developing social awareness and empathy.

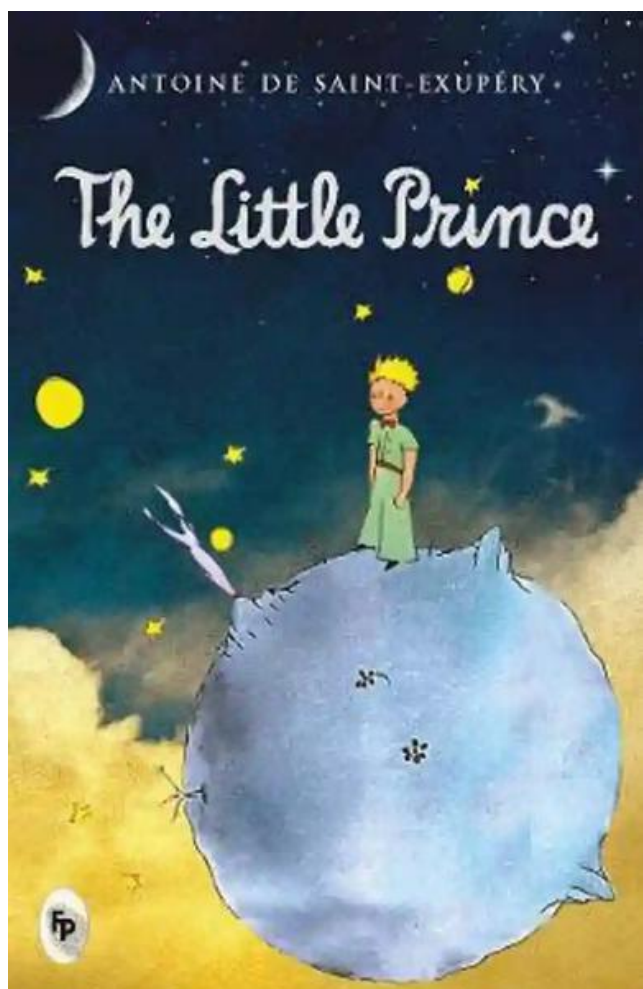
For young readers, this book presents an opportunity to question the cost of progress and consider what they might do to advocate for environmental and social justice. With thematic explorations of indigenous rights, cultural identity, environmental activism and the significance of natural resources, *Year of the Weeds* goes beyond storytelling—it invites students to consider how they can contribute to preserving India's cultural and ecological diversity.

Sarma's nuanced storytelling and use of powerful analogies like weeds in a garden extend beyond the page. This offers young readers a profound look at how courage and solidarity can challenge even the most powerful forces of change. This creates a story that not only educates young readers about the complexities of rural life but also inspires them to think critically about the nature of resistance, community and survival.



THE LITTLE PRINCE BY ANTOINE DE SAINT-EXUPÉRY — A REVIEW

ELENA ELSA GEORGE



"It is the time you have wasted on your rose that makes it so significant."

– Antoine de Saint-Exupéry (*The Little Prince*)

A little book with layers of meaning sewn with the magic of fantasy has stayed with me long after I decided to put it down. I believe that seeking meaning is fundamental to being human, and it could be this unyielding quest that gives *The Little Prince* its universal resonance. Sometimes, flights of fantasy help us see reality more acutely by connecting us with parts of ourselves we sense but cannot easily express.

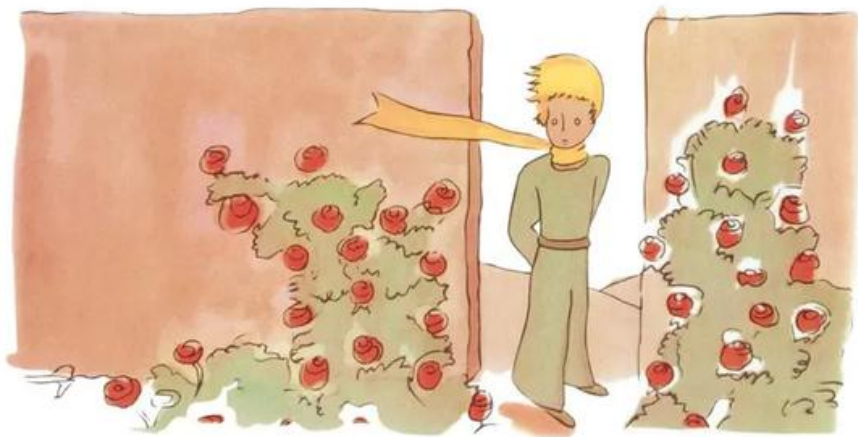
As the little prince departs his beloved rose and explores different planets, it seems to me that his

