

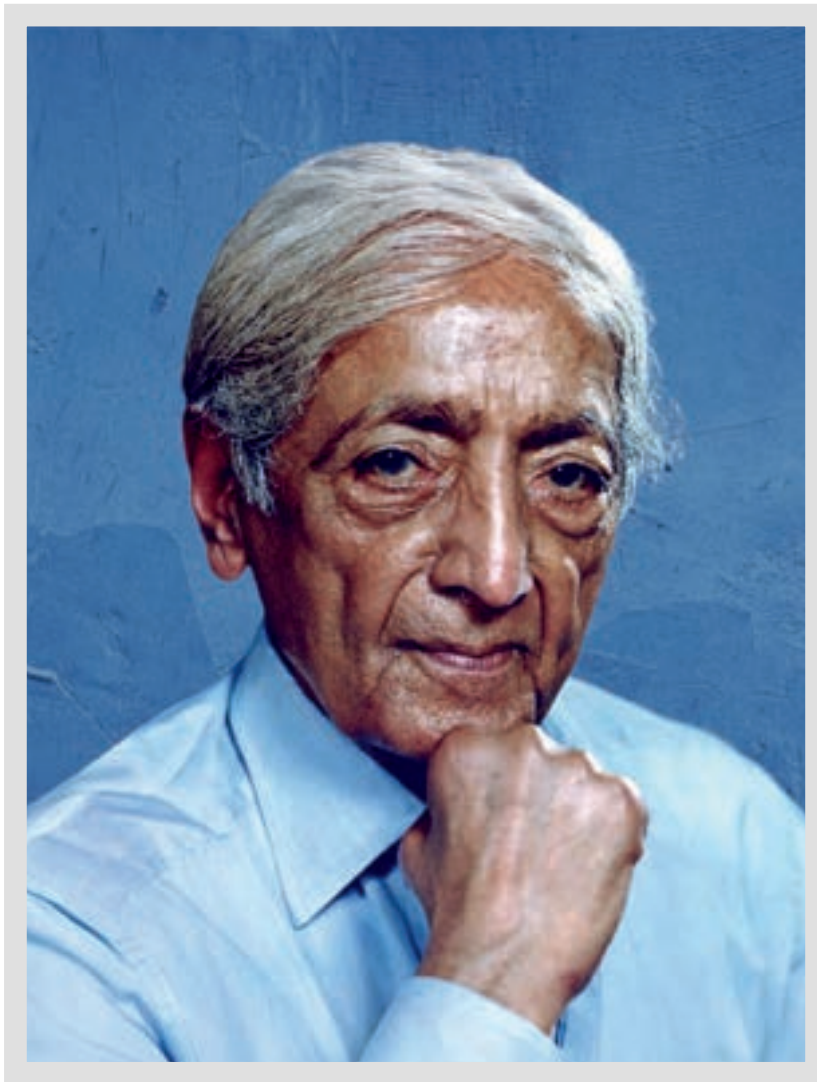
Pnatibiimb

— 2026 —



*Good Earth
School*





*"The more you know yourself, the more clarity there is.
Self-knowledge has no end - you don't come to an achievement,
you don't come to a conclusion. It is an endless river."*

- Jiddu Krishnamurti



Stronger Together: Cultivating a Culture of Resilience

"
PERSISTENCE AND RESILIENCE
ONLY COME FROM HAVING BEEN
GIVEN THE CHANCE TO WORK
THROUGH DIFFICULT PROBLEMS.

— GEVER TULLEY

The world is changing beyond recognition. Skills require constant upgrading, and the definitions of commonly accepted terms are being completely rewritten. What the previous generation knew as regular, usual, or ordinary has taken on a new meaning, a new value, and an entirely new context. Language is evolving, and with it, the meaning of several words in common parlance. Today, older generations find themselves facing a whole new dictionary—wondering what "six-seven" implies, or why the word "Boomer" has become such a derogatory term.

But if we can stay objective, maintaining an approach free of judgment, we can ask, out of concern a deeper question: Where are we heading?

To many parents and educators, our youngsters today can appear fragile, easily defeated, disillusioned, and depressed. We then question: Where did the strength of character go? What happened to accepting defeat gracefully? In the modern ecosystem, failure has become an unacceptable verdict, while success has become a goal to die for. The age-old spirit of "try and try again" seems to have vanished. Standing up after every fall is no longer universally celebrated as courage; instead, the fall itself is treated as a point of no return. Consider Thomas Alva Edison.

He achieved his monumental success only after innumerable failures. Yet, every failure motivated him to analyse his journey, understand his flaws, and improve his strategy. His never-say-die attitude led to his unique achievements. As Edison famously remarked:

"I didn't fail 1,000 times. The light bulb was an invention with 1,000 steps."

Why have we forgotten the value of failure? Where is the story of resilience, the spirit of staying steadfast through the storm?



As parents and teachers living in these uncertain times—a world torn by wars, geopolitical insecurities, economic hardships, and global anxieties—we cannot simply mute spectators. We must become the calm amidst the storm. It is our responsibility to provide our children with inner quietude, silent strength, and a balanced approach to life.

We must intentionally build resilience in our children. This means encouraging them to give their best to any task they take on, focusing entirely on the journey, and executing it to the best of their ability. We must teach them to enjoy the process and trust that the goal will take care of itself.

Our collective energies need to find a new direction. We must guide our children to—Learn to listen deeply and read widely. Appreciate the pleasure of learning purely for the sake of learning. Adopt a growth mindset that celebrates progress over perfection. Encourage team spirit, enabling every individual to grow and thrive at their own pace and in their own time. It is time to redefine both the purpose of living and the very concept of success. Let us build a new generation of learners—individuals who value knowledge, master the art of working collaboratively, and possess the courage to question fearlessly. By fostering a spirit that is alive to every moment and resilient in the face of hardship, we can raise children who will stand tall, overcome every hurdle, and live life fully in all its true colours.

Meena T Principal



The Drama Festival at The School

Our class took part in the 'Drama Festival' held at The School, an event we had prepared and practiced for over a long period. This same play was also staged for Kalotsav.

When we were first called to discuss Kalotsav, we learned that it would be held earlier than usual this time- in the first term, just a week or two after our Drama Festival. Our class was asked to present a play, which would also serve as our preparation for the Drama Festival. Many of us were not too happy about this, as we had hoped to explore other events for Kalotsav such as dance, a Tamil play, or music. A few students decided to step out and participate in other programmes. Most of us, however, chose to stay, and we moved forward with planning the play. We saw it as a valuable opportunity to gain experience performing at another school and to watch other groups in action.

We began by brainstorming ideas for the plot. Three different concepts emerged. After some discussion, we dropped one and continued with the other two. The challenge, however, was that we wanted both remaining ideas to be part of the final plot. So, we merged them and crafted a unified storyline.

I personally enjoyed collaborating with my classmates throughout the process. Everyone was dedicated, and we truly had fun along the way. One of our friends wrote the final script, and we formed teams for scriptwriting, making props, deciding costumes and other such things. Each of us took on roles we were comfortable with, and I believe we all gave our best.

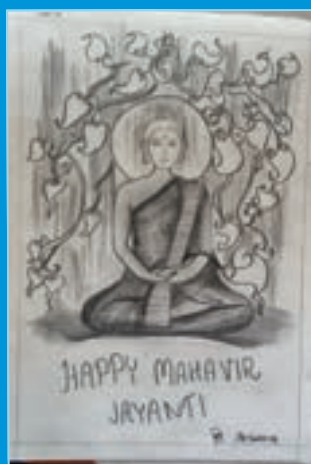
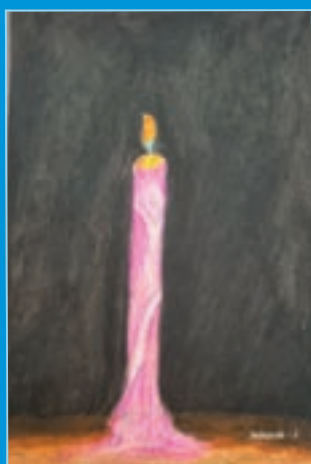
Going to The School and presenting our play was the highlight of the experience. We were a bit nervous about our performance since we hadn't had a chance to practice with proper lighting. The props team had to move furniture and other items in the dark, and several other challenges emerged along the way.

In the end, I think we did our best - both in the performance at The School and during the panel discussion. The audience seemed to enjoy the play, and it became a truly memorable journey for all of us. Personally, I loved every bit of it.

Lekashree. C Class XI



Creative Clippings



Bizex – The experience which led to confidence!

Vaels International School organized an event where students from the commerce stream could participate in business-related programmes and activities, offering good exposure and a chance to share knowledge and perspectives with fellow participants.

Being part of the science group, it was sheer luck that I got the opportunity to volunteer for this event. Initially, I felt overwhelmed as I was unfamiliar with commerce-related terms, formulas, and definitions. However, the fact that I was up to date with current affairs gave me a boost.

I would like to say that this competition made me realize my potential and pushed me to level up my game moving forward. We won second place in this event. I overcame my stage fear completely and gave my best. The fear of losing didn't cross my mind once, as I knew I had portrayed everything I had to on that day.

It was from that day onward that I began to open up without any barriers or restrictions. The fear of judgement or mockery was out of the question. That day was personally a game changer for me, as it helped me break out of my comfort zone. The event helped me gain knowledge, exposed me to different ideas and the creative sides of people, and gave me a wonderful opportunity to interact with the students.

Soon after this event, I along with my friend Rithanya from Vaels, went on to attend nearly three more events organized by different schools and committees - all with the common goal of inspiring young minds. I realized that when we make use of the opportunities we are given, we discover our own potential.

Devamelanie Dakshayini Class XI

My reflections – Webinar meet

From my childhood, I have always had a deep admiration for space and exploration. The webinar I attended only reinforced my belief in how amazing space truly is.

The first major takeaway for me was that space is not for beginners—rigorous training and practice are essential to even get a glimpse of it. I used to imagine myself in space whenever I went swimming, associating the feeling of weightlessness with that experience. However, that perspective has now completely shifted, opening up new ways for me to reimagine what space might truly feel like.

The second key learning I took away is that although space travel and research are extremely expensive undertakings, they offer humanity and the planet [as a whole] a value that far exceeds the cost of the missions. This taught me an important lesson: we should not hesitate to take the first step in anything that seems difficult.

The third and most essential thing I learned is to keep following your dreams and never rest until you achieve your goal. No dream is too distant to reach, and no obstacle is impossible to overcome. I used to be someone who left tasks unfinished, but now I realize that every single task matters and holds great value.

Krithic S Class XII

Physics – A marvel of Science

Science - the only universal language - deals with numerous phenomena that lie beyond our apparent observation. Technological advancement has largely been possible due to the timely intervention of science and its various branches. Mankind has gained countless benefits from understanding physical and observable phenomena, even if these insights are not always utilized wisely. Overall, however, the main motive of science has always been to make life more comfortable.

Physics, the fundamental branch of science, is often treated today as just another subject - one that students may or may not choose to pursue. Yet physics encompasses far more than conventional education. Many people assume it is merely about formulas and derivations, but when perceived in the right way, the true revelations it offers can be eye-opening. The subject, and the scientists who contributed to it, often point toward the existence of a guiding or metaphysical force above everything - something we commonly refer to as "God."

These days, some people dismiss the religious beliefs of others, claiming they believe in science and not in God. Meanwhile, science itself frequently points toward the existence of a supernatural force. Physics—a marvel of science - is truly mesmerizing in every aspect. It constantly raises the fundamental question: why should anything happen the way it does?



Advait Class XI

Model United Nations

Model United Nations (MUN) is an educational simulation where students act as delegates from different countries, debating global issues and working toward solutions. This essay reflects on my experience with such events.

The first MUN I attended was at NPSI School. I was assigned the delegation of the Republic of Korea (South Korea) in the United Nations Environment Programme (UNEP). I made several mistakes, especially during the preparation phase. I wasn't well-informed about general global affairs, which hindered my ability to research the agenda properly. I also failed to realize the importance of the General Speaker's List (GSL) speech—the introductory speech delivered on behalf of the assigned delegation, outlining the country's stance on the issue. My research focused more on the mistakes made by other countries regarding the agenda, so I was unable to present a complete picture of the problem at hand. Adapting to the committee's progress was difficult due to my incomplete understanding, and I couldn't raise points confidently to establish my presence in the committee.

The next MUN I attended was at my own school. This time, I learned from my previous mistakes and focused on preparing good speeches and conducting thorough research. I gave my best effort as the delegate of the USA, but I still have room for improvement.

My opening speech was largely centered around criticizing another country, and as a result, it didn't focus much on offering solutions to the issue the committee was trying to resolve. This made the impact of the speech dependent on a specific stance taken by that country—and when that country changed its position during the committee, my speech lost some of its credibility.

Although I had done my research, I still missed certain aspects of the USA's historical involvement with the agenda. I realized how important it is to stay consistently updated on world affairs and to integrate that awareness into daily life.

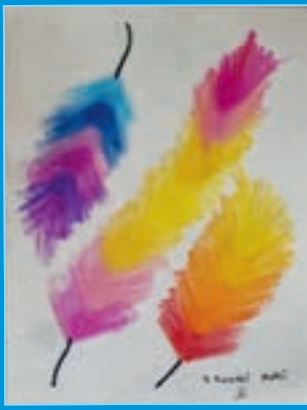
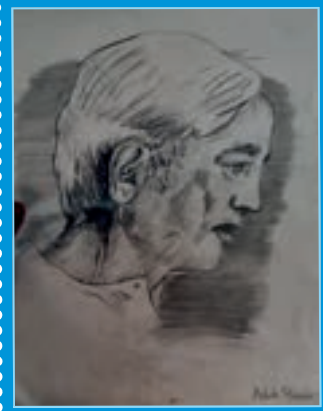
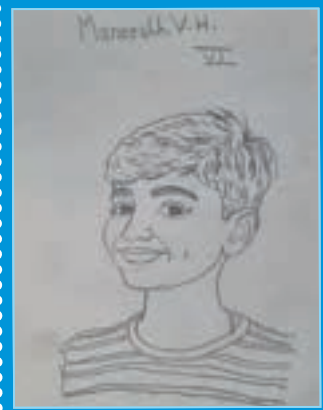
Learning from these experiences, I now look forward to participating in future MUNs and giving my best effort each time.

Varun Anand V Class IX

GES MUN (Class IX to XII)



Creative Clippings



Tamil Amudhu

Tamil Amudhu - a fest of language
Something too far from a mere change.
Words flying from all sides,
Excitement at its peak; bigger than tides.

Ancient arts done with perfection
Reminding us of our ancestral connection
Dance and music rocking the stage
Filling our hearts with affectionate rage.

Stories and poems told aloud
Our minds clean as a sky without a cloud.
Old traditions revived once more
The beauty of it kept us within our core.

An event too mesmerizing to forget
Had made us, its wonderful target
One which kept our hearts full
And made us unite with a gentle null.



Sriram P Class IX

Mankind has been Replaced

We learn life lessons from books, from conversations with people, and from our own mistakes. When we are lectured by others, our subjective minds often tend to overlook unique insights that could be essential for our growth.

Technology makes our lives much simpler and helps us manage time more effectively. But everything has its drawbacks, and AI is no exception. Even if technology takes over the world, it will not spare us from its consequences. Every job we do has its own originality—whether it is playing an instrument or creating a piece of art. The person behind such work puts in tremendous effort, and that effort can never be replaced by AI. AI may assist, but it can never replicate the originality of human work.

Can AI help you earn a degree? The responsibility lies with us to prevent AI from replacing our own thinking. In many cases, AI acts as a temporary brain—used for assignments and homework—while our permanent brain, a gift we are born with, remains underutilized. This very feature of AI will not serve us well in the long run.

Today, AI has the capability to replace humans in various sectors, including factories. What happens to the financial stability of those who lose their jobs? Can AI pay them a salary? It has already begun to overtake workers. If this continues, what will become of our future? It is often said that this generation will take care of itself—but it seems increasingly likely that AI will be the one taking care of this generation. I believe this is a crucial issue that demands our attention. So, let's think about it.

Maya M Class IX

Trip to Munnar

Our Class IX trip to Munnar was an amazing experience, filled with fun moments shared with friends and teachers. The teachers who accompanied us were Antony Sir, Vinod Sir, and Kavitha Akka. We explored the beautiful sights of Munnar and enjoyed delicious local food that left us craving for more. The trip included exciting activities like hiking, visiting museums, and touring a Tea Factory.

We reached Kochi around 6–7am in the morning and made our way through the crowds to find our bus. Spotting it waiting for us, we quickly loaded our luggage at the back and boarded. The journey to Munnar was filled with Tamil songs playing in the background. After a quick breakfast, we resumed our travel—though honestly, the bus ride felt slow and a bit boring at times.

Soon, we arrived at the hotel and split into groups to choose our rooms. After settling in, we rested for about fifteen minutes before heading out for lunch. That night, we stayed up late playing UNO. On our last night before returning to Chennai, a big campfire was arranged where we danced and had a great time together. Even the wait at the train station was enjoyable, as we spent time joking and laughing. This trip truly strengthened the bond we shared with our friends and teachers. Back at school, we even made a chart highlighting all the fun memories from Munnar.

Mathis Paul R Class IX



Gratitude

I'm someone who hasn't always been grateful for the things in life. I have wonderful parents, a loving family, clothes, food, shelter, and even many things I don't necessarily need but still want. Yet somehow, despite all of this, I often found myself grumbling over the smallest things, saying things like "Life sucks" or "I hate my life." These problems were always trivial and wouldn't matter later, but I was never truly content.

That changed one day, because of something surprisingly ordinary. Ever since I was young, I've had a quiet obsession with cherry blossoms—they've always been my favourite flower. I've always admired how beautiful they look, but I often felt sad that they bloom for only two weeks a year, and not in India. One day, while looking up quotes about cherry blossoms, I came across one that spoke about appreciating life. It said that cherry blossoms, even though they bloom for just a short while, look bright and joyful—as if they're thanking nature. Their time is brief, but they don't grumble or appear gloomy. That simple thought stayed with me. It made me stop and reflect. If something as fleeting as a cherry blossom can embrace its short existence with such grace, why couldn't I do the same with my own life? That moment changed my perspective and taught me to truly appreciate what I have.

Maria Yalini Class IX

Swimming – A guiding force

I have been swimming for twelve years now

When I started, I had no idea that swimming would become a guiding force in my life. It has taught me so much.

There are days when I want to do nothing but lie in bed - yet swimming taught me to kick off the blanket and dive into the day. It taught me patience, especially when my goggles decide to fog up mid-lap. And honestly, swimming can be as therapeutic as a pizza on a bad day.

As humans, we all seek validation for the work we do - it is part of being human. But I don't swim for validation or medals. I swim to learn more about myself and to win the battle within.

Swimming gives my life meaning and direction. Most importantly, it has taught me how to handle disappointment and failure. More than a physical challenge, swimming is a mental one. It is not easy to wake up at five in the morning, swim in freezing water, go straight to school, and head back to training at five in the evening - repeating this cycle for months. But this routine has taught me consistency and the willpower to navigate this demanding world.

Pranavi Ramu Class XI



Goals and Expectation

When people think about expectations, they often do not consider the ones they set for themselves - instead, they focus on the expectations others have of them. When these external desires are imposed, there is little motivation to work toward them, simply because there is no personal belief in them. Standards are set, and expectations try to exceed them, without questioning whether it is truly necessary. Only when you genuinely believe in something and understand its importance can you pursue it with full determination.

Short-term goals lead to long-term satisfaction - but only when you trust the process can you reach what you aim for. If your expectation is far from your current ability, it is better to take one step at a time toward your goal. Desire matters. When you do what you truly desire, distractions fade away. It is always better to develop what you already have than to constantly aim for what you do not.

Arya Kumar S Class IX

My take on India's civic sense

The people of India lack many things, but one of the core issues seemingly embedded in the mindset is the neglect of public spaces. Notice the emphasis on "public" - because Indians are known to have some of the cleanest homes. So why is there such a stark difference when it comes to public places? If I go for a night stroll today, I will likely come across at least one trashcan. But the trash will not be inside it - it will be right outside. We worship cows, yet allow them to roam the streets and feed on garbage. We revere rivers and name them after gods, yet they rank among the most polluted in the world. Why is there such a disconnect when it comes to caring for public spaces?

This mindset can be traced back, in part, to India's historical caste system, where cleaning up after others was relegated to specific communities. Over time, this fostered a mentality of "It's not my job" or "Someone else will clean it up." People often expect the government to transform India into a developed nation while contributing little themselves. It is often said that if Indians swapped lands with China for a day, there would soon be two Indias. The government does, at times, takes action. A place may be cleaned or spruced up, only to return to its previous state within days. It sometimes feels as though there is an unspoken resistance to maintaining cleanliness. Of course, there are always a few who recognize the problem.

But even they often fall into the trap of thinking, "I'm only one person - I can't do much." Imagine if two billion people thought the same way. Change begins when we stop waiting for others and start taking responsibility ourselves. If we truly want change, we must work toward it. Let us unite and strive to make India great again.

Kavish Balan D Class IX

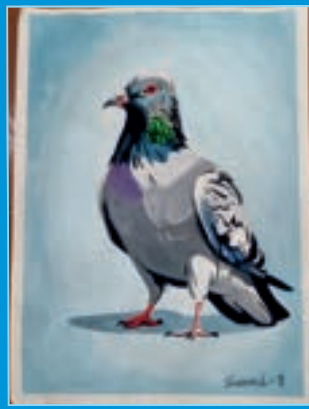
Physics – The marvel of Science

Gaining knowledge about everything around us has become an integral part of human nature – from the smallest cells that make up our body to the largest celestial bodies that fascinate the mind. Physics, a branch of science that studies matter with both ease and precision, has helped humanity understand the complex systems behind even the simplest creations. Once armed with this knowledge, we begin to admire the beauty and intricacy of these systems.

It is fascinating to see how much progress humans have made in this field over the centuries. Inventions like the wheel or simple machines such as ramps and levers - often taken for granted today - were monumental steps forward in understanding the world around us. But unfortunately, this very branch of science, which helps us comprehend complex systems, can also act as a catalyst for darker and harmful intentions.

Kakarlamudi Joe Anshul Class XI

Creative Clippings



The Bleeding Heart Dove

The bleeding-heart dove,
A symbol of peace, wounded with love.
Snot with an arrow, its heart bleeds out,
It seems to cover insignificance,
Becoming a muse, tortured and magnificent.

The bleeding-heart dove,
Watches with concern you know nothing of
Appearing at your window every hour,
Only to leave behind each time a flower.
With a scent so close to home,
Just to remind you that you aren't alone.

The bleeding-heart dove.
Soars the skies above,
Carrying the weight of eternal blood,
It crashes, falling into the mud,
It shakes off dust and carries on
It still has a few flowers to deliver before dawn.

The bleeding-heart dove
Would never miss a chance to drop off
Symbols of love and its never-ending care.
Let alone a broken wing, let alone an injury fair,
The dove, so drained of light,
Will continue on, always in flight.

Jyotsna R **Class IX**

Science, Commerce or Disappointment?

"Are you going to become a Doctor or an Engineer?" asked aunty.

"I didn't take science". She clicked her tongue sympathetically and followed it up immediately with

"Oh, so then law or CA?". "I didn't take commerce". Her demeanor changed visibly. She frowned and looked at me confused.

"Then? What are you going to be? Anything else is equal to unemployment." "A historian".

The conversation portrays the "hierarchy" of careers and study streams today in India. Medicine and computer science is the epitome of success and the trade mark symbol of a "good", "smart" student. Students who are not interested in science are pushed into the next tier of importance – commerce, although becoming a CA or a lawyer is at par with becoming a doctor. Students try to sort themselves into these two categories, fearing social rebuke or the induced fear of unemployment and dishonour.

This leaves out a pivotal stream – Arts! Though it may be mocked, scorned and scoffed at for its apparent 'uselessness' or lack of importance, people seem to forget that when they watch a movie, read a book or walk through an art gallery, they are in fact, consuming works of art.

While most Indian students compete for the limited medical college seats and spots at IITs – seats which are dwindling by the number each day – gaping vacancies are found in prestigious universities like the University of Madras (there is 50% vacancy, most of them being from the department of humanities) in Tamil Nadu, which is considered to be one of the best states for education.

People often undermine the scope of such art degrees, eventually choosing careers in other disciplines. The problem is everyone goes for the same options, leading to high unemployment later on due to immense competition. Arts on the other hand does not have as much competition but contains lucrative scope as well.

From governance to Media, art is integrated in the modern world now more than ever. The key is to choose a path which you truly resonate with. Not the one fetching more money, not the one that plies you with honour and praise. Remember, there is a place for every discipline in the world. And it is better to be the best in a relatively “minor” or “trivial” discipline than be mediocre in an acclaimed one.

Kavya D **Class XI**

I JEST

A little loss of innocence when I imbue myself,
onto an array of desolate ideals on shelves.

I've fastened myself for too long,
the general crowd calls me headstrong.

This poise I put myself through,
inwardly offers an uninviting view.

Internal cues push unsolicited clues,
evoking a sense of collectivism I fail to choose.

In this sequestered land of "immorals",
acknowledgement of identity leads to quarrels.

There I stand; among the brutes,
realizing that rebellion makes me want to run to my corrupted roots.

My current insight into catastrophic and disorderly blues,
exhausts the adhesion between my will and my shoes.

Racing to the haven of shelves;
I arrive, to detach myself from these soon-to-be archives.

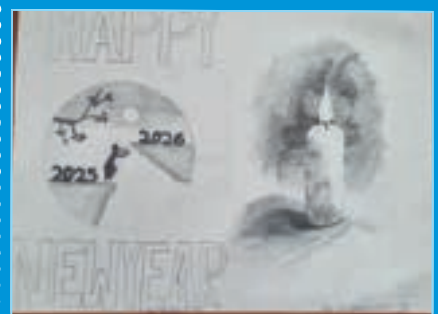
Alas! I'm no longer a morbid member,
of ripe doctrines that don't define what comes after.

I find joy in condemning this wayward belief,
which to the community and multitude; a common thief.

To not know what makes me truly distinct- I am blessed,
I hope the sentiment lands, that for most of it I JEST.

Mridula Krishnan **Class XI**

Creative Clippings



Language: Words Beyond Silence

Language is supposed to bring people together, but somehow it keeps pushing us apart. We judge accents, fumble over grammar, and decide someone's worth from the way their tongue shapes words. English is called the "connecting language," the bridge between countries and cultures". Yet, in trying so hard to connect through words, we forget that emotions do not always need a dictionary. Sometimes silence explains more than words ever could - the kind of silence that carries grief, comfort, or understanding without saying a single thing.

Babies understand this better than we do. They do not use vocabulary or fancy expressions, yet their cries and smiles tell us everything - hunger, fear, happiness, their needs. As we grow up, society convinces us that words are our only way in; that to belong, we must sound smart, polished, and fluent. We learn to dress our feelings in complicated language instead of just letting them exist. But communication was never meant to be about perfect sentences. It was meant to be about being understood. Broken words can still hold truth, and quiet moments can still speak loudly. Maybe language isn't just in what we say, but in what we feel - and sometimes, silence says it best.

Lemeula Renita S **Class XI**

Mobile phones should be allowed in schools

I strongly disagree with the statement that mobile phones should be allowed in schools. Several reasons support this view, which will be discussed in the following paragraphs. But first, let us consider why some people argue for the use of mobile phones in schools. In reality, there is no single compelling reason for this. Bringing phones into schools introduces a host of new issues that we have never faced before.

Inequality

Not all students can afford mobile phones, which creates an immediate disparity. Some students may not have a phone at all, while others have the latest models. This can lead to social comparison and bullying. A student without a phone may be mocked or pressured to ask his parents for one. If parents refuse, it can lead to frustration and conflict on both sides. Such situations are unnecessary problems that schools cannot solve effectively.

Distractions

Mobile phones offer countless ways for students to lose focus. Instead of paying attention in class, students may scroll through social media, play games, or engage in other unrelated activities. This defeats the primary purpose of attending school, which is learning.

Jealousy and Conflicts

Jealousy is closely related to inequality. Students may feel envious of peers who own better phones, which could escalate to theft, fights, or other serious conflicts. Introducing mobile phones in schools may exacerbate tensions and foster an environment of competition rather than cooperation.

Misuse of Technology

Students are at an age where they are still learning responsibility. Giving them mobile phones can lead to misuse and unforeseen problems. Students may engage in inappropriate behavior or use phones in ways that disrupt the learning environment.

Conclusion

In conclusion, allowing mobile phones in schools can act as a catalyst for many pre-existing issues. Over time, schools risk shifting from centers of learning to environments where distractions, jealousy, and conflicts dominate. Therefore, mobile phones should not be permitted in schools.

Pushpak N **Class X**

Insist on a Phone - Stay within your comfort Zone

In my opinion, the use of mobile phones must not be allowed in schools. This topic in particular has been subject to much debate in the last decade, especially with the booming of technology, like never before. Firstly, one must look into the idea and need for a schooling system.

The primary object of every parent sending their child to school is in the intention of exposing them gradually to the working of the world around them, in the hopes that they are able to find their own path that life has to offer them. Secondly, children are acquainted with others of completely different origins, backgrounds, ways of thinking and capabilities.

On meeting such people of similar age groups going through the same stage of life as them, it compels them to break their personal barriers and form bonds with people out of their usual circle. Furthermore, they understand the uniqueness in diversity, which leads to a better understanding of the outside world. It shows them that identities are not meant to be retained, but rather to be formed and not rely on a single definition to define oneself.

Ironically, this is the stark opposite of what mobile phones intend to achieve. Instead of making personal direct connections with one another, mobiles promote a passive and restricted connection with the world through phones.

Research has proven that frequent mobile users, especially children, tend to grow up isolating themselves from the real world with limited to nil innate personal connections to their surroundings. This directly contradicts the core essence and purpose of an establishment meant for schooling. Mobile phones encourage one to stay limited to their comfort zone and makes life easy in the short run. However, such children remain in a delusional world.

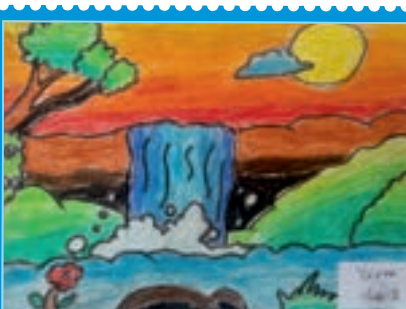
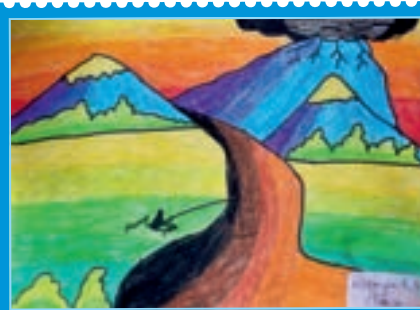
Adding on, the use of mobile phones in school may serve to be a distraction or a source of addiction to young minds that are meant to be nurtured. One may argue that it can also be advantageous in schooling. However, the evident disadvantages simply outnumber the few positives of a controlled usage, which leads to the subsequent problems.

As mentioned earlier, the children's limit to their comfort zone may lead to underdevelopment of vital qualities in a well-rounded human being, such as leadership, communication and expression of emotions. Schools are the breeding grounds of such positive character enhancing skills. On the introduction of mobile phones in school, children will begin to close themselves and completely stay engrossed in their inner shells.

This will also lead to the diminishing of the qualities such as empathy and kindness. In essence, although mobile phones serve various advantageous purposes, its use must be strictly avoided in schools as various aspects of life can only be experienced emotionally and psychologically in the formative years of a child in school to foster a wholesome development of an individual.

Varuni Ramesh Class X

Creative Clippings



Rat Race

"Wait! Is this my house?" I wondered, staring at the mess around me. I called out for my mom at the top of my lungs, until I was practically screeching. No reply.

Where had everyone gone? Had they gone on vacation without me? Was there any food left? That probably was not the right question to ask when my house was completely wrecked and my family was missing. My main concern was—who did this?

A whiff of rotten apple drifted through the air. Following the pungent smell, I made my way to the kitchen. And there it was—a rotten apple sitting on the dining table. Why would anyone do that? Wait—hold on.

The intruder actually cared to clean the refrigerator? It's been ages since I last bought this apple! Then I heard it—the ticking of a timer. Was there a bomb? I crept toward the sound cautiously. And then—"Ting!" My heart skipped a beat, and I dropped flat on the floor. Gathering every ounce of courage, I peered out to see what had caused the mysterious alarm.

The oven was slowly relaxing after baking a cake. How strange! An intruder had broken in, cleaned my fridge, and even baked me a cake? How kind of him\her!

Carefully, I took the soft cake out of the oven and set it down. I took a bite. "It tastes so good!" I exclaimed. The red velvet flavour, with a hint of chocolate, melted in my mouth.

Whoever this intruder was, they had to be a great chef. I spent what felt like a minute or so of enjoying the cake and then decided it was time to investigate. But I was too late. Through the backyard door, my mother and aunt stumbled in, gasping for breath. "Oh hello there!" My aunt greeted me. They looked rather odd - my baseball bat was in their hands.

"What are you two up to?" I asked, keeping my face innocent.

Before I knew it, the three of us were sitting on the couch, and I had a generous slice of cake on my plate.

"We were on a wild goose chase!" my mother said, visibly disappointed. "We spotted a rat and tore the whole house apart looking for it! Someone must have left the kitchen's backyard door open last night. That's probably when it got in."

"Oh yes, I remember—I did," I said casually, without looking up from my cake.

Out of the corner of my eye, I could feel four sharp eyes boring into my soul. But honestly—it was not my fault, was it?!

Divya K **Class X**

The Gift

The sun rose with a golden blush, and the dew sparkled on the leaves. Last night's breeze still lingered in the air. Isabella and her family were travelling to their village, where they would stay for a month. Christmas was just around the corner!

Isabella wanted to give her cousin Aspyn something meaningful, but she had no idea what. They travelled by train, and the rhythmic rattling sounded like music. As they arrived, the scent of damp earth welcomed them to the village. Scattered notes of nature formed their own orchestra—a peaceful contrast to the city's noise.

Isabella was overjoyed to meet Aspyn. Together, they spent time exploring the beauty around them. They bought Christmas decorations and decorated the house with care.

One day, as they wandered through the village, the sky suddenly opened up. Rain lashed down and wind howled through the trees. They rushed into a nearby tea shop for shelter. Sipping hot tea, they watched the rain pour. That's when Aspyn mentioned she wanted to learn something new—and a spark of an idea lit up in Isabella's mind. Later, back home, they sat in the backyard as the sun dipped behind the rooftops, painting the sky in shades of orange. Isabella shared her dream of living close to nature, surrounded by the whisper of wind and rustle of leaves. "This is peace," she said softly. And in that moment, Aspyn found her own inspiration.

Days passed, and Christmas Eve arrived. Both girls were ready with their gifts. Isabella handed Aspyn a carefully wrapped collection of novels by a beloved author. Aspyn's face lit up with joy. Then she placed her gift in Isabella's hands. Isabella unwrapped it to find a tiny sapling.

"Isabella, will you plant this in your city home?" Aspyn asked gently. "Yes," Isabella whispered, smiling.

A month later, Isabella returned to the city. Everything felt empty at first—like all the air had been sucked out. Then she remembered the sapling. She hurried to her garden and planted it with care.

Years passed. Isabella returned to the village, and Aspyn welcomed her with open arms. She thanked Isabella again for the novels, still treasured. And Isabella shared her own joy—the sapling had grown into a tree, now home to singing birds. Her house finally felt complete.

The two cousins had given each other the most meaningful gifts: the gift of knowledge and a gift from nature.

Vinaya V Class X



A Subtle Thief of Patience

Is being 'right' worth the price of your patience? In our rush to prove a point, we often sacrifice our calm to communicate. Yet this impulsive need strips our words of value.

I am not asking if it is worth losing our peace. To secure some peace of mind is one thing and being in harmony is something else. Most choose the first, leaving true harmony to feel abstract, out of reach.

We try to be right, but we end up merely justifying our position. And in that very act, something turns wrong. The compulsion to be 'right' is a subtle thief of patience. True discernment requires curiosity, not judgment. Yet if we are only interested in being right, even with facts we end up judging, don't we? To be informed does not make one factual, for to be factual is to have clarity. Only 'being interested in our motives' brings clarity of the right kind. This brings to mind a story from Anthony de Mello's One Minute Wisdom. 'If you make me your authority', said the Master to a starry-eyed disciple, "you harm yourself because you refuse to see things for yourself".

And, after a pause, he added gently... "You harm me too, because you refuse to see me as I am"

When we insist on being right, we do the same. We harm the possibility of understanding and we harm each other by refusing to truly see.

Ganapathy P English Teacher

Consciousness Out of Chrysalis

The Eyes are opening wide, to the hues of orange.
Lashes, stuck to each other,
preventing the vision,
are shedding their adhesive, of pretension.

Taste buds emerging out of sourness.
Truth, being their palette cleanser.
Marks of indentation on the wrists disappearing.
Remnant pain, in the palm, dissipating.

Hands are meandering in boundless joy.
Legs hop scotch with a skip and a beat,
Not compelled to conform to the shape of the cage.

Dawn is entering through every sill,
brightening every cranny.
Empty spaces aren't emptiness, I understand.
The snapped chains, the mangled cage and the tattered blanket aren't the life support anymore because,
the calm heart is pumping blood, free of the tenant's odour and order.



I AM THE SINGING BUTTERFLY

Preetha Ramesh English Teacher

A Visit to 'The Troy of the East'

A chance encounter with a YouTube video on the Gingee Fort was my first introduction to this captivating place. I watched the same video and then more videos followed -but that was not enough. I could feel a strange voice, beckoning me. I was ready to follow the voice but was speculative at the same time. One thousand two hundred stone cut steps to climb? No way. I wouldn't be able to climb that many steps! Yet that strange voice never left me.

With five days off for Pongal, I decided it was now or never. After a 2 1/2-hour drive from Tambaram, my first view of this Fort, which was recently accorded with a UNESCO tag, was awe inspiring. Surrounded by rubbles, the fort appeared as a tiny spec on the horizon. I couldn't contain my excitement at the thought of reaching the highest of the three forts built across three hills - Rajagiri, Krishnagiri and Chandragiri.

As I started walking towards it, the fort slowly began to reveal itself. I was greeted with a sprawling landscape, surrounded by towering stone walls that seemed to whisper stories of centuries gone by. The Kalyana Mahal (a seven storied, wedding hall tower with Indo Islamic architecture), Anaikulam Tank (a reservoir, still containing water), massive stone store rooms, which stacked rice, grains, and military rations, watch tower and guard rooms, a specialised secured place for storing gun powder and ammunition complete with a gymnasium was something that I did not expect.