outward explorations also take us inward—into the tendencies within ourselves, our growing needs and compulsions. The need for approval, the obsession with recognition, the compulsion to possess and hoard, the urge to fill our days with mindless tasks just to stay occupied—all these are portrayed through the eccentric characters he encounters.

The absurdity of these characters—such as the king, the businessman, and the lamplighter—spoke directly to my tendency to immerse myself in what Saint-Exupéry (sarcastically) calls “matters of consequence.” These characters represent the way we often get caught up in superficial pursuits, postponing the simple joys of living and connecting with those around us. *The Little Prince* reminds me that what we prioritise can easily prevent us from fully engaging with the world.

One of the most touching parts of the story for me is the little prince's conversation with the fox. When he is devastated to learn that his rose is not unique, and that there are many roses like it on Earth, the fox gently explains that it is his love for the rose that makes it special. This realisation struck me deeply. The value I place on things I hold dear does not always come from their objective qualities but from the love and care I invest in them. This holds true for people too—relationships and talents become unique and

through the effort we put into them. This stands true even for an ability—whether it's to sing, write, or create art. If we measure our worth or the value of what we do by external standards alone, we risk losing



the joy that comes from creating and nurturing something that is uniquely ours. The uniqueness is not found in comparison, but in the heart we put into what we love.

A central theme of *The Little Prince* is the importance of imagination. The narrator and the little prince are critical of grown-ups: their obsession with facts and figures and their disregard for the imaginative, the whimsical, and the intangible. In a class discussion based on the novella, one of my students remarked, "We need to do such activities with grown-ups—they need it more than we do." This comment made me think: the division between "us" (children) and "them" (adults) isn't so clear to me. I often find myself in a liminal space, questioning where childhood ends and adulthood begins.

Literature often romanticises childhood, painting it as a time of innocence and imagination, while adulthood is seen as a necessary but begrudging transition into a world of responsibility. *The Little Prince* invites us to reconsider this idealised vision. We often celebrate characters like Peter Pan, who refuses to grow up because he doesn't want to enter the adult world. However, I think such divisions are not only simplistic but also problematic. For one, they create an artificial barrier between the worlds of children and adults, when in reality, we constantly move between these worlds and require connection and trust to make our lives richer and safer.

Another issue with this idealisation is that it can place undue pressure on children. There is a tendency to expect children to fit a certain cheerful, energetic, and “perfect” mould. But not all children are bubbly or endlessly curious; some are quiet, reflective, or even sad at times. There are many different kinds of childhoods, and not every child fits the conventional image of joyful innocence. Children, like adults, need the freedom to experience a range of emotions and to be who they are without the pressure to perform according to a nostalgic ideal.

Moreover, some children may even dread the idea of growing up. While childhood is undeniably an important and formative phase, it is not the only one worth living. Our desire should be to nurture children who grow into healthy adults—adults who can embrace and enjoy all stages of life with gratitude. There is beauty and depth in adulthood too, and the lesson of *The Little Prince* is that we must never lose the ability to appreciate the wonder of the world around us, regardless of our age.



In the end, *The Little Prince* teaches us that the essence of life is not found in external achievements or accumulating possessions, but in the quiet, heartfelt connections we make—with the people we love and with the world itself. It is a lesson that transcends age, resonating just as strongly for adults as it does for children, especially for those of us willing to keep our sense of wonder alive.

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