The Chenjiamman temple, a thirteenth century shrine, ducked away in a quite shady corner of the Fort, housed a sacrificial altar. A stone slab with representations of a bow, five arrows, a buffalo's head, a ram's head and four human heads refer to the practice of sacrifices of men and animals that were practiced.

The climb uphill was arduous with monkeys, giving us company all the way. They darted playfully along the stone pathways, chattering noisily and pausing now and then to watch us with curious eyes.

The sticks collected enroute served as a staff for the tough climb as well as to ward off the monkeys. The other tourists, mostly locals, gave me company whenever I paused to rest on the stone-cut steps while we exchanged smiles, and a few words of encouragement. After a good two-hour climb, I reached the top of the fort and got a glimpse of the landscape: It was breathtaking. The view at the top made me realise why Shivaji called this fort 'the most impregnable fort of India' while the British preferred to term it 'the Troy of the East'.

The climb down was easier than expected. I knew no hunger or fatigue throughout the climb.

As I kept navigating the various parts of the fort, I couldn't help reminiscing about how its foundations were laid by the Cholas in the 9th century, before passing on to the Kadava, the Vijayanagar Empire, the Nayaks, Sultans of Bijapur, the Marathas, the Mughals, the French and finally the British. Phew, that was an impressive list! As the journey ended, a sense of fulfilment and contentment filled my heart to have tread the path of valour and architectural excellence, a journey through time to a bygone era. A monument dedicated to bravery, offering a glimpse into a world of valor, and enduring testament to military ingenuity: That's the GINGEE FORT

Archana Raghunath

Social Studies Teacher

I Wonder

Once, long before any of us, the universe was a hot, bright soup of energy. As it cooled, tiny pieces called particles danced together and became atoms. Atoms gathered into stars. Inside those stars, new atoms were forged, carbon, oxygen, iron, the ingredients of bones and breath and mountains and rain. When some stars ended their lives, they burst and shared their treasure with space. From these gifts, planets formed. One of them was our home.

On Earth, something gentle and astonishing began, tiny living cells. They learned to copy themselves, to change, to team up. Seaweed and fish, ferns and insects, birds and mammals—life tried many costumes. And one day, on a small branch of the great family tree, a creature arrived that could ask questions. That creature was us.

We learned to make fire, maps, stories, and songs. We watched the sky and counted seasons. We built microscopes to see the very small, and telescopes to see the very far. We wondered: Where did all this come from? What is it for? Who am I in all of this?



Now, here is something true and beautiful: The calcium in your teeth and the iron in your blood were made in stars. When you breathe in, some of those air molecules have been part of oceans, forests, and countless other living things. You are not separate from the universe. You are the universe, noticing itself.

When we remember the big story, small fights feel smaller. Winning is less important than listening. Owning is less important than caring. Being right in a relative sense is less important than being kind. Because if everything is connected, stars to soil, rivers to lungs, you to me, then taking care of anything is taking care of everything.

Place a hand on your chest. Feel your heartbeat. That rhythm is a drum that started long ago, when the first cells learned to keep time. Now place a hand on your head. Inside are billions of tiny cells sharing sparks of information, making pictures, memories, dreams. This is your gift: you can choose. You can choose to learn, to help, to make beauty, to make peace.

If this makes sense to you, try these: Look up at the sky at night. Listen to rain. Say quietly, "I see the wonder." Leave a place cleaner than you found it. Share what you can share. Ask someone older a question. Help someone younger understand something new. Tell them, "We're in the same story."

The universe took a long journey to arrive at you, right here, right now. From light to atoms, from oceans to minds, from fire to AI. And today, in this very moment, the story takes another step: You can see the wonder. Now, what will you do with that wonder?

I wonder....

Nidhin P

Physics Teacher

TRIPS & TOURS



Aaranya (Class VI)



Mounam (Class VII)



Silent Valley (Class XI)



Top Slip (Class VIII)



Madurai (Class X)



Agumbe (Class XII)



Aaranya (Class VI)



Mounam (Class VII)

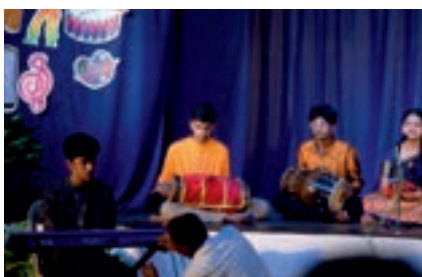
Kalotsav 2025 – Finding Balance Through Art, Music and Story

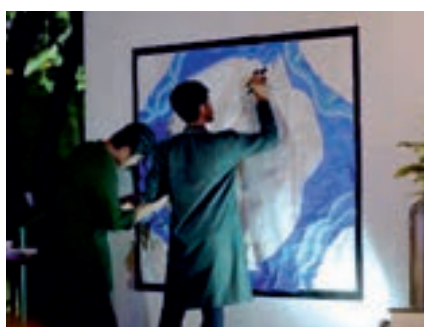
Kalotsav 2025 was not just another school event, it was an experience that brought together creativity, culture and meaningful expression in the most memorable way. From the very beginning, there was a sense of excitement and anticipation in the air. As students of Class 12, standing at the threshold of new beginnings, the theme of balance felt especially meaningful to us. It reminded us of the simple yet powerful idea that “life is like riding a bicycle - to keep your balance, you must keep moving.”

The programme began on a calm and spiritual note with a soulful chant that created a peaceful and welcoming atmosphere. The hall fell silent, and for a moment, it felt as if everyone was connected through the rhythm of the chant. This was followed by the welcome address delivered by our respected Principal, Meena Akka, and our Correspondent, Dr. Rao, whose words encouraged us to appreciate art not only as entertainment but as a reflection of life itself.

One of the most striking performances of the day was the mime, which conveyed a powerful message without using a single word. Through expressive movements and stillness, the performers showed the harmony that once existed between humans and nature and how, over time, modernization disrupted that balance. Watching the story unfold made many of us reflect on our own lifestyles. It reminded me of a line often quoted in environmental writing: “The Earth does not belong to us; we belong to the Earth.” The silence of the mime spoke louder than any speech, leaving the audience thoughtful and deeply moved.

Alongside the stage performances, students displayed their artistic talents through paintings inspired by the concept of Yin and Yang, a symbol of balance between opposing forces. The artwork creatively showed nature through rivers, leaves and mountains on one side, while the other side portrayed harmful human actions such as deforestation and pollution. These visuals made the message of the programme even clearer that progress is important, but it should never come at the cost of nature. The energy in the auditorium quickly shifted with the western dance performance that traced the evolution of dance styles. From graceful movements to energetic freestyle steps, the dancers filled the stage with confidence and enthusiasm. Their rhythm and coordination kept the audience engaged, and the applause that followed showed how much their hard work had paid off.





The musical segment that followed brought a sense of calm and beauty to the evening. Beginning with the Carnatic composition "Samajavaragamana," the singers filled the hall with melody and tradition. This was followed by a Bharathiyar song that stirred pride and emotion among the audience. The performance ended with the cheerful Malayalam song "Thumbi Vaa Thumbakudathin" from the movie Olangal, reminding us how music connects people across languages and cultures. As the saying goes, "Where words fail, music speaks."

Adding suspense and excitement to the evening was the English play "A Minute Mystery." The story revolved around a mysterious warning that spread through a city, creating fear and confusion. The actors delivered their dialogues with confidence and expression, making the audience feel as if we were part of the unfolding mystery. Each twist kept us guessing, and the performance left us both entertained and thoughtful.

The lively western music segment that followed lifted everyone's spirits. Songs like "Try Everything," "Top of the World," and "I'm Still Standing" carried strong messages of resilience and hope. Listening to these songs felt like a reminder that challenges are a part of life, but so is the strength to rise again a thought that resonates strongly with students preparing to step into the future.

The grand highlight of Kalotsav 2025 was the Tamil play Saraswathi Sabatham, which beautifully portrayed the power of the divine goddesses Saraswathi, Durga and Lakshmi. With traditional costumes, expressive acting and powerful dialogues, the play emphasized the importance of knowledge, strength and wealth. It conveyed a timeless message that true success lies in balancing wisdom, courage and prosperity. The performance was both visually stunning and deeply meaningful, leaving the audience in admiration.

Looking back, Kalotsav 2025 was much more than a cultural programme it was a reflection of teamwork, dedication and creativity. Every performance carried its own message, yet together they formed a beautiful reminder of the importance of balance in life. As the curtains closed and the applause faded, one thought remained clear this was not just a day of performances, but a day of memories, lessons and inspiration that we, as students, will carry with us for years to come.

Roopika Venkatkumar **Class XII**

A Not So Mini - Kreedotsav

In February of 2025, when Meena Akka informed us that our batch would be hosting something called a 'Mini Kreedotsav', groans and sighs echoed across the class. None of us could come to terms with the fact that we had lost the opportunity to guide the entire school in front of all the parents on the most exciting day of the year. However, as we had seen in the past, the weather and Good Earth's Kreedotsav schedule never seemed to align. Every year without fail, rain would disrupt the much-awaited day, leading to endless postponements. Thus, after much reassurance that it would still hold great significance, our class began preparing for the big day. The date was set: 26th August 2025, which, to our immense relief, dawned clear and sunny. The four teams, Titania, Proteus, Narvi and Callisto, showed utmost sportsmanship and enthusiasm. The events progressed seamlessly, with Narvi winning both the Senior boys' and Senior girls' relays, the most anticipated events of the day. Cheers erupted from the team in green; we were immensely proud of our teammates and the other teams that offered such fierce competition.

The most interesting event though, was the throw ball match between the boys and girls of class 12. We had never had a mixed match like this before, but we managed to work together in our groups and put on a suspenseful, maybe a slightly messy, but all the more entertaining game! Then followed the fun games, a thrilling saga of challenges. The girls had to balance a ball between them while competing to finish first, and the boys competed with a three-legged race, garnering cheers and encouragement from the audience.

But alas, the day could not conclude without a humorous incident, and this year, that was courtesy of me! I had been walking around campus all day with ease, eagerly awaiting my 100-metre dash, confident that I would secure a podium finish. When it finally began, I ran with determination, leading the race, but to my utter horror, I stopped at a line marked at 80 metres instead of completing the race! Unaware of my mistake, I stood proudly, waiting for my opponents to catch up, and they did, only to swiftly run past me. My team, friends, and teachers were all shouting for me to continue, but after a satisfied ten-second pause, all I could manage was last place.

Nevertheless, Mini Kreedotsav turned out to be a joyous event, and as Class 12, we felt truly grateful to have had the opportunity to lead our juniors. It also marked our final Kreedotsav, making the experience all the more special. Mini Kreedotsav or not, we felt no difference, our beloved sports day had taken place, and that was all that mattered!

Zaha Ahmed Z Class XII



A Memorable Journey into the Rainforest

One of the most memorable experiences of my last year in school was our four-day trip to Agumbe. It was an enriching journey filled with exploration, learning, and a deep connection with nature. On the first day, we attended a session on the rainforest, learning about its diverse flora, fauna, and defense mechanisms. We also explored tiger species, went on a trek, and watched an informative documentary.

The second day was dedicated to birdwatching, where we learned about bird behaviour, migration, adaptations, and mating rituals. We spotted several species of birds and insects in their natural habitat. We even built a model of a bird's nest, which helped us understand the effort, patience, and precision involved in nest-building. A nocturnal walk made the experience even more unique.



On the third day, we went trekking and observed frogs, birds, and reptiles. We attended interactive sessions on reptiles and watched a documentary on the king cobra, which was fascinating. On the final day, we took part in a silent observation activity that helped us connect deeply with the sounds of the forest. The experience gave us a different perspective on snakes and reptiles in general, helping us understand that they do not attack unprovoked but instead respond defensively when they feel threatened by human presence. Throughout the trip, interactions with the field researchers made the experience even more insightful and memorable.

Pranita P Class XII

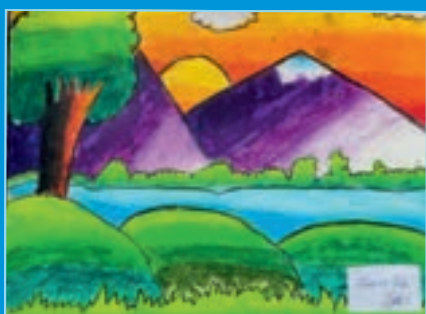
The Experience

Fourteen years I've learnt in the same school. I've learnt the values we uphold, and what we should aspire to be. In all honesty, I have my own path to tread, but the environment allowed me to mature in ways I otherwise might not have. To talk more about the environment, I would say it connects me with nature. It's a typical response, an expected answer, so I'll explain. What I found over the years was that my already deep interest in nature and its workings was allowed to expand with the open environment. I got to experience hearing birds and bugs during class hours, rather than the ever-dull hum of an AC. I got to walk around campus with more than blank concrete to observe and admire. It was only in my last days of experiencing the school that I got to properly admire what I could see as opposed to the other places I could have been in.

Another notable experience I had was the freedom I experienced. All students of Good Earth would have definitely heard parents or adults saying that this school gives them far more freedom than other schools. If you've never heard it before, then let me be the one to tell you. While I hardly know what it's like in other schools, one thing I've noticed is that this school allows you to speak rather freely. In other schools, you might expect to be reprimanded for saying certain things, or in harsher cases, thinking certain ways. I find that here, in Good Earth, morals and dilemmas are explored rather freely and with minimal judgment as opposed to quite an unfortunate number of schools. With privileges such as these, I believe I've been able to see the world freely, and without worry for much else. For that, I am grateful.

Zyda Leah Devaraj Class XII

Creative Clippings



Time to ponder

Where is life headed?
Is survival absolutely paramount?
No time for a pause to reflect,
To observe or to introspect.

When the webs of challenges
Confront me, and dare me
Do I face them boldly
Or find a crude short cut instead?

At times I set out to prove a point
With no clarity and no intent
Just the impulse decides the path
A momentary decision leads downhill.

Is there a light faraway or within?
Is the road uneven or my vision hazy?
Only if I had the required courage
The mirage would fade into an oasis!

Yojna Chanana

Coordinator – Administration & Finance

Ocean's diary

Dear Diary,

Today was no better than the other days. A few people came to make an awareness video. It was about ME! Yes, Me! They told their viewers to keep me clean. Of course, I am polluted but they're not going to listen anyway! For example, this morning a family came to the beach to swim in me. They swam, ate some chips and went away. They did not even bother to throw away the chips packet into the bin. Of course, the chips packet flew into me!

Like this, so many people came and threw garbage into me intentionally. The dust bin was empty even though hundreds of people came today. I, however, still enjoy being the best place for relaxation, even though I hate garbage being put inside me. What can I do? All I can do is just manage it.

BYE DIARY!

Mithraa S

Class V

PRADARSHAN (Class III to V)

Theme - Life on Earth



My experience in Pradarshan

In Pradarshan, I learned a lot of things that I did not know. I learned that there is something called forest layers. I also learned new words like Flora and Fauna. Our topic was Life on Earth. It had 5 groups - Forest, Desert, Snow desert, Plains and Mountains. I was nervous at first, but on Pradarshan day, I was very happy. I had a lot of fun in Pradarshan.

Nidhi Neeraj Class III

Lessons from Pradarshan

Learning about others

What do we think of when we think of school? Studying, academics and other related topics. What if learning is put in a different way? Learning about others, learning from others. At least that is what I learned from Pradarshan.

If you think of Pradarshan, you think about learning and presenting. I learned about others. For example, Hylta (name has been changed) told me she was good at drawing. I was not sure for some reason, but I was proven wrong, as she helped me a lot with my chartwork.

On a lighter note, I had a lot of fun learning how to draw better and how to do crafts better from younger friends. We always get something back from every experience. Whatever the learning is, we learn from our mistakes.

I hope that even if we grow old, we will never stop learning.

Riya S Class V

First, I learned about the people in my group and their names. My topic was 'snow deserts' and we started discussing. My partner was Lakshith. Our topic was melting ice and threats to animals.

We made many charts and models to represent the topic. We also drew some pictures to display on the soft board. We learned how to decorate the classroom with cotton, streamers, a snow-white board, tissues and yarn. Lakshith and I made a model of a melting ice block. Finally, we had a rehearsal and then the final presentation. It went well. At one point, however, I forgot my lines. Luckily, Lakshith helped me tell my lines to the parents.

Kanish Sainaath A Class V

The smart robot, who loved math

There was a robot, shiny and bright,
He loved doing math all day and night.
He added and subtracted with a happy beep,
Even while the whole town was asleep.

He counted the stars up in the sky,
1,2,3 ... as the clouds went by.
He smiled and said, "Math is Fun!"
Then solved big sums one by one.

He drew some laser lights,
He solved a puzzle and felt so proud,
And shouted "Math!" super loud.

So if you feel stuck, don't worry,
Math is a game - just stand tall.
Like the robot who loved math so much,
You will shine bright with every touch.

Aadvik K Class III

My favourite festival

I like Diwali because it is full of glittering lamps. In every home, yummy sweets are made and new clothes are bought. During Diwali, everyone makes delicious food. We burst crackers at night. My mom makes food and we all sit together to eat. We all have fun together.

Aaradhana K Class III

Hopscotch

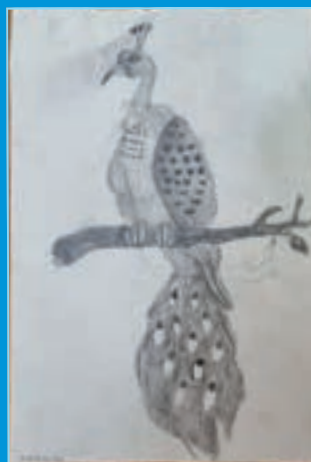
My friends and I played hopscotch. It was so fun. My friend cheered for me. I played with Jiah and Dhanvanth. We learned how to balance our body on one leg. We even learned to focus. Dhanvanth and I won the game. It was a great experience.

Daniel Austin S Class IV

My experience at playing 'hopscotch' was very nice. It is a game that mostly requires skill and a little bit of luck. I played it with Kridhay and Sahitya. It is very fun though a little difficult. You need to have good balance and cooperate to play this game.

Devavrath Prithviraj Class IV

Creative Clippings



One kind act I will never forget - the unknown friend

One sunny evening, I got ready for my table tennis class. After warming up, we had an interesting match going on. Next, was my turn to participate in the match.

I felt nervous and started to sweat. In the first round, I lost with a score of 8-11. In the second round, I won with a score of 11-5. The last round came and I lost again with a score of 6-11.

I was very upset. Then an unknown friend walked up to me and said "Don't worry, you will always have another chance to win." It filled my heart with warmth.

Pranav R Class IV

The Shining Sun

The sun shining on the dew drops makes them look like shining diamonds. The sun's rays find a spooky way to get inside the house. Cycling on the road early in the morning, while the sun's rays fall on me, feels great.

Lakshith R Class IV

My dream city

In my dream city, I want all the citizens to have civic sense- for example- not spitting on the road. The city must be developed in technology so we do not have to cut trees for paper. Everyone must quit tobacco, smoking and drinking. The roads must be clean and every house must have a pond. Everyone must live in the present, so they can be happy.

Arjun H Class IV

My favourite place in India

My favourite place in India is Hyderabad. It has many interesting places like museums, bustling shopping markets and more. When I landed at Hyderabad, I came to the airport's exit gate and saw a really big Labubu. I laughed so much.

When we reached our hotel, which we had booked, I saw my brother and got so excited. The next day, we went in a cab to Charminar and enjoyed ourselves. We also went to Golkonda Fort.

After a few days in Hyderabad, we booked a flight back to Chennai. I stepped into Chennai and told myself, "What a wonderful trip it was!"

Adheedhan Avinash Class IV

What I love about my school!

One of the best things in my school is the fine arts class. Fine arts include multiple arts in one. We do not choose, but take turns doing drawing, pottery and craftwork. I like it because it has helped me improve in them.

For example, in pottery, I could only make rocks, but now I know how to make human figurines, pots and even roses! In art class, I learnt strokes and shading.

I started learning fine arts in the third grade and my friend and I were in the same group. So, I had someone to talk to and I was dependent on her for my pottery and art. I do not remember why, but when I came to fourth grade, we got separated and I became independent. Because of that, I became an expert too.

But there are some difficulties. I only get to go once a week and it is very hard to complete a piece of art work within that time. Even then, I think it is a good learning experience and it is lots of fun.



Arundhati Kurien Class V

A man who encouraged me to save the environment

I was in Canada for a few years. I wondered how Canada was so clean but India is not. I was going on a walk when I stumbled upon a man picking up trash. He didn't seem sad while doing it. Instead, he was picking it up with a grin on his face.

Every day, when I went to that same spot, I saw him collecting trash. Some people even laughed at him, but he still did it every day. His hard work and his positive attitude inspired me to do the same.

From then on, I started picking up trash with my dad and my brother every Sunday. I even set up a trash can at the park. I want to thank that man so much for the selfless service he has done for the community and how he has inspired others to do the same.



Sai Prasath S Class V

A Great Experience

I had a superb experience during Pradarshan 2025. Prithik and I made one big pyramid that took us at least a month to make. I thought our group would be better than all the other groups, but I was wrong. All the groups did their best.

In the beginning, all the groups were doing well, but our group had not even finished the charts. I got upset, but after some time, our group started doing our best. Then slowly, we got accustomed to making charts and models.

My best experience was making that pyramid with Prithik. I had never had such an experience in Pradarshan before. I learnt that we should work very hard to achieve something.

Rhojith Kumar J Class V



A Story of Three Shapes

Once upon a time, three shapes lived in a small house in the magic number world. The three shapes were a cube, a square and a triangle. They were best friends and they always solved every problem together. They solved the problems correctly all the time.

One day, the triangle's mother, Pyramid, had a hard problem. She said, "I want the three of you to construct something nice and show me after a few days." Then the three shapes got to work. They thought and thought for a long time. Then they came to the conclusion to build a house. A few days later, they finished building a house. The triangle called his mother and she was shocked to see that they did not use any material. They used themselves to create a house.

"It is a very creative house. I myself cannot build a house like that," she said. She gave a five-star rating to that house. Everyone loved it.

You can do anything with creativity and friendship!



Sripriya V Class V

Understanding Violence

Jealousy is Violence

I think jealousy is violence because it makes me feel like others have something that I do not have. Jealousy can also be violence when your favourite person does not walk with you and goes with someone else. That also hurts the person who is alone. Sometimes the winning team is so happy that it makes the opponent jealous. So, I think jealousy is violence.

Rupasri Reddy Gandavaram Class V

A brief meaning of violence

Till yesterday, I thought that violence meant wars, bloodshed and torture. But in a very short time span of forty minutes, I got a completely new view about it. I understood that violence does not necessarily need to be physical, but can mentally disturb people. Violence can be of many types like betrayal, jealousy and bad attitude.

Aadhya Swaminathan Class V

What is violence?

Violence is not just war and bloodshed. It is anger, greed, jealousy, unfairness, harm and hurt. You might say jealousy is not violence, but I'll tell you why it is. If your friend has a fancy pen, you may steal it. Day after day, you may become a big robber.

My mom says this to me, "If you grow a bad seed, it will come out as a bad plant." Sowing a bad seed is part of violence.

Ananth Krishnan P Class V

Overnight stay

Dear Diary,

I had a wonderful day on Friday. Before that, I thought it was my field trip was on the last day of Term 1 field. I never expected that we would have an overnight stay at school. It was fun. We were in groups and we had fun in the morning. We had a buffet for both lunch and dinner. We had a craft session, which was very interesting. Then we had reflection, fireless cooking, reflection- part two, pottery, fun games, a campfire, more fun games, dinner and a film show. We slept at midnight. I loved sleeping late. We saw a flying lantern before we went to sleep. When we woke up, it was raining. We ate a tasty breakfast, packed our things and left. It was a fun day and it was also my father's birthday. This whole day was very exciting!

Daekshita P R Class V

I woke up in the morning and smiled at the sun. I was super excited and my heart was waiting for this day - the overnight stay!! I got ready, got into the bus and went to school. The teachers split us into groups - our team's name was Avengers. The first activity was a bullock cart ride. Then we went on a tractor ride. It went very fast. Then it was craft time. We made small but cute popcorn cups. The popcorn cup craft was taught by Durga Akka.

The other interesting activities after the yummy lunch were - reflection time, fun games, campfire and again some fun games. We had pasta and rasam rice for dinner. It was suppperrr!! We had movie time!!! We ate popcorn in our popcorn cups and watched Home Alone. After the movie, Karthik Anna showed us a hot air balloon made by him. After that, we slept and woke up on Saturday. We ate breakfast and went home.

Siddarth Menon Class V

OVERNIGHT STAY (Class III to V)





Dhanvanth K - Class IV



Jiah Yuvaraj - Class IV



Aaradhana K - Class III

Food City

I was wandering around the mall when suddenly a pastel green portal opened. I didn't notice it and walked straight into it. When I entered the realm, I was in an elevator, and it had three buttons which said Junkies City, Veggies & Fruity City and Combined City. I could not understand anything, and I pressed the Combined City button. The other two buttons did not make any sense.

When the elevator stopped, I entered the so-called Combined City, which was not like other cities, but a different city filled with humans wearing beautifully crafted fruit dresses and veggie dresses. When I turned behind, I saw humans wearing pizza frocks, French fry handbags, and more such costumes.

It was 9 am in the Combined City's time realm, which I decided to name "Food City," where the two sides combined. I was amazed. Then suddenly something struck my mind- what would the buildings be like? Are there any animals here? How would they look? Were there any places where I could buy and match my attire with these funny people?

I went to a nearby mall and bought a bag and a dress. I was having a fun time meeting new people, and of course, I did not see a grey portal opening. This time, I was walking with a person named Skinny when an elevator popped open. Skinny and I stepped into it, and I pressed the button 'Home'. We entered the human world and Skinny joined the world with me.

Lakshanya Class VI

The clock started complaining

One day when I went to my room, I saw my clock looking at me angrily. My clock then started yelling at me like my grandma. He told me all of his crazy problems.

- Clock 1** - I'm running nonstop. Don't you think that I need something called rest?
- Me** - Huh, don't you think all clocks run nonstop? Is it an issue at all?
- Clock 2** - Yes! It is a big issue. We also need rest like humans do. If you are not going to give us rest, then we will never work for you people.
- Me** - We? Who are the "we"?
- Suddenly the clock started shouting and all the clock came outside my home. All the clocks started crying loudly. People came outside.
- Clock 1** - We need joy in our life. We need our freedom! Now!
- Clock 2** - People don't even use us from the time the phone came. If you don't use us, why do you keep us? If you don't use us, give us our freedom.
- Clock 3** - You people only come to us if your phone battery is low. Isn't that cruel?
- Clock 6** - Why should we run? Whom should we run for? When you are always on your phone, why do you need us?
- Women** - I think it is time for change.....
- People** - Yes! We need to change
- Clock 1** - Then throw your crazy phones and come back to reality.

And then, the people realized the truth, they decided to throw their phones away and live happily in the present always.

Ashvitha K Class VI

My Tryst with Dinosaurs

It all started when I heard the roar. Oh, hello! My name is Alex. I am a pretty normal guy. I skateboard, play Roblox and live a totally normal life. Well, that was until "The Roar" as I call it. I had just woken up to hear it. As I awoke, I saw the new paper boy. I ran to hear the news and asked about the roar. He pointed to a picture of an enormous egg and said, "Dinosaur egg!" and gave me the paper. I read the news and saw the egg's size. It was humongous. Then something blocked the sunlight. I looked up and fainted.

It was a Giganotosaurus. I woke up to it kicking my face. I wanted to know where it came from. It gestured to its back and I climbed on it. It took me to my own bedroom and shrunk. I fell off and hit my head, fainting again. When I woke up, I found myself in a big, deep forest. Suddenly a light flashed on my face. I turned back only to see a few of my clothes. Then I knew immediately where we were. We were behind my closet door. I knew there was something bad about that door.

Now, back to my face. I was wincing in the light, when I saw an ugly sight. It was an old dinosaur being killed right in front of me. Then I saw a dinosaur steal a piece of meat from a meat shop without paying. I took control. I shouted, "STOP!" loud and clear. Everyone froze. I told them about law and order but no one listened. Suddenly everyone started charging at my face. I ran out and took a sledge hammer and broke the closet. Then all went silent. I was huffing and puffing. Then I turned back to see a baby dinosaur. I fainted for the third time in a day. Maybe this wasn't the end after all, maybe it was just the beginning of a very strange friendship.

Immanuel Joe David Class VII

A secret door in my bedroom

One dark rainy night while I was packing my bag, I started searching the drawers for my sketch book. While closing the drawer, I tripped on the stand and pushed the desk as I fell down. When I finally got the energy to stand up and look at what I had done I noticed a small little door behind the desk that no one had told me about. I could not quite check what was inside just yet since my mom came into the room hearing all the commotion. She told me to go to bed. I nervously agreed thinking she noticed the door, now beside my desk, but luckily, she did not. I was still quite nervous since I did not know what would happen if my parents found out that I knew about the secret door. I went to sleep planning on how to get to the secret door without my parents noticing.

The next day I returned from school and rushed into my room, grabbed a headlight and pushed open the door filled with curiosity on what I would see and what would happen. It led to a gloomy tunnel. As I walked on, I saw that the tunnel was filled with vivid colours such as green, pink, blue and purple. Once I started crawling in, I started to get claustrophobic due to the tunnel being very small. After a few minutes, I fell down unconscious in the middle of the tunnel. Once I regained consciousness, I immediately remembered what I was doing and started crawling again. I saw the exit of the tunnel. I crawled out to notice that I was in a land where apparently people could fly around using jetpacks. I, however, wanted to go back home, knowing my parents were probably searching for me. I looked back and realized the door was being sealed off because it looked like old school and out of place. I tried to stop them saying that I had entered this land using that door and that I wanted to go back to my house, but they thought I was an intruder and pushed me away and locked me up. Luckily the guard of my cell fell asleep with the keys on his lap. I grabbed the keys and I escaped. Outside, I found a crowbar in a shop, took it and sealed the planks and returned home safely.

Mayukh D Class VII

CHILDRENS DAY (2025)



The Hidden Door

A secret door in my bedroom? Oh! I never ever knew I had one. I found it when I was cleaning my room. It all started when I was doing high-pressure homework. I got tense, and in that state, I started throwing my items all over the room. My mom heard the things being thrown.

She told me to clean my room, or else I would have to clean the whole house. As soon as she left, I started cleaning. I dusted my mattress and finished some laundry, but there was a very old part of my room that was quite creepy. I had to clean it, so I went there. I was exploring the area, tapping the walls, when I heard a metallic sound in one particular spot.

I got my broom and started tapping harder. It still made that sound, so I cleaned the area, and what I saw was a door—a metal one. It was quite rusted. I tried to open it, but it didn't move at all. I got a hammer and hit it. Finally, it opened. When I looked inside, I saw a very peaceful garden. I went in and tried to figure out which part of the house it was getting power from. It was at that moment I realised the main power line was right above; it could possibly be connected to it. I wanted to make sure this was my parents' work by checking if it was connected to the power room.

I climbed the stairs to check if it was connected to that room. Since it was old technology, I had to figure it out through the tricky wires. It looked dirty, so I didn't want to be anywhere near it.

I told my parents that the room was a little dusty and asked them to call someone to clean it. While they did that, I tried to get the manual for the old technology. Soon, some people came and started cleaning. After they finished, I snuck into that room with the manual.

As soon as I got in, I saw in the manual that the wires were colour-coded. Since I had forgotten to check the colour for the garden, I ran back there. I checked the wire to see what colour it was, and there it was dark green, camouflaging with the grass. I ran back to the power room. I checked the colour, and there it was dark green. I unplugged it to see if the power in the garden was cut, and it was. So, I plugged it back in. I ran to my parents and asked them if they had made that room. They said I had an elder sister who had died before I was born, and she loved that room. It was said to be the most peaceful place for her.

My parents said its power was still on because that room was all they had to remember her. They also said she still plays there in spirit. From then on, I felt a connection between me and that room.

Kavin Thiraiyan K M **Class VII**



Colour Conflicts - (Debate Club Activity)

Beautiful Black

Black is a bold, mystical colour that is found in many things- from ink and blackboards to fashion outfits. This colour is found in a wide range of items in our world. Many people think black is an unlucky colour but that is not true. Just because it is a dark colour, it does not mean it is ugly and untouchable.

Many people in our world have black hair and eyes. Others have a wide range of other colours due to the variable amount of melanin [in eyes produced differently according to each temperature] not clear]. Black is very [convenient- why?] for people who love black (like me!) Some say that when you see a black cat crossing the road it is an unlucky Oomen- but, that is not true. Even the black night fully garnished with beautiful stars looks wonderful. Some nocturnal animals are also covered in black, to blend in with the night. [Some say black is associated with ghosts, fallen spirits, and other supernatural beings- to go with the previous para].

The colour black lures us into a world of darkness and mystery, and I am grateful for this marvelous colour. Black is a colour that deserves more love, and we must cherish it wholeheartedly.

Ooviya G J Class VI



Ravishing Red

The colour red is one of the most powerful and striking colours in the world. It is one of the primary colours and immediately catches our attention. Red looks bold, bright, and attractive.

The blood that carries oxygen in our body is red, which shows how important this colour is to life itself. People often wear red dresses to grand events because they look rich and elegant on them. Saffron, which is very costly, is also red in colour. Since red represents richness and royalty, kings and queens have always preferred this colour. Even at grand weddings, red is chosen to show luxury and tradition.

I chose the colour red because blood is red, and it reminds us of life, strength, and energy. These are some ways in which red is used to form new colours:

- Red + Blue = Purple
- Red + White = Pink
- Red + Black = Maroon

In the end, red is not just a colour, it is a symbol of life, power, and beauty. Wherever we see it, it leaves a strong impression and reminds us of the energy that surrounds us.

Sadhana S Class VII

School

We all went to school- dull and gray
On a very cold, gloomy day.
Heeded to the teacher with our anxious eyes
Looking at the clock- time passing by.

The classroom filled with joy, laughter and children's shout
Eagerly waiting for the school to let us out.
We walked home with our tiny feet
Passing through the crowded street.

Thanvi R Class VII

Hope

I stood there for long
As people moved in a throng
I stood there with hope
Trying my best to cope.

As tears rolled down my face
I could not do anything in this case.
But I still stood,
With the hope I could.

I really wanted to shout
And let everything out.
I feel very low,
As if I let everyone go.

But I still stood there with hope,
Not knowing I had lost everything that I hoped for.

Akshara S A Class VII



Numerous Celebrations



A Peaceful Farm

In the land of the textiles,
Far from the city,
A place full of smiles
Filled with greenery.

The muffled murmurs of insects,
The calming sound of rustling leaves,
Birds tweeting with a sound like [texts],??
Feasting on the farm's beets

Somewhere in the campus lies a mother cow,
Pregnant with her calf.
As we witness the gift of birth right now,
It's only been a day and a half.

During free time it is fun overall,
Some kids playing UNO
The others playing football,
Meanwhile some just play with the doggo(S)

The train filled with childish banter,
Although less with the public presence,
Some just think it does not matter.
While others expect silence.

Bryan J Class VII

Clock

I am a ticking clock
I work all day.
I have three hands
That show you the right time always
When an hour is over
Hear me shout.
You can set an alarm
To wake you up- but don't you pout.

I'm a clock;

I show you hours and seconds.
As I go tick tock
Every day and weekend
You can check the time;
When needed the most.
I sometimes chime
When I'm on your wrist.

Kaaviya R Class VI

Monologue of An English Notebook

I am the English notebook of a horrible owner, Stevens Maxwell. There cannot be a worse owner. He writes so fast on me that sometimes I go pale with fear that he might tear one of my pages—and he writes in cursive! Why does my life have to be so miserable?

He talks non-stop, and loudly. It feels like a redwood tree is falling (the biggest tree in the world, of course). And can you guess in which class he talks the most? Yep, the English class (when I am outside).

His desk is my home. My friends and I think that the desk is a safe haven. While we are out, it is a war field.

Now, after all I have told you, let me talk about my last days. It was the end of the year, and my friends and I thought we could rest forever. However, one old notebook wasn't happy. We asked him, "Why are you so sad? We can rest forever." The old notebook suddenly said, "Little one, you know so little. He will feed us to a monster—a thing made to bring sadness upon us!"

We were all shocked. However, we didn't believe him that easily. But all of a sudden, he put my friends into a machine which started tearing all their pages. Alas! That was to be my end too.

Stevens Maxwell S **Class VI**

Animal Human Interaction

Characters

Bala – Human

Aadiv – Young Panda

Advaith – Panda's Father

A peaceful evening in Chennai. Aadiv and Advaith were munching bamboo when Bala enters.

Aadiv – Mm.... bamboo is so tasty. Our kind master has brought tasty bamboos for us to eat.

Bala – Hello there, I am just here to check if everything is alright because human life style is different from your life style.

Aadiv – Actually, humans are the best – You can build big cities, use shiny machines and even fly in the sky on an aeroplane.

Advaith – Humans are indeed intelligent. They have written books, invented medicines and discovered the stars.

Aadiv – Imagine, Father! If I were a human, I could go to school, read books, and play games on those glowing boxes called 'Computers'!

Bala – Yes, Aadiv. We humans can do all those things. But let me tell you something..... I actually admire pandas like you.

Aadiv - Admire us? But we just eat bamboo and sleep a lot.

Bala - That's exactly why! You pandas live such a calm and peaceful life. You don't fight over money; you don't pollute the Earth and you're always close to nature. We humans can learn a lot from you.

Advaith - That is true. Humans run after too many things and forgot to enjoy life. We pandas show that happiness comes from simple living.

Aadiv - But, Father, don't humans get bored without bamboo?

Bala - Oh, Aadiv we eat so many kinds of food. But, I think a simple bamboo meal is better than our complicated food. At least yours is healthy!

Advaith - See Aadiv? Every creature has qualities worth admiring.

Aadiv - I understand now. I admire humans for their creativity and inventions and humans admire us for our peaceful and simple living.

Bala - Exactly! If humans and animals respect each other, the Earth will be happier and safer for all of us.

Advaith - Well said. Let us promise today to share our good qualities and live in harmony with nature.

Balamukundhan, Aadiv Roshan M, Advaith Swamynathan **Class VIII**



Pre KG & LKG (A visit to the Vandular Zoo)



Wonderland of Food

I walk in the Food City, where pancakes and lollipops fall from the sky. It is so relaxing to enjoy by the chocolate river. There was a figure behind me. It was the gingerbread man, all covered with frosting, and I helped him get fresh and clean. He hesitated at first, but finally he took my help.

We travelled to M&M Land and then proceeded to the world of potatoes. The gingerbread man stopped at a shop nearby. We went in, and the shop owner was a chapatti. We got some pizzas and chocolate chips. We ate them like it was our last meal.

We walked into the chocolate forest, where the kinder chameleon, chocolate tiger, and the fiercest of all—the marshmallow dragon live. After a while, we reached the city of junk food. After an hour, we reached my home, where the gingerbread man took a bath. Neither he nor I knew that he dissolved in water. When he got out, he was already turning into soggy bread. I was very sad, and he was too. He said his final goodbyes and told me that "I was the best friend he had ever had."

Pradyumnan P B **Class VI**

A Letter to My Future Self

Dear Aadhya,

4th July 2025

Have you ever wondered?

Why the sun rises every day, to bestow joy and happiness to you? Have you resented it when it gave you despair? Have you noticed how quickly things change?

How the best days can change into your worst and the other way around?

When you are at your happiest, something happens to make you sad?

How one word breaks even a strong heart and how one word can fix it?

How a laugh can make you cry with relief—that your peers are no longer sad?

How a glare can make you frown and not allow you to think of anything else?

How to heal a wounded beast, without hurting yourself?

How we do not give up on an idea, even though we are exhausted and tired?

How is it that fury and determination can make you run further than you have ever before?

How do you ask painful questions, (so personal to your peers that they shake with emotions) that you long to know, without hurting those the answers belong to?

I ask you, myself to answer these questions, but goodness knows if I'll understand. Age is a mysterious thing, isn't it?

Yours sincerely

Myself

Aadhya H **Class VII**

UKG (A visit to the Guindy Park)



CLASS I (A visit to the railway museum)



Wildlife - The Project Presentation

I was part of the 'Tamil' group. We discussed about the script. When I heard others' opinions, I started to get an idea of how animals do things. We made charts on some animals, and I learnt how to draw animals.

We also listened to a speech from Ramashree akka about how to identify butterflies. She talked about how caterpillars transform into butterflies, and the process is called metamorphosis. She explained the difference between butterflies and moths. Then we watched some documentaries about animals and how they adapt to nature. We also saw a woman who communicated with chimpanzees using signs. We watched how animals die and are used for accessories. We also watched how elephants behave, eat, communicate, and socialize with people. We went to Arignar Anna Zoological Park. We saw animals that I had never seen before. We saw animals like lions, tigers, deer, giraffes, elephants, reptiles and aquatic animals.

We also made some bookmarks of animals. I made bookmarks about two animals and designed them with footprints. It was an amazing and wonderful experience.

Arunesh Karthikeyan Class VI



Class VI – Group Presentation

Artistic Arithmetic

Numbers and Shapes, hand in hand,
Together we make a magical land.
Zero adds value, shapes give form,
Together we weather any storm.

Add, subtract, multiply or divide,
With teamwork, there's nothing to hide.
Triangles, circles, cubes, and squares,
With numbers, we're a team that cares.
In Mathland, together we shine bright,
Unity makes everything just right!

Kaaviya R Class VII

Haiku Highs

I was quite nervous at first when the activity started? Me and poetry! But I became way less nervous when I saw my group. I was still a bit nervous because it was my first attempt at haiku.

We were told that a haiku consists of three, five syllables.... in the first and last lines and seven in the middle line. I was calm because two of my best friends were there to help me. Actually, they wanted my help. Then one of them suddenly started writing. For the first six minutes we thought of a topic. Then we wrote the haiku. It is as follows:

An old yellow leaf
Fell on the dry brown ground
And happiness bloomed again

In the end, I realised that trying something new is not as scary as it seems. Writing my first haiku turned out to be a fun and memorable experience, especially with my friends by my side.

Pradyun Chola Class VI



Kalotsav 2026 – The Magical Journey

Junior Kalotsav 2026 was a vibrant celebration of imagination, creativity, and confidence, built around the theme “The Magical Journey into the World of Stories.” The event beautifully highlighted the importance of storytelling in a child’s life, creating an engaging and meaningful experience for all.

The preparation, spread over nearly two months, began with children exploring stories through videos and storytelling sessions. Once the script was finalised, children worked in small groups, ensuring participation, collaboration, and individual attention. A unique aspect was that every child became familiar with all dialogues and songs, fostering a strong sense of shared ownership. In the final weeks, all elements, drama, music, and dance were seamlessly brought together.

The event reflected confidence and joy, with even Pre-KG children performing without hesitation. Teachers encouraged creativity and independence, while Class 2 children supported the younger ones with care and responsibility. A dress rehearsal for the school helped build confidence before the final performance. With all 153 children actively participating, the event ensured complete inclusion, giving every child a chance to be on stage and express themselves.

Beyond performance, Kalotsav significantly contributed to holistic development, enhancing communication, creativity, teamwork, confidence, and independence. It also nurtured essential values such as kindness, courage, empathy, sharing, and togetherness, while helping children understand that each one is unique and special.

Junior Kalotsav 2026 was not just an event, but a joyful learning journey. The experiences gained will stay with the children for life, shaping their confidence, expression, and outlook in meaningful ways.

Jennifer Jayanthi J Teacher





If I were an animal I would like humans to

Care for me like not putting me in the cage. And I would like humans to save me.

Aura Raja Class II

Care for me like they don't hit me. They bathe me and they spend time with me. They feed me on time

Aayush A Class II

I would like humans to treat me well by not scaring me.

Advik Chola Class II

Feed me on time and not tease me. I would like humans to treat me kindly. I would like humans to spend time with me.

Diya Raghavendra Class II

I would like humans to play with me. I would like humans to spend time with me. When they pet me I would be happy. I would like humans to respect me. I want to have a good time with humans. I want humans to treat me well.

Samritha Kishore Class II

I wish I was a puppy. I want humans not to tease me. I want them to take care of me. I want humans to be kind with me. I want humans to respect me. I want humans to feed me.

Sashwath A G Class II

Humans should take care of me. Humans should be kind with me. I wish humans will like me. I want humans to save me.

Shraddha H Class II

I would like to be a wolf and humans to train me by giving me treats and doing fetch naming me as Viyaan.

Viyaan Class II

Joy in Journaling

Journaling is something I already do, yet this session helped me learn all the basics about it. The topics were varied and thought-provoking, and they made me dig deeper into myself and brought out perspectives that I myself was not aware I could write about. The way others responded showed how everyone in the group enjoyed the activity.

I would like to thank Class 11 for arranging such a brain-boosting and positive activity, and I am look forward to more such activities. I learned that journaling promotes creative writing, memory, and also have fun with doodling. This activity made me take journaling more seriously and jot down my memories and thoughts. Journaling was a really 'fun' experience. It was stress-relieving and taught me how my mind can become calm and composed at the end of the day, helping me prepare myself for another beginning.

Kaaviya R Class VI

Are you Stressed? Try Creative Prompts...

The Stress and Coping with Stress program was a meaningful experience and a good initiative that helped me understand the importance of mental well-being. Being assigned to the creative writing group was a valuable experience, as it is one of my favourite hobbies. I was able to recognise my stressors and express them creatively rather than suppressing them.

First, we were asked to pick a chit with a topic written on it. We were asked to choose a good memory related to the topic and write about it. If we got stuck on a word, we were supposed to repeat the word again and again. The people who organised the session guided us patiently and motivated us to explore our creativity while focusing on stress management.

The environment was comfortable and supportive, allowing everyone to participate without hesitation or fear of judgement. The session encouraged self-expression, self-awareness, and emotional release. This program showed that simple activities like writing can be very effective for mental well-being. I strongly feel that such programs should be conducted once every three months, as they help us cope with mental stress and improve mental health. It is nice to express emotions through writing instead of clamping up stress inside of us.

Balamukundan **Class VIII**

Who Are You When No One Is Watching?

Do you really think you know your true self? I believe the real version of a person emerges when no one is watching - when there is no audience, no pressure, and no expectations to meet. Who are you in those moments, both personally and professionally?

Psychologically, our minds are conditioned to act only when someone else insists or observes. From childhood, this pattern begins in school, where teachers constantly watch us. We study, behave, and perform - not always for ourselves, but for teachers and parents. The same cycle continues in college. As we enter adulthood, it shifts to the workplace, where managers, team leads, or so - called higher authorities observe our actions. But when no one is watching, does the quality of our work remain the same? Do we truly have strong work ethics, or do we need someone constantly monitoring us? Who are you when there is no one to supervise or judge you?

This conditioning doesn't stop at our professional lives-it deeply affects our personal lives and personalities as well. We begin to do things to please others simply because they are watching. Our decisions are often based on societal standards. We pray because our families tell us to. We marry for society. We have children for society. The list goes on. Slowly, we start living not for ourselves, but to satisfy expectations - of society, of parents, of others.

Take a moment to pause and reflect on your life. Are you truly doing things for yourself, or are you doing them because others expect you to? Who are you when there is no one to influence you or tell you what to do? The "you" that you believe you are may not actually be you at all. This is the same conditioning we pass on to the next generation. The real question is: do we act with the same honesty, the same work ethic, and the same character when no one is watching?

Pause. Reflect. And think about it.

Janani Kiruthika S **Teacher**

The Journey of Women Employment

Introduction

Employment of women refers to women being part of the labor force, either working or actively seeking work in a country's economy. Over the past 30 years, women's participation in the workplace has changed due to social, economic, and political developments. However, this article dives deeper into the gender inequalities and pay gaps that still might exist.

How has it been different for women and men for the past three decades?

A. THE 1990s

MEN - When we are looking into High Labor Force Participation, men participation in it are above 75%. They were considered as primary earners for society. Manufacturing, construction, government jobs and technical fields dominated by men. Unironically, minimum wage offered to men was significantly higher than the minimum wage for women.

WOMEN - Women's participation rates were significantly lower than that of men, as women were engaged in unpaid family work or agriculture. The female literacy rate was quite low, and very few women pursued in higher education. Very few women were indulged in the corporate management or political leadership, and social expectations limited women's participation in formal employment. There was a clear division of labour, gender pay gaps and men-dominated high-income sectors.

B. THE 2000s

MEN - Not much change for men in the 2000s. There was continued dominance in formal employment, strong presence in industrial growth sectors and a stable wage growth.

WOMEN - There was a large increase in female enrolment in secondary and higher education, and women began entering engineering, medicine, management and IT fields. There was a shift to Service Sector. Growth in banking, healthcare, education, retail and IT was absorbed. More women in cities started working in offices and corporate environments, and there was a small yet steady rise of women entrepreneurs in India.

C. THE 2010s

MEN - Men grew more aware of the rise of participation of women in the employment sector, and most of them rebelled against it, even though majority of the placements were held by them. There was continued dominance in high-paying tech and engineering roles.

WOMEN - More women entered registered employment, which led them to have increased access to banking and financial inclusion. Women also grew more in professional courses like law, medicine, administration, and corporate management. Digital platforms increased online entrepreneurship, and there was an evident increase of female CEOs and senior managers. However, there was still the problem of gender pay gap, work-life balance struggles and pressure from orthodox societal pressures.

Reason for the steady rise of quality of employment for women

1. Educational Revolution- Female awareness and literacy and college enrolment sharply increased, and skill development programs expanded.
2. Legal Reforms- Due to increasing awareness of feminism and many protests, many legal reforms came into existence, such as anti-discrimination laws, equal pay legislation and maternity-workplace protection laws.
3. Economic Transformation- There has been a shift from physical labour industries to knowledge-based sectors, as the Service sector growth favoured educated women.
4. Technological Advancement- Due to advancement of technology and increased use of digital platforms, it gave birth to women entrepreneurs online.
5. Changing Social Attitudes- There was a greater acceptance of working women, along with dual-income households and the concept of house husbands being more common.
6. Internal Advocacy- Global gender quality and feminism campaigns brought about such changes, along with corporate diversity initiatives.

Difference in quality of employment: Women before vs women now

WOMEN IN THE 1990s

Mostly informal jobs, No job security, Low wages, Limited social protection, Very low leadership participation, Restricted financial independence, Little to no social acceptance, Restricted to access of higher education

WOMEN IN THE 2020s

Increased access to formal contracts, Better workplace protections, More skilled and professional jobs, Access to leadership pathways, Greater financial independence, Entrepreneurial opportunities, Wider social acceptance and support, Increased access to higher education

There is a clear difference of the quality of education for women then and now, but there still remain issues that are yet to be resolved and are hence the reason feminism still exists. Gender pay gap persists, Unequal unpaid domestic work burden, Glass ceiling in corporate leadership, Informal employment still high in developing economics, Restriction to higher education in rural areas

Overall Conclusion

Over the past few decades, women's employment has gone through its highs and lows. From low participation in formal contracts, restriction to higher education and more and forced agricultural participation to increased participation and diversified service-sector and professional roles showed the impact of rising awareness of feminism and importance of female participation in formal contracts. However, men still maintain higher labour force participation, wage inequality continues and leadership representation gap persists. The progress made over the past three decades demonstrates structural improvement, but achieving full employment equality requires continued policy reform, cultural change and economic inclusion.



CLASS II (A visit to the Crocodile Bank)



Raising Children in a Rushed and Rootless World

"Children are not difficult. What is difficult is being a child in a world full of exhausted, busy, impatient and overstimulated adults."

I came across this line recently and it stayed with me. It quietly shifts the way we look at parenting. Instead of asking, "What is wrong with children?" it nudges us to ask, "What kind of world are they growing up in?" Children are curious, slow in their own way, deeply observant, and surprisingly wise in moments. Not very long ago, a child's world was filled with people - grandparents, neighbours, cousins, familiar faces walking in and out of the house. Life was shared. A child didn't learn only from parents, but from watching many adults live their lives.

I often feel that something very quiet and important was happening in those spaces. Children were not constantly "taught," yet they were learning all the time - how people speak, how they handle differences, how they care, how they sit together without the need to be entertained.

Today, many of us are raising children in much smaller circles. Nuclear families, busy schedules, and physical distance have reduced these everyday interactions. Parenting, then, becomes heavier. Not because we are doing something wrong, but because we are doing it without the quiet support that once existed.

Another shift I notice is the pace at which children are expected to move. Everything feels hurried. Mornings are rushed, evenings are scheduled, and even playtime sometimes has a purpose attached to it.

Somewhere along the way, we have started believing that keeping children constantly engaged will help them grow better. But when I watch children closely, I see something else. I see how much they need time to linger, to repeat, to do simple things without being pushed along.

When children are constantly rushed, they may begin to feel anxious or dependent. They may lose the joy of learning and start focusing only on outcomes. Maria Montessori believed that children learn best when they are allowed to slow down. Slowing down, though uncomfortable at first, seems to give them a different kind of strength - one that is quiet but steady. Another deeply important concern in modern parenting is the growing disconnection from nature. Childhood today is increasingly indoors. Structured environments, and planned activities and screens have replaced long hours of unstructured outdoor play.

I remember how easily children once connected with the natural world - climbing trees, watching insects, playing in the mud without any real purpose. Those moments didn't seem important then, but perhaps they were doing something essential.

Nature offers something that modern life often does not: space, calmness, and freedom. When a children play in the mud, watch ants, climb a tree or simply sit under the sky, they are not wasting time. They are learning in a very deep way. Their senses are engaged, their curiosity is alive and their mind is at ease. Today, both nature and community have reduced, leaving children in more controlled and isolated environments.

This often reflects in parenting struggles - children becoming restless, easily distracted or emotionally overwhelmed. Parents may try to manage this through more control or more structure, without realizing that the child may simply be missing something essential.

In the end, parenting today is not just about managing children - it is about understanding the world they are growing up in. It asks us to pause and reflect. And maybe the real shift in parenting begins when adults slow down, become more present and gently rebuild what has been lost - connection, patience, and a sense of belonging. In doing so, we may rediscover something simple yet powerful: that children grow best not when life is perfectly planned, but when it is deeply lived.

Saranya Rengarajan English Teacher

Yoga Time

As part of the stress-relieving activities conducted by the class 11 students, I was assigned to the Yoga group. The session began with a brief introduction given by the seniors.

Our first activity was the balloon pop activity. Everyone was given a balloon and we were asked to inflate it. After inflating we wrote down the thing that caused us stress, after writing each of us popped our balloons, when the balloons popped it felt as if our stress also got popped during that moment. I personally liked this activity. Next, the seniors taught us a few breathing techniques. The techniques were very effective and it felt very refreshing. Even though activity was short, it was significantly useful and helpful.

For the final activity we played a small game called quick-gun murugan. In this game one person throws the ball to another and the people beside the person who received the ball should sit down. It was really fun and it was a great way to make everyone relaxed.

Overall, the experience was very enjoyable and it was really meaningful. This was a great first experience.

Aadiv Roshan M **Class VIII**

Pre - KG Expressions



Niharika H - Pre KG



Akshaya S J - Pre KG



Aadhya Ganeshkumar - Pre KG



Jazelle Atarah J - Pre KG



Pon Tamizhini J - Pre KG

LKG Expressions



Ilan Dhavaseelan - LKG



Neil Neeraj - LKG



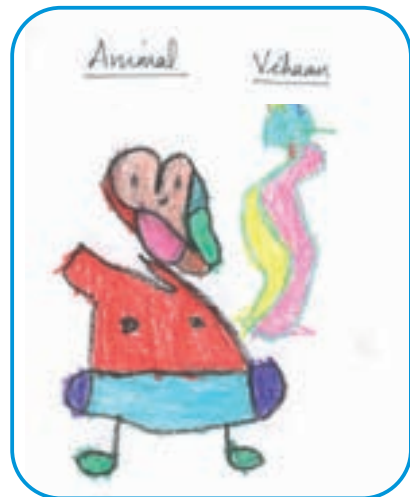
Vishagann Solaiyappan AL - LKG



Saaral A M - LKG



Yadhana - LKG



Vihaan Bharathwaj - LKG



Kiyara A - LKG



Bala Ridhan B - LKG



Mary Arin M - LKG

UKG Expressions



Hinaya K - UKG



Arya Gowtham - UKG



Haashika Kerlyn S - UKG



Disha A - UKG



Diyashree V - UKG



Keyaansh Yogesh - UKG



Esha M - UKG



Dhanvanth N - UKG



Sree Swetha Y - UKG



— VARNAM (2025) —



நேரம்

மனிதனால் இழந்த எதையும் திரும்பப்பெற முடியும், ஆனால் நேரம் இதற்குக் கட்டுபட்டது அல்ல. காலத்தின் ஓட்டம் புதிரானது, ஆனால் நேரானது. மணி இல்லாமல் ஒரு உலகம் இயங்காது.

நிகழ்காலம் பொற்காலம், இந்த நேரம்தான் சிறந்தது. நாம் எப்படி இருந்தோம் என்றது முக்கியமல்ல, நாம் எப்படி இருக்கப்போகிறோம் என்பதுதான் முக்கியம். அதற்கு நாம் இந்த நேரம் உழைப்பதுதான் சிறந்தது.

இளம் வயதில் நேரம் பொறுமையாக செல்லும். ஆனால் நாம் வளர வளர அதிவேகத்தில் போகும். இளம் வயதில் நமக்கு எல்லாமை புதுமை, வளர்ந்தவன் புதுமையைக் கண்டு வியப்படையமாட்டான்.

மனிதனின் வாழ்நாள் சராசரியாக வெறும் எழுபது வருடங்கள். இது குறைந்த காலம் அல்ல. ஆனால் நல்லது செய்வதற்கும் நிறைய நற்பண்புகள் மற்றும் நமக்கு பிடித்த செயல்களில் சிறந்து விளங்குவதற்கான நேரம்.

பத்ரி நாராயணன் ப வகுப்பு பதினொன்று



மழை

முதல் துளி விழும்போது மண் சிரிக்கிறது.
வெயிலின் சோர்வு மெதுவாகக் குறைகிறது.

ஜன்னல் கண்ணாடியில் மழை கதைகள் எழுதுகிறது.
தெருக்கள் அமைதியாக சுவாசிக்கத் தொடங்குகிறது.

இலைகள் தங்கள் தூசியை கழுவிக்கொள்கின்றன.
குடையின் கீழ் மனிதர்கள் நெருக்கமாகின்றனர்.

குளிர்ந்த காற்று நினைவுகளை கிளறுகிறது.
மழை நின்ற பிறகும் அதன் வாசனை தங்குகிறது.

மழை நின்றுவிட்டதால் சோகமடையாதே!
அடுத்த வருடம் திரும்பி வரும் என்று மறந்துவிடாதே!

அகில்குமார் செ வகுப்பு பதினொன்று



மழைத்துளி

மழையே இயற்கையின் வரமே
உன் மழைத்துளி - இயற்கையின்
பசுமையான கரங்களே
செடி கொடிகளின் மகிழ்வே!

மழையே இயற்கையின் வரமே
குயிலின் சங்கீதமே
மயிலின் நடனமே
ஒரு மழைத்துளி வாழ்வின் மகிமையே

மழையே இயற்கையின் வரமே
எங்கள் செல்வமே
கோடையில் எங்கள் உதவியே
மழைத்துளியே வாழ்வின் ஆதாரமே

மழையே இயற்கையின் வரமே
உன் மழைத்துளி புவியில் பட்டால்
உலகமே ஆடிக் கொண்டாடுமே
நீயே சிறுத்துளி நீயே பெரு வெள்ளமே!

மித்ரா செ வகுப்பு ஏழு

தனிமை

கேள்விகள் அதிகமான போது, பதிலாக
மாறும் அமைதியின் பெயர் தனிமை

தனிமை என்பது ஒரு பிரிவு
இதற்கு எப்போது வரும் அழிவு?

மழையில், என்னை நானே மறந்து நிற்பது தனிமை
இப்பூமியில், இதைவிட எது வலிமை?

மனச்சோர்வை வழங்குவது அல்ல தனிமை
ஆழ் மனத்திற்குள் ஒரு ஏக்கம் தருவதே தனிமை
ஆகாயம், கடல் அலைகள், முகங்கள் அல்ல அழகு
தனிமனிதனாக தனிமையை நேசிப்பதே அழகு

கண்களால் காண்பதும் உண்மை அல்ல
காதுகளால் கேட்கப்படுவதும் உண்மை அல்ல
தனிமையை அறிந்து கொண்டு, அதை
ஏற்றுக்கொண்டு வாழ்வதே உண்மை!

மேகா ம வகுப்பு ஒன்பது

தந்தை

தந்தை இருந்தால் பாரமில்லை
தந்தை காட்டும் பாதை தூரமில்லை
தந்தையின் கண்ணில் ஈரமில்லை
தந்தை போல உலகில் யாருமில்லை!

தந்தையின் பாசத்தில் பேதமில்லை
தந்தை சொல்லை விட வேதமில்லை
தந்தை போல ஆசானில்லை
தந்தையின் மொழி புரியவில்லை!

தந்தை பிள்ளைகள் முன் அழுததில்லை
தந்தைக்கோர் தாலாட்டுமில்லை
தந்தையை யாரும் பாராட்டவில்லை
தந்தையின் வியர்வை உறையவில்லை!

தந்தையை யாரும் உணரவில்லை
தந்தையின் அன்புக்கு எல்லையில்லை
தந்தையை நேசி தோல்வியில்லை
தந்தைக்கு மேல் எதுவுமில்லை!

தந்தையின் ஆசை ஒன்றுதான்
தன் மகள் நன்றாக படித்து முன்னேறவேண்டும்
தந்தையை பெருமையாக்க வேண்டியது நம் கடமை
தந்தையின் பாசம் எனக்கு மகிழ்ச்சியைத் தரும்!

மாயா மா வகுப்பு ஒன்பது



நேரத்தின் மகிமை

நேரம் ஒரு ஓடும் நதி போல
அதன் மதிப்பு தங்கத்தை விட மேல்
நேரத்தை யாராலும் தடுக்கமுடியாது
யாரிடமிருந்து எடுக்க முடியாது!

பங்குனி, சித்திரை, வைகாசியில் கோடை
கார்த்திகை, மார்கழி, தையில் குளிர்வாடை
இதுவும் நேரத்தின் விளையாட்டு
அறிந்தால் அதை பாராட்டு!

நேற்று என்பது நியாபகங்களில்
நாளை என்பது கனவுகளில்
இன்று மட்டுமே நம் கையில்
அதுதானே உண்மை!

ஆகையால் எதற்கு வன்மை
அனைவருக்கும் காட்டு மென்மை
அதுதானே ஒழுக்கத் தன்மை
இவ்வாறு வாழ்ந்தால் வாழ்க்கை இனிமை!

அபிஜித் தி

வகுப்பு எட்டு

வானவில்

மேகம் கொட்டி தீர்த்தது
வானம் வெளுத்து விட்டது
மேகங்கள் மெதுவாக மறைந்தது
மழை நின்று போனது
அதிசய வில் எட்டிப் பார்த்தது
வண்ணமயமான வில் அது
கண்ணைக் கவரும் அழகிய வில் அது
சிறுவர்கள் ஓடி வந்து
ரசித்து சிரிக்கும் வானவில்!

வானத்தில் தெரியும் ஓவியம்
மேகத்தில் இருக்கும் காவியம்
சிவப்பு, ஆரஞ்சு, மஞ்சள்
பச்சை, நீலம், ஊதா, இண்டிகோ
ஏழு நிறம் தாங்கி வானவில்
மிக அற்புதமாகத் தெரிகிறது
நாம் எல்லோரும் அதை பார்த்து ரசிப்போம்!

நந்திகா பி

வகுப்பு ஏழு

கடல் அலைகள்

நாம் கடல் அலையைப் போல வாழவேண்டும்
கரை சேர்ந்தாலும் பின் மீண்டும் எழ வேண்டும்!

கடல் நீரின் சுவை உப்பாகத்தான் இருக்கும்
ஆனால் அது இருந்தால்தான் 100 வகை இனமே நிலைக்கும்!

கடலுக்கு எல்லையே கிடையாது
அதுபோல வாழ்க்கை தோல்வியில் முடியாது!

கடலை நம்மால் கட்டுப்படுத்த முடியாது
அதுபோல தோல்வி நம்மை பின்தங்க விடக்கூடாது!

கடல் அலையின் அழகு வார்த்தையில் சொல்ல முடியாது
அதுபோல நம் வெற்றி நம்மிடம் இருந்து விளங்கும்!

கடல் அலை எப்படி கரை சேருகிறதோ
நாமும் நம் வெற்றியை அடைவோம்!

சக்தி அவ வகுப்பு எட்டு

தாய்

உயிர் பெறும் முன் என்னை உணர்ந்தவள் தாய்
உலகம் காணும் முன் என் உலகமாக இருந்தவள் தாய்
அவள் கண்களில் பாதுகாப்பை கண்டேன்
அவள் கண்ணிகளில் எதிர்காலத்தைக் கண்டேன்!

தடுமாறினால் தாங்கி எழுப்பும் துணிவு
வென்றால் அமைதியாக சிரிப்பு
தன் கனவுகளை மறந்து
என் ஆசைகளுக்கு இறக்கை கொடுத்தவள், தாய்!

சோர்வை மறைத்து சிரிக்கும் முகம்
கோபத்திலும் கருணை கலந்த சொல்
இருள் சூழ்ந்த நேரங்களில்
தீபமாய் வழி காட்டும் ஒளி, தாய்!

என் வெற்றியின் வேர் அவள்
என் வாழ்வின் வரம் அவள்
என்றும் குறையாத அன்பின் நிழல் - தாய்!

சக்தி சுந்தர் வகுப்பு பதினொன்று

கல்வி

அறிவென்ற விளக்கை ஏற்றி வைப்போம்
புத்தகப் பையில் உலகத்தை சுமப்போம்
அறியாமை இருளை ஓட்டி விடுவோம்
தினமும் ஒரு புதிய சிகரத்தைத் தொடுவோம்!

நம்பிக்கை கொடுப்பது கல்வியேதான்
எதிர்காலத்தைக் காப்பதும் கல்வியேதான்
செழிப்பு அளிப்பதும் கல்வியேதான்
சரித்திரத்தைப் படைக்க வைப்பதும் கல்வியேதான்!

பணம் போய் ஒருநாள் சேரும் மண்ணில்
கல்வியே நிலைக்கும் நம் கண்ணில் மணியாய்!
நாளை உலகம் நம்மைக் கேட்கும்
நமது அறிவே வழியைக் காட்டும்!

கற்க கசடறக் கற்போம் நாமே
வெற்றியை நோக்கி செல்வோம் நாமே!

காவ்யா தி

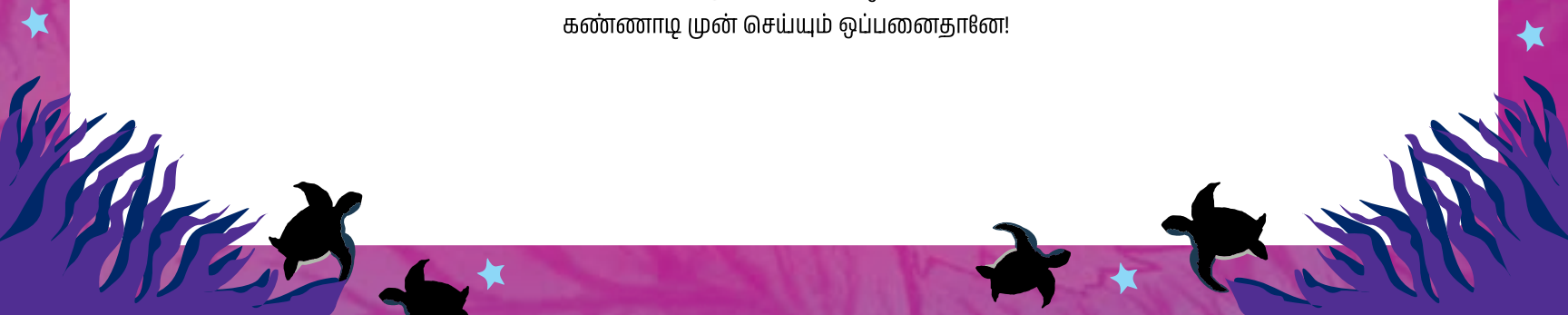
வகுப்பு பதினொன்று

காலம்

காலம் நேரம் பார்க்காமல் கண் உறங்காமல்
கணிணியின் முன்னே காலத்தை கழிக்கும்
எனதுருமை தோழர்களே!
நாம் ரசிக்க மறந்துவிட்ட சிலவற்றை
நினைவு கூற வந்துள்ளேன்!

நீள நிற அடையாளம் வானம் - அதில்
வெள்ளை நிற சித்திரங்கள் அழகு
நிற்காமல் பொழிகின்ற மழை அழகு
நிலவில் வடைசூடும் பாட்டியும் அழகு
சூரியனால் நிறம் மாறும் கடல்நீர் அழகு
சூழ்ந்திருக்கும் பசுமையான மரங்களும் அழகு

இரவின் இருளில் நிலாச்சோறு அழகு
இனிமையான இடியின் மிரட்டலும் அழகு
இத்தனை அழகு, நம்மை சுற்றி இருக்கு
நமக்குத் தெரிந்த அழகோ
கண்ணாடி முன் செய்யும் ஒப்பனைதானே!



மென்பொருளிலிருந்து நம் கண்களை அகற்றி
மெல்ல நம்மைச் சுற்றி பார்ப்போம்
இயற்கையின் மெல்லிசைக்கு
சிறிது நேரம் மனம் மயங்குவோம்!

கண் இமைக்கும் நேரமெல்லாம்
கணிணியின் முன் இருந்துவிட்டால்
நம்மை சுற்றி இருக்கும் இந்த அழகையெல்லாம் ரசிப்பது யாரோ!

வாருணி ரமேஷ் வகுப்பு பத்து

கடல் அலை

கரையை தேடி ஓடும் கனவுகள் போல அலை
மௌனமாக பேசும் கடலின் ஒரு நிலை
கரையை நோக்கி ஓடும் கடல் பாதை
மீண்டும் மீண்டும் வந்திடுமே -
காலடியில் மண்ணை தந்திடுமே!

காலத்தை நினைவூட்டும் அதன் ஓசை,
நின்று சற்றே யோசிக்க வைக்கும் அதன் நிலை
கப்பல் செல்ல வழிவிடும் அலை சிறு காகித
படகை அள்ளிவிடும் மலை!

இரவும் பகலும் உறக்கமில்லை
இந்த இயற்கை தாய்க்கு ஓய்வுமில்லை
அதன் ஓய்வில்லா பயணமே சொல்லும் பாடம்
வாழ்வும் அலைபோல் - நின்றிடாத ஓடம்!

ராகவ் சு, சாஹா அகமது சு வகுப்பு பனிரெண்டு



அருகிலுள்ள தெய்வங்கள்

நாம் இந்த உலகில் வாழ்வதற்கு முக்கிய காரணம் நம் பெற்றோர்தான். நம்மை பெற்றெடுக்கும் தாயும் வளர்ப்பதற்கு உழைக்கும் தந்தையுமாக அன்போடும் பாசத்தோடும் அரவணைக்கும் பெற்றோர் நமக்கு கிடைத்தது நமது பாக்கியம் அல்லவா? இருந்தும் நாம் அனைவரும் ஒரு கட்டத்திலாவது அவர்களை வெறுத்திருப்போம், உதாசீனப்படுத்தியிருப்போம், குறை சொல்லியிருப்போம். ஆனால் நாம் மறந்து போவது என்னவென்றால் நம் பெற்றோர் ஒவ்வொரு நாளும் ஒவ்வொரு நொடியும் நம்மை பற்றியும் நம் நலத்தை பற்றியும் தான் யோசிக்கிறார்கள்.

ஒரு குழந்தையின் வாழ்க்கையில் பெற்றோர்கள் முதல் ஆசிரியர்கள் வரை நம்மை வழிநடத்துகிறார்கள், ஆதரிக்கிறார்கள், சிறந்த மனிதர்களாக வளர உதவுகிறார்கள். அவர்கள் நமக்கு ஆறுதலையும் வாய்ப்புகளையும் வழங்க ஒவ்வொரு நாளும் கடினமாக உழைக்கிறார்கள். பெற்றோர்கள் நமக்கு நேர்மை, மரியாதை மற்றும் கருணை போன்ற மதிப்புகளைக் கற்பிக்கிறார்கள். வெற்றி மற்றும் தோல்வி இரண்டிலும் அவர்கள் நமக்கு ஆதரவாக நிற்கிறார்கள். அவர்கள் இருப்பதால் ஒரு வீடு பாதுகாப்பாகவும் அரவணைப்பாகவும் உணர்கிறது. அவர்கள் நம்மைத் திட்டினாலும், அது நம் சொந்த நலனுக்காகவே. நாம் எப்போதும் நன்றியுள்ளவர்களாக இருக்க வேண்டும். அவர்களை நேசிக்க வேண்டும். அவர்களை பெருமைப்படுத்த வேண்டும்.

சு. பழ. இலஷ்மி

வகுப்பு பத்து

விவசாயம்

முன்னுரை

உழவு அல்லது வேளாண்மை அல்லது விவசாயம் என்பது உணவு மற்றும் உணவு சார்ந்த பயிர்கள் மற்றும் கால்நடைகள் வளர்ப்பதாகும். விவசாயம் மனிதர்களின் வாழ்வில் முக்கியமான தொழில் ஆகும். மனிதர்களின் முன்னேற்றத்திற்கு விவசாயம் ஒரு பிரதான காரணம்.

புவியியல் காரணிகள்

வெப்பநிலையும் மழையளவும் விவசாயத்தை பாதிக்கும் முக்கிய காரணிகள். குளிராக பகுதிகளில் மண் குளிர்ந்து போவதால் பெரும்பான்மையான செடிகள் வளர இயலாது. ஒவ்வொரு பகுதியில் ஒவ்வொரு வகையான பயிர்கள் விளையும்.

பருவகால மழைபொழிவு என்பது மிகவும் முக்கியமான ஒன்றாகும். பயிர்கள் வளர்வதற்கு மழைபொழிவு தேவை. ஆனால் தகுந்த காலங்களில் அமையவில்லை என்றால் பயிர்களின் வளர்ச்சி பாதிப்பு அடையும்.

சமநிலை பகுதிகள் விவசாயத்திற்கு மிகவும் ஏற்றதாகும். மலை பகுதிகளில் விவசாயம் குறைவாக இருக்கிறது.

உணவு பயிர்கள்

மக்கள் அதிகமாக வாழும் பகுதியில், நெற்பயிர்கள் விளைவிக்கப்படும். உரங்கள் மற்றும் உயர்ந்த விதைகள் பயன்படுத்துவதால் உணவு பயிர்கள் விளைகின்றன. கம்பு, சோளம், நெல், கேழ்வரகு போன்றவை உணவு பயிர்கள்.

வணிக விவசாயம்

இவ்வகையில் பயிர்கள் அதிக அளவில் பயிரிடப்படுகின்றன. இதில் இயந்திரங்கள் பயன்படுத்தப்படுகின்றன. கரும்பு, எண்ணெய் விதைகள், தேநீர் இலைகள், காபி, பருத்தி ஆகியவை விற்பனைக்காக வளர்க்கப்படுகின்றன.

விவசாயம் உற்பத்தி பொருட்கள்

மனிதனால் பலவிதமான பயிர்கள் பயிரிடப்படுகின்றன — சில உணவுக்காக, சில விற்பனைக்காக. தானியங்களே மனிதனின் அடிப்படை உணவாகும். நெல், கோதுமை, சோளம் மற்றும் தினைவகைகள் பொதுவாக தானிய வகைகள் ஆகும். தானியங்கள், பழங்கள் மற்றும் காய்கறிகள் முக்கிய பயிர் வகைகள் ஆகும்.

தொழில்நுட்ப விளைவுகள்

உரங்கள், பூச்சிக்கொல்லிகள் இக்காலத்தில் அதிகமாக பயன்படுத்தப்படுகின்றன. இதனால் உற்பத்தி பன்மடங்கு பெருகி வருகிறது. இதனால் பயிர்களில் சத்து குறைகின்றது.

விவசாய முறைகள்

மண்ணை தயார செய்வது முதல் செயல். அதை எடுத்துக் கொண்டு உழுதல் பாரம்பரிய முறை. அதில் உரம் சேர்க்க வேண்டும். அதன் பின் விதைகள் போட்டு நீர் பாய்ச்சி, புற்களை அகற்றி, பயிர்கள் வளர்ந்த பின் அறுவடை செய்து சந்தையில் விற்கின்றனர்.

முடிவுரை

முடிவாக விவசாயம் மனித வாழ்வின் அடித்தளமாக இருந்து வருகிறது. ‘உணவே மருந்து’ — அப்படிப்பட்ட உணவு விவசாயம் செய்து வளர்க்கப்படுகிறது. விவசாயிகள் இல்லையெனில் நமது நிலை கேள்விக்குறியாகும். விவசாயத்தை காக்கும்போதுதான் நாட்டில் முன்னேற்றம் ஏற்படும்.

விநயா வீ வகுப்பு பத்து



கட்டுரை எழுதுதல்

வனவிலங்குகள்

முன்னுரை

வனவிலங்குகள் பூமியின் அழகான அணிகலன்கள் மட்டுமல்ல, அவை இந்த உலகத்தினை சீராக இயக்க உதவும் முக்கிய காவலர்கள்.

வனவிலங்குகளின் முக்கியத்துவம்

வனவிலங்குகள் இல்லையென்றால், இயற்கை சமநிலை குலையும்.

தேனீக்கள், பட்டாம்பூச்சிகள் பூச்செடிகளுக்கு தூவல் சேர்க்கின்றன.

இது பழங்கள் மற்றும் காய்கறிகள் உருவாக உதவுகிறது.

விதை பரவல் - பறவைகள் பழங்களைத் தின்று விதைகளை வேறு இடங்களில் போட்டுவிடும். இதனால் காடுகள் வளர உதவுகிறது.

சுற்றுச்சூழல் தூய்மை - சில வனவிலங்குகள் இறந்த உயிரினங்களை திண்டும், சில வேட்டையாடி மற்ற விலங்குகள் எண்ணிக்கையை சமநிலையில் வைக்கின்றன. இதனால் காற்று, நீர் மற்றும் வளமான மண் உருவாகின்றன.

வனவிலங்குகள் அழிவதால் ஏற்படும் சிக்கல்கள் மனிதர்களின் சில செயல்களால் காட்டு விலங்குகளைப் பெரிய ஆபத்தில் இட்டுள்ளது. காடு அழித்தல், வனவிலங்குகளை வேட்டையாடுதல், மரங்களை வெட்டுவது, விலங்குகளின் உயிருக்கு ஆபத்து ஏற்படும் நிலைமை வரும்.

வனவிலங்குகளைப் பாதுகாத்தல் - வனவிலங்குகளை பாதுகாப்பது நமது கடமை. இது நாம் பல வழிகளில் செய்யலாம்.

காடுகள் பாதுகாத்தல் - வனவிலங்குகளின் சரணாலயங்கள் உதாரணமாக உகாண்டாவில் உள்ள கொரில்லா பூங்கா மலை கொரில்லாவுக்கு பாதுகாப்பான வீடு.

அனைவருக்கும், குறிப்பாக சிறுபிள்ளைகளுக்கு வனவிலங்குகளின் முக்கியத்துவத்தை பற்றி கற்பிக்க வேண்டும். கடுமையான சட்டங்கள் இருக்க வேண்டும்.

ஒருபொழுதும் வாழ்வது அறியார் கருதுப

கோடியும் அல்ல பல - திருவள்ளுவர்

முடிவுரை

வனவிலங்குகளை பாதுகாப்பது நமது எதிர்காலத்தைப் பாதுகாப்பது ஆகும். திருக்குறள் நமக்கு உணர்த்துவது போல, பிற உயிர்களை நாம் சொந்த உயிர் போல் நேசிக்க வேண்டும். அவற்றைப் பாதுகாக்கும் போது, நாமும் நம் சுற்றுச்சூழலும் செழிப்பாக இருக்கும்.

ஜிடான் ர

வகுப்பு ஆறு

கதை எழுதுதல்

காற்றுள்ள போதே துற்றிக்கொள்

ஓர் ஊரில் மதிவாணன் என்றொரு சிறுவன் இருந்தான். அவனுக்கு பள்ளிக்கு போகப் பிடிக்காது. அதனால் அந்த பள்ளியின் ஆசிரியர்கள் அவனுக்கு அறிவுரைகள் கொடுப்பார்கள். அவன் அதை கேட்க மாட்டான். அவன் வீட்டிற்கு வந்து விட்டு பாடங்களை நிறைவு செய்யாமல் சிறுவர்களோடு நெடுநேரம் விளையாடுவான். இதனைக் கண்டு அவன் தாய் தந்தை கூறுவார்கள் 'நீ நன்றாக கற்கவில்லையென்றால் இந்த உலகில் யாரும் உன்னை மதிக்க மாட்டார்கள்'. அவன் தந்தை சிறிது நேரம் பொறுமையாக அறிவுரை கொடுத்து அதற்குப் பின் அவனை கண்டித்தார். அதற்குப் பின் அவர் சோர்ந்து விட்டார். தாயும் பொறுமையாக அறிவுரை கூறினார்கள், கேட்கவில்லை.

சில வருடங்களுக்கு பிறகு அவனுக்கு பாடங்கள் மிகவும் கடினமாக இருந்தது. அவன், அதனால் பல விடுமுறைகளை எடுக்க பார்த்தான். 'உடல்நிலை சரியில்லை ஐயா' என்று பொய் சொல்லுவான். அவன் சிறுவர்களுடன் விளையாடிக் கொண்டிருக்கும் போது அவன் வகுப்பு ஆசிரியர் அவன் சிறுவர்களோடு காலத்தை வீணடிப்பதைக் கண்டு அவனை அழைத்தார்கள். 'உனக்கு நாளை தேர்வில்லையா? ஏன் வீட்டில் பயிற்சி செய்யாமல் சிறுவர்களோடு காலத்தை வீணடிக்கிறாய்?' என்று கூறினார்கள். அவன் 'அதெல்லாம் ஒன்றும் இல்லை, நீங்கள் உங்கள் வேலையை பாருங்கள்' என்று மரியாதை இல்லாமல் பதிலளித்தான். ஆசிரியர் சென்றுவிட்டார். அவனுடைய பெற்றோர்களிடம் கூறிவிட்டார்கள்.

பத்தாம் வகுப்பு தேர்வில் ஒழுங்கான மதிப்பெண்கள் எடுக்காததால் அவன் வருந்தினான். அதற்கு பின் அவன் சிந்தித்தான். அவன் தாய், தந்தை மற்றும் ஆசிரியர்களின் அறிவுரை கேட்காததால் அவன் ஒரு மோசமான நிலைக்கு வந்தான். அவன் தினமும் ஒரு பாடம் படித்திருந்தால் இந்த நிலைக்கு வந்திருக்க முடியாது. அதனால் காற்றுள்ள போதே துற்றிக்கொள்.

ஆத்மநாதன் ச வகுப்பு ஏழு

கவிதை மழை

சிலுசிலுவென பொழிகின்றாய்
சிறு துளியாய் விழுகின்றாய்
உன் சின்ன சாரல்
இசைக்கேட்டு உன்
செல்ல மழையின்
குரல் கேட்டு உன்னில்
இன்று விழிக்கின்றேன்!

விண்ணில் தோன்றும்
முத்துக்களே மண்ணில்
விழுந்த வித்துக்களே
மழை, மழை, மழை
தண்ணீர், தண்ணீர், தண்ணீர்
கொட்டவும், கொட்டவும், கொட்டவும்
மரம், மரம், மரம்
விளையாடவோ, விளையாடவோ, விளையாடவோ!

செரில் ப வகுப்பு மூன்று

அலை கடலை

அலை கடலை! அலை கடலை!
கடகடவென ஓடும் அலை கடலை!
அலை கடலை! அலை கடலை!
நிலவொளியில் தகதகவென மின்னும் கடலை!
அலை கடலை! அலை கடலை!
சலசலவென அலை வந்து பாயும் கடலை!
அலை கடலை! அலை கடலை!
என்றும் நீ எந்தன் தாய் கடலை!

ஆத்யா சுவாமிநாதன்

வகுப்பு ஐந்து



விடுகதைகள்

1. உடம்பில்லா ஒருவன் 10 சட்டை அணிந்திருப்பான், அவன் யார்?
2. அடித்தாலும், உதைத்தாலும் அழமாட்டான், அவன் யார்?
3. பார்த்தால் கல், பட்டால் நீர், அது என்ன?
4. அடி மலர்ந்து நுனி மலராத பூ எது?

விடை

1. வெங்காயம்



2. பந்து



3. பனிக்கட்டி



4. வாழைப்பூ



நிர்ணயா க பா

வகுப்பு நான்கு

பதறாத காரியம் சிதறாது

வணக்கம், என் பெயர் காவியா. நான் ஒரு பள்ளி ஆசிரியர். மாணவர்களுக்கு நான் பாடம் சொல்லிக் கொடுத்தாலும், எனக்கு மன நிம்மதி எல்லாம் கற்றுக் கொடுப்பதில் வராது. ஆனால், இந்த ஒரு நாள் என்னுடைய வாழ்க்கையை மாற்றி விட்டது. அப்படி ஒரு நாளை தான் நான் உங்களிடம் கூறப்போகிறேன். சில மாணவர்கள் ஒரு பட்டிமன்றத்திற்கு பெயர் கொடுத்தனர். அவர்கள் பேச என்னிடம் ஒப்பித்து நான் கூறும் கருத்தை எடுத்துக்கொண்டு அதை இன்னும் அழகு படுத்தும் படியான வாய்ப்பு எனக்கு கிடைத்தது. அந்த மாணவிகளில் ஒருவள் தான் மாதவி. அவள் எழுதியதில் குறை இருந்ததால், நான் அவளுக்கு ஒன்றை எழுதி தந்து, அடுத்த நாள் படித்து காட்டும்படி கூறினேன். அடுத்த நாள் நன்றாக படிப்பாள் என்று எண்ணினேன், ஆனால் திக்கி-திக்கி ஒரு 3 நிமிடம் பேச வேண்டிய அந்த பேச்சை 10 நிமிடங்களுக்கு இழுத்து அசத்தினாள்.

“வீட்டில் படிச்சு பார்த்தியா? இல்லையா?”, என்று கேட்டேன். “ஆமாம், படித்துப் பார்த்தேன்”, என்று சொன்னாள்.

“பெயர் சொல்லாதே! உனக்கு நாளை எழுதி கொடுத்தேன் அல்லவா? வீட்டில் படித்துப் பார்ப்பதை தவிர வேறு என்ன வேலை உனக்கு? இதை நான் உன்கிட்ட எதிர்பார்க்கல மாதவி.” மன்னிப்பை கேட்டுக்கொண்டு, அடுத்த நாள் நிச்சயம் திக்காமல் கூறும் படி கூறிவிட்டுச் சென்றாள். எனக்கு அன்று சில தேர்வுகளை பார்க்கும் வேலையை முடித்துவிட்டு, சற்று ஓய்வெடுக்க ஒரு வகுப்பறைக்குள் சென்றேன். அங்கே தனியாக உட்கார்ந்து புழிய-புழிய அழுது கொண்டிருந்த மாதவியை கண்டேன்!

“என்ன மா? மாதவி? நான் திட்டியதால் அழுது கொண்டிருக்கிறாயா?” என்று கேட்டேன். என்னை பார்த்தவுடன் கண்ணை துடைத்துக் கொண்டு அழாமல் பேச முயன்றாள்.

“நா-நான் உண்மையிலேயே படித்து தான் தங்களிடம் வந்துப் படித்தேன். ஆனால், எனக்கு பதட்டமா இருந்ததால் என்னால் படிக்க முடியல.” அவளுக்கு ஆறுதல் கூற என்னிடம் வார்த்தை இல்லை. அவள் அழுவது என்னால் தானே இல்லை. ஒன்றை மட்டும் கூறிவிட்டுச் சென்றேன்.

“பதறாத காரியம் சிதறாது.”

அடுத்த நாள் என்னிடம் படித்தாள், திக்கலும் குறைந்து கொண்டே சென்றது. பட்டிமன்ற நாள் அன்று.. அனைவரிடமும் கைத்தட்டு ஓங்கும் அளவிற்கு பேசினாள். அப்போது, அவள் எவ்வளவு சந்தோஷம் கொண்டாள் என்பது எனக்குத் தெரியாது, ஆனால், நான் நிம்மதியுடன் என்னால் மற்றவர்கள் சந்தோஷம் கொள்ளும்படி என் வாழ்க்கையை மீண்டும் தொடங்கினேன்.

மஹதி கணேஷ் வகுப்பு ஒன்பது



சமூக வலைத்தளம்

சமூக வலைத்தளங்கள் என்றாலே அதற்குள் இன்னும் நிறைய தலைப்புகள் இருக்கின்றன. ஒரு சிறிய கிராமத்தில் கவின் மற்றும் ராஜ் என்ற இரண்டு சிறுவர்கள் இருந்தார்கள்.

இருவரும் தங்களது 10-ஆம் வகுப்பில் நல்ல மதிப்பெண் எடுத்ததால், அவர்களுக்கு ஒரு சிறந்த பள்ளியில் 11-ஆம் வகுப்பு படிக்கும் வாய்ப்பு கிடைத்தது.

கவின்: "டேய் ராஜ், நாம் இருவரும் இனிமேல் ஒரு சிறந்த பள்ளியில் படிக்கப் போகிறோம்."

ராஜ்: "ஆமாம், எனக்கு மிகவும் மகிழ்ச்சியாக இருக்கிறது."

(முதல் நாள் பள்ளி)

கவின்: "நம் இருவருடைய முதல் நாள் இது. பள்ளி எப்படி இருக்கப் போகிறது என்று தெரியவில்லை."

ராஜ்: "ஆமாம்... சரி வா, பள்ளிக்குச் செல்லலாம்."

(இருவரும் பள்ளிக்குள் நுழைந்தனர்)

கவின்: "மற்ற மாணவர்களைப் பார்ப்பதற்கு மிகவும் மகிழ்ச்சியாக இருக்கிறது. ஆனால் ஏன் நம்மிடம் யாரும் வந்து பேசவில்லை?"

ராஜ்: "நீ ஒன்று கவனித்தாயா? எல்லாரிடமும் ஒரு கைபேசி (Mobile Phone) இருக்கிறது, நம்மிடம் தான் இல்லை. மேலும், நாம் ஒரு..."

கிராமத்திலிருந்து வந்தோம் அல்லவா? அதனால்தான்." கவின்: "சரி, இன்றைய நாள் நிறைவடைந்ததும் நம் வீட்டில் கேட்டுப் பார்ப்போம்." (பள்ளி முடிந்து வீட்டிற்கு வந்தனர்)

ராஜ்: "அம்மா, அம்மா! எங்கள் பள்ளியில் அனைவரும் கைபேசி வைத்திருக்கிறார்கள். எங்களுக்கும் ஒன்று வாங்கித் தாருங்கள். அதை படிப்பதற்கே பயன்படுத்துவோம்."

(கைபேசி கிடைத்ததும், அதை எடுத்துக்கொண்டு பள்ளிக்குச் சென்றனர்)

கவின்: "டேய் பாரு, நமக்கு நிறைய நண்பர்கள் கிடைத்திருக்கிறார்கள். அவர்கள் இந்த கைபேசியைப் பற்றி நமக்கு நிறையச் சொல்லிக் கொடுத்தார்கள்."

(இருவரும் வீட்டிற்குச் சென்று தினமும் கைபேசியிலேயே நேரத்தைக் கழித்தனர்)

அம்மா (ராஜ்): "உனக்கு நான் கைபேசியைப் படிப்பதற்காக வாங்கித் தந்தேன். அதில் சில மணிநேரம் நீ வேறு ஏதாவது பார்ப்பதற்கோ அல்லது விளையாடுவதற்கோ பயன்படுத்துவதில் தவறில்லை. ஆனால், அதிலேயே உன் முழு நேரத்தையும் செலவு செய்யாதே. உன் கண் பார்வை போய்விடும், உன்னால் படிப்பதிலும் கவனம் செலுத்த முடியாது." (இதை அனைத்தையும் கேட்ட இருவரும் எந்தப் பதிலும் கூறவில்லை)

(தேர்வு நாள்)

கவின்: "நாம் தேர்வுக்குப் படிக்காமல் போனால் மிகக் கடினமாக இருக்கும். இப்பொழுது என்ன செய்வது என்று தெரியவில்லை." ராஜ்: "நாம் நன்கு படிக்கும் மாணவர்கள் தான். அதனால் பயப்படாதே, நன்றாகத்தான் எழுதுவோம்."

(தேர்வின் மதிப்பெண் வந்தது. ராஜ் தன் அம்மா கேட்ட கேள்விக்குப் பதில் சொல்ல முடியாத நிலையில் கைபேசியைப் பார்த்துக் கொண்டிருந்தான்.)

அப்போது ராஜ் வீட்டிற்கு கவின் வந்தான்.)

கவின்:(ராஜின் அம்மாவிடம்) "அவன் நன்றாகத் தேர்வு எழுதியதாகச் சொன்னான்." ராஜ்: "அது எப்படிடா நீ என்னை விட அதிகமாக மதிப்பெண் எடுத்தாய்? இருவரும் சேர்ந்துதானே படித்தோம்?" கவின்: "எனக்கு என்ன பதில் சொல்வது என்று தெரியவில்லை."

முடிவுரை

அம்மா (ராஜ்): "உனக்கு நான் கைபேசி வாங்கித் தந்தது தான் மிகப்பெரிய தவறு. அது கிடைத்ததிலிருந்து நீ சரியாகப் படிக்கவில்லை, என் பேச்சையும் கேட்பதில்லை. நமக்கு மதிப்பெண் மட்டும் அவசியம் இல்லை. பெரியவர்களை மதிக்க வேண்டும், அவர்கள் என்ன சொல்ல வருகிறார்கள் என்பதையும் கவனிக்க வேண்டும்."

(இதை நினைவில் வைத்த இருவரும் 12-ஆம் வகுப்புத் தேர்வில் சிறந்த மதிப்பெண் பெற்று, தங்கள் பெற்றோரைப் பெருமையடையச் செய்தனர்.)

ஜானு ஸ்ரீ சு வகுப்பு பதினொன்று

பழுத்த ஓலையைப் பார்த்துக் குருத்தோலை சிரித்ததாம்

பணிவுடன் செல்

ஒரு சிறு கிராமத்தில் ராமு என்ற முதியவர் வாழ்ந்து வந்தார். அவர் மீது அனைவருக்கும் மிகுந்த மரியாதை மற்றும் பாசம் இருந்தது. வயதாகிவிட்டாலும் தனது சிந்தனையிலும், பேச்சிலும் மிகத் தெளிவாக இருந்தார். அவருக்குச் சொந்தம் கிடையாது, தனியாகத் தமது ஒரே வீட்டில் வாழ்ந்து வந்தார். ஆனாலும் தம்மிடம் இருப்பதைக் கொண்டு சந்தோஷமாக வாழ்ந்து வந்தார்.

ஒரு நாள் மாலை, ராமு தமது வீட்டின் மாமரத்தின் கீழ் உட்கார்ந்து ஓய்வெடுத்துக் கொண்டிருந்தார். அப்பொழுது ஒரு இளைஞன் தமது வீட்டைத் தாண்டிச் செல்வதைப் பார்த்தார். ராமு மனதிற்குள், "இவனை நம் கிராமத்தில் இதுவரை எங்கும் நான் பார்த்ததில்லையே?" என்று நினைத்தார். திடீரென ராமு எழுந்து, அங்கு செல்லும் இளைஞனை அன்புடன் அழைத்தார். "மகனே ஊருக்குப் புதுசா?" என்று கேட்டார். அந்த வாலிபனும் திரும்பி, "ஆம்" என்று கூறினான். "உனக்கு என்ன உதவி வேண்டுமென்றாலும் என்னிடம் நீ கேள், என்னால் முடிந்தவரை உனக்கு உதவுகிறேன்" என்று அன்புடன் கூறினார் ராமு.

இதைக் கேட்டதும் அந்த வாலிபன் ராமுவைப் பார்த்து ஏளனமாகச் சிரித்தான், மற்றும் கூறினான், "முதலில் நீங்கள் உங்களைப் பார்த்துக் கொள்ளுங்கள், பின்னர் அடுத்தவருக்கு உதவலாம்!" என்று கூறிவிட்டு அங்கிருந்து சென்றுவிட்டான். இதைக் கண்ட ராமு, "நாம் என்ன தீங்கு செய்து விட்டோம், இப்படி ஒரு பையனா!" என்று நினைத்தார்.

அந்த வாலிபனின் பெயர் வாசு. இந்தக் கிராமத்திற்குக் குடிபெயர்ந்து வந்திருந்தான். வாசு அந்தக் கிராமத்தில் வசிக்கத் தொடங்கினான். வாசு எங்கு ராமுவைப் பார்த்தாலும் ஏளனமாகச் சிரித்துக் கேலி செய்தான். ஆனால் இவை அனைத்தையும் ராமு பொருட்படுத்தவில்லை, 'சின்னப் பையன் ஏதோ கூலிகிறான்' என்று நினைத்தார்.

காலங்கள் கடந்தன, பல மாற்றங்கள் அடைந்தன. ராமுவும் காலமானார். ராமுவின் புகழ் ஊரெங்கும் இருந்தது. அவரை அனைவரும் மிகுந்த அன்புடன் பார்த்தார்கள். வாசு இதைப் பொருட்படுத்தவில்லை.

வாசுக்கும் வயதாகி விட்டது. தமது வீட்டின் பனைமரத்தின் கீழ் உட்கார்ந்து ஓய்வெடுத்துக் கொண்டிருந்தார். அவர் வீட்டைத் தாண்டி ஒரு வாலிபன் சென்றான். அவனைக் கூப்பிட்டு, ஏளனமாகக் கேட்டார், "என்ன தம்பி இந்தப் பக்கம்?" என்றார். இதைக் கண்ட வாலிபன், "உங்களுக்கு இது தேவையில்லாத விஷயம்" என்று கூறி அங்கிருந்து சென்றுவிட்டான். அப்பொழுதுதான் வாசுவின் நினைவுக்கு ஒன்று வந்தது.

"பழுத்த ஓலையைப் பார்த்துக் குருத்தோலை சிரித்ததாம்." தானும் முதலில் இங்கு வரும்போது ஒரு பெரியவரைப் பார்த்துச் சிரித்தோம். இப்பொழுது என்னையும் பார்த்து ஒரு வாலிபன் சிரிக்கிறான் என்று உணர்ந்து கொண்டார். ராமு கிராமத்தின் அனைவரின் அன்புக்கும் மரியாதைக்கும் ஆளாகி இருந்தார். நம்மால் அது கூட இயலவில்லையே என்று வருந்தினார். தமது செயலின் வலியை உணர்ந்தார்.

அஷ்டவிதா கி வகுப்பு பதினொன்று



हाथी

हाथी बहुत बड़ा और बलवान जानवर है। हाथी शाकाहारी

जानवर है। हाथी की एक सूंड होती है। वह उससे खाना अपने मुंह में रखता है। तालाब और नदी में जाकर सूंड से पानी लेकर अपने शरीर को धोता है। हाथी के लंबे-लंबे दो सफेद दांत बाहर दिखते हैं। हाथी भगवान की सवारी है।

श्रेयांश
कक्षा - पांचवीं



ऐतिहासिक मस्तानी महल

मेरे पिता, मेरी मां और मैं, हम तीन लोग ऐतिहासिक मस्तानी महल गए थे, जो पुणे में है।

रानी मस्तानी के लिए पेशवा बाजीराव प्रथम ने मस्तानी महल बनवाया था। मस्तानी बाजीराव की दूसरी पत्नी थीं। यह असली मस्तानी महल नहीं है। असली महल को ध्वस्त करके राजा दिनकर केलकर ने मस्तानी महल कहकर एक महल बनवाया था। पेशवा के समय में जो भी वस्तुएं उपयोग करते थे, उनमें से ज्यादातर वस्तुएं इसमें रखीं हैं। लिखावट से लेकर कटार तक। इसमें सारी चीजें मुझे बहुत अच्छी लगीं। बहुत खूबसूरत थीं और हमारे इतिहास को याद दिलाने के लिए बहुत अच्छी चीजें थीं। मस्तानी जिस कमरे में रहतीं थीं उस कमरे के अंदर भी हम गए थे। कुछ अजीब सी खुशबू आ रही थी, जो बहुत अच्छी थी। उस जगह की खामोशी को हम अच्छी तरह से महसूस कर सकते थे।

जब हम बाहर आ रहे थे, तब हमने बाजीराव, मस्तानी और काशीबाई, बाजीराव की पहली पत्नी के बारे में किताबें, इत्र और बहुत सारी और चीजें देखीं थीं। बहुत महंगे तो थे ही, पर अगर हम खरीद लेते हैं, तो जीवन भर तक मुझे इस महल की याद बनीं रहेगी। मैंने एक इत्र खरीद लिया और अगर वह इत्र खाली भी हो जाए, मैं उसको फेंकूंगी नहीं।

मस्तानी कहकर एक इत्र हमने खरीद लिया। दुकान वाले ने कहा कि, मस्तानी के साथ जो भी खुशबू जुड़ी हुई थी, वही खुशबू इस इत्र से आएगी। यह बात सच थी। इसकी खुशबू काफी अलग है और अच्छी भी है। अभी भी मैं उस इत्र का प्रयोग करती हूँ। मैं बहुत खुश हूँ कि मैं यहां आई और मुझे यह जगह बहुत अच्छी लगी।

तेजस्वी
कक्षा ग्यारहवीं

क्रिसमस

क्रिसमस का त्योहार रंगों, परंपराओं और खुशियों से भरी धुनों के साथ आता है। कई जगहों पर लोग अपने घरों को चमकती लाइटों, सितारों से सजाते हैं। उपहार दिए जाते हैं, केक बनाते हैं। सांता क्लास बच्चों को तोहफे देते हैं, जो प्रेम और खुशियां फैलाता है। क्रिसमस मुख्यतः ईसाइयों द्वारा मनाया जाता है। यह एकता, प्रेम और आनंद का उत्सव है, इसलिए मुझे क्रिसमस बहुत पसंद है।

कनिष्का
कक्षा - छठवीं

डायरी लेखन

5 नवंबर 2025

इस दिन मेरे चचेरे भाई के घर में एक बिल्ली आ गई। बिल्ली का नाम स्काई था। स्काई एक अच्छी बिल्ली है। वह गली में रहती है, इसलिए वह घर के बाहर रहती है। स्काई एक मनमोहक बिल्ली है। निडर और बहुत बुद्धिशाली थोड़े सफेद रंग की बिल्ली है। मैंने स्काई को छूकर देखा। मैंने स्काई के लिए एक उपहार भी खरीदा है। स्काई को मेरा उपहार बहुत पसंद है।

6 नवंबर 2025

इस दिन गूगल क्लासरूम में चित्रा दीदी ने तीन दिन की डायरी को एक A4 शीट में लिखने का गृह कार्य दिया। मैंने अगले दिन दीदी से एक प्रश्न पूछा था। इस दिन प्रोजेक्ट प्रेक्टिस थी। हमारा प्रोजेक्ट वन्य पशु पक्षियों के बारे में था। हमारा प्रोजेक्ट अगले दिन 7 नवंबर को था।

7 नवंबर 2025

इस दिन हमारा प्रोजेक्ट था। मेरी मां और मेरे पिता स्कूल आ गए थे। मेरी मां ने कहा, "तुम्हारा प्रोजेक्ट अच्छा था।" मेरे पापा, नीरव की मां, नीरव की बहन और नीरव को उनके घर छोड़ आए। आज का दिन बहुत अच्छा रहा।

जे. दक्षिण अजय
कक्षा- सातवीं



ढूढा पत्थर मिला सोना

आज मेरी छुट्टियों का आखिरी दिन है। 4 साल से यहां आ रही हूं और अभी तक एहसास नहीं हुआ है कि 3 महीने के बाद मैं तो यहां आना ही छोड़ दूंगी।

जब मैं 3 साल की थी, तब मेरी मां ने कहा था कि, मेरी दीदी का PTM है तो स्कूल जाना है। अच्छा, इसमें क्या बड़ी बात है, मैंने सोचा, सिर्फ गाड़ी में ही तो बैठना है ना?

पर एक 3 साल की बच्ची क्या जाने? छोटी है, ईमानदार है, मासूम है। भगवान उसकी मदद करे।

इस तरह मेरी मां ने मुझे जबरदस्ती स्कूल भेज दिया। मैं रो-रो कर थक गई थी।

मेरी मां ने मुझे धोखा दिया था। धीरे-धीरे मैंने रोगा बंद कर दिया और मुझे स्कूल जाना अच्छा लगने लगा। पता नहीं 17 साल कैसे बीत गए।

जब मैं छठी कक्षा में थी, पूरी दुनिया में एक बड़ा वायरस फैल गया। हमारी ऑनलाइन कक्षाएं शुरू हो गई थीं। लेकिन कैमरे और माइक्रोफोन के पीछे खाना खाना, एक अलग ही तरह का मजा था। 2 साल के बाद जब मैं वापस स्कूल लौटी तो देखा कि मेरी कक्षा के लड़के अब लड़के नहीं रहे, मर्द हो गए थे। सबकी मूर्छें थीं। मैं हैरान हो गई थी, भला यह क्या जादू है!

दसवीं कक्षा में तो बहुत बड़ा सवाल मेरे सामने था। स्कूल छोड़कर जाना है या नहीं? मुझे हमेशा इस बात का डर और चिंता रहती थी कि जब मैं गुडअर्थ स्कूल छोड़ दूंगी तो मैं दुनिया का सामना कैसे कर पाऊंगी? क्योंकि, यह स्कूल ज्यादा सुरक्षित है।

अब मैं 12वीं कक्षा में हूं और मुझे स्कूल में रहने का कोई पछतावा नहीं है, क्योंकि जिन लोगों से मेरी दोस्ती है और जो यादें मैंने बनाई हैं वह मुझे कहीं और नहीं मिलेंगी।

जब मैं पांचवी कक्षा में थी तब मुझे लगा 12वीं कक्षा कितनी अच्छी होगी। कैप्टन बनूंगी, सीनियर रहूंगी, लेकिन मैं गलत थी।

12वीं कक्षा कोई परियों की दुनिया नहीं है। आपका सबसे बड़ा दुश्मन 'एक नंबर' पर आना होगा।

इसके अलावा अपनी कक्षा के किसी अच्छे दोस्त को ज़िन्दगी के लिए लड़ते हुए देखना किसी बुरे सपने से कम नहीं था।

लेकिन मुझे पता है कि ज़िन्दगी में बहुत सारी परेशानियां आती हैं, आती रहेगी और वे गुजर जाएंगी।

मुझे एहसास हो रहा है कि, मैं इस जगह को कितनी याद करने वाली हूं और यह जगह मेरे दिल के कितने करीब है।

पता नहीं 5-10 साल के बाद मैं कहां होऊंगी, पर वापस जरूर आऊंगी।

रिया जे
कक्षा- बारहवीं

CHRISTMAS (2025)



दिवाली

दीपावली भारत का सबसे बड़ा और प्रसिद्ध त्यौहार है।

इसे रोशनी और दीपों का पर्व कहा जाता है। यह त्यौहार कार्तिक अमावस्या को मनाया जाता है। इस दिन भगवान राम 14 साल का वनवास पूरा कर अयोध्या लौटे थे। इस दिन हम अपने घरों को दिए से सजाते हैं। इस रात को सभी पटाखे उड़ाते हैं। इस रात को आसमान जगमगा उठता है। इस दिन देवी लक्ष्मी की पूजा करते हैं। यह अंधकार पर प्रकाश की जीत का पर्व है।

अक्षरा
कक्षा- छठवीं

दैनंदिनी - लेखन

दिसंबर 1 2025

प्रिय दैनंदिनी,

आज मेरा दिन बहुत अच्छा रहा, क्योंकि मेरे प्रोजेक्ट का रिहर्सल था। रिहर्सल बेहद रोमांचक और तनाव पूर्ण था और सभी समूहों के प्रदर्शन देखना भी बहुत उत्साह जनक था।

दिसंबर 2 2025

प्रिय दैनंदिनी,

आज हमारे स्कूल में बारिश की वजह से छुट्टी थी और मैं बहुत खुश और दुखी थी। मैं खुश थी क्योंकि बहुत दिनों के बाद छुट्टी मिली थी और दुखी इसलिए थी क्योंकि, हमें स्कूल की बहुत याद आ रही थी।

दिसंबर 3 2025

प्रिय दैनंदिनी,

आज फिर से भारी बारिश के कारण स्कूल बंद रहा। मुझे बहुत दुख हो रहा है कि मैं अपने प्रोजेक्ट की प्रैक्टिस नहीं कर पाऊंगी और 2 दिन तक स्कूल में अपने दोस्तों से नहीं मिल पाऊंगी।

इनिया
कक्षा - सातवीं



दैनंदिनी लेखन

दिन एक -

मैं सुबह जागी और मैंने हल्का सा व्यायाम किया ताकि तरोताजा महसूस कर सकूं। उसके बाद मैंने नाश्ता किया और थोड़ी देर पढ़ाई की। दोपहर को मैं, परिवार के साथ खरीददारी करने गई। बहुत मजा आया। शाम को मैं, बाहर जाकर खेली। सोने से पहले मैंने अपना स्कूल का बैग पैक किया और फिर सोने चली गई।

दिन दो -

आज मैं थोड़ी देर से जागी, लेकिन फिर भी मैंने अपना व्यायाम पूरा किया। नाश्ता करने के बाद मैं पढ़ाई करने बैठ गई। शाम को मैं थोड़ी देर खरीददारी करने गई। घर वापस आकर मैं थोड़ी देर खेली और जल्दी सो गई।

दिन-तीन -

मैं सुबह जागी और हल्का व्यायाम किया। फिर मैंने खाना खाया और दिन की पढ़ाई पूरी की। उसके बाद मैं कुछ चीजें खरीदने, खरीददारी करने गई। शाम को मैं अपने दोस्तों के साथ खेली। बहुत मजा आया। सोने से पहले मैंने अपना स्कूल बैग पैक किया और आराम से सो गई।

वैभवी

कक्षा- सातवीं

दैनंदिनी लेखन

प्रिय दैनंदिनी,

हमने राजस्थान जाने की योजना बनाई और यह यात्रा बहुत अच्छी थी। नीचे बताया गया है कि, यात्रा के दौरान क्या-क्या हुआ।

पहला दिन -

हम पहले दिल्ली पहुंचे। वहां से हमने राजस्थान का 2 घंटे का सफर किया। हम, मेरे भाई को उसके कॉलेज छोड़ने गए थे। हमने वहां एक दिन रुकने का फैसला किया, ताकि कॉलेज का रजिस्ट्रेशन पूरा हो सके। उसके बाद हम सो गए।

दूसरा दिन -

हम जयपुर गए और रुकने के लिए एक जगह ढूंढी। हम अंबर किला देखने गए और चार घंटे तक उसे देखा। वहां हमें गुफा रास्ता मिला, जो पास के जयगढ़ किले तक जाता था। वह छोटा किला था, इसलिए उसे 2 घंटे में हमने देख लिया। शाम के 6:00 बज गए थे, तो हम होटल वापस आ गए। एक घंटा आराम करने के बाद हमने जयपुर के मशहूर बाजार में दुकानदारी की और फिर सो गए।

तीसरा दिन -

हमने राजस्थान से निकलने का सोचा और हम रेलवे स्टेशन की तरफ गए। स्टेशन बहुत दूर था, इसलिए पूरा दिन सफर में निकल गया। हमें एक और रात राजस्थान में बितानी पड़ी।

मेरी राजस्थान की यात्रा में बस इतना ही हुआ था।

अभी के लिए खुदा हाफिज़, डायरी !

शरभेश

कक्षा- सातवीं

धरती

धरती हमारा घर, हमारा सुंदर घर
हर इंसान का घर, हर जीव -जंतुओं का घर
खूबसूरत घर, हर पशु -पक्षियों का घर
बिना मांगे देती है, धरती
हमारी प्यारी धरती ।

इतने सुंदर घर में, कूड़ा डालते हैं, हम लोग
पानी में जहर डालते हैं,
वायु को प्रदूषित करते, हम लोग
ये सब विकास और टेक्नोलॉजी के नाम पर,
क्या हमें हमारे घर को, इस तरह प्रदूषित करना चाहिए ?

घर साफ करो, बीमारी दूर करो
धरती बचाओ, जीवन बचाओ
धरती हमारा घर, हमारा सुंदर घर

महती
कक्षा दसवीं

आम

आम फलों का राजा है,
यह हरे पीले रंग में होता है
शाम को यह सोने जैसा दिखता है,
आम हर घर के कोने में दिखता है।

आम के पेड़ उगाने में,
बहुत ज्यादा काम नहीं है ।
कोयल, आम के पेड़ में आती है,
और मीठा गाना गाती है।

इसे आइसक्रीम की तरह, खाया जा सकता है,
और रस की तरह भी पिया जा सकता है।
आम खट्टा नहीं है, आम बहुत मीठा है
जवान से लेकर बड़े -बूढ़े लोगों तक,
सभी को यह पसंद आता है।

आम कच्चे भी बहुत अच्छे लगते हैं,
वे पेड़ से, बगीचे के रत्न की तरह लटकते हैं
इसको खाने के लिए, बच्चे -बूढ़े भी तरसते हैं
यह आम सच्ची में बहुत स्वादिष्ट है।

मारिया याळिनी
कक्षा- नवीं

SUPW Activities



Bio enzyme



Bio enzyme



Herbal Garden



Herbal Garden



Bio enzyme



Paper Recycling



Bio enzyme

नीला आसमान

नीला आसमान हमारे ऊपर फैला है,
चमकता सूरज हर दिन रोशनी देता है।

हरे-भरे पेड़ चारों ओर खड़े हैं,
उन पर पंछी खुशी से गाते हैं।

नदी धीरे-धीरे बहती है,
उसका ठंडा पानी प्यास बुझाता है।

रंग-बिरंगे फूल हर जगह मिलते हैं,
उनकी मीठी-मीठी खुशबू हवा में फैलती है।

बारिश की बूंदें टप-टप करके गिरती हैं,
धरती, तानी और खुश हो जाती है।

ठंडी हवा धीरे-धीरे बहती है,
वह सबको अच्छी लगती है।

हरी घास ज़मीन पर उगती है,
इससे धरती और भी सुंदर लगती है।

ऊंचे पहाड़ दूर दिखाई देते हैं,
वे धरती की शोभा बढ़ाते हैं।

साफ़ आसमान में तारे चमकते हैं,
रात को, दुनिया को और भी सुंदर बनाते हैं।

लहरिता
कक्षा- आठवीं



परिवर्तन के पंख

तितली आई रंग बिरंगी,
फूलों पर वह बैठी प्यारी ।
नीले ,पीले ,गुलाबी पंख
लगती है जैसी कोई क्यारी ।

कभी उड़ती धूप के संग,
कभी छुपती छांव के पास ।
धीरे - धीरे फड़फड़ा करती,
भर देती मन में मीठी आस ।

तितली सिखाए खुश रहना,
खुलकर जीना हर एक पल ।
छोटी सी है ,फिर भी कहती,
जीवन है सुंदर और सरल ।

माया
कक्षा- नवीं

प्रदर्शन

कक्षा तीसरी ,चौथी और पांचवी कक्षाओं के लिए इस वर्ष प्रदर्शन का आयोजन किया गया था।

मैं ,जिस समूह में थी, उसका विषय 'पर्वत' था। हमारे समूह की दीदी का नाम रेणुका था । हमें बहुत मजा आया । मेरे समूह के साथी रेवंत और जोहान थे। हमारा विषय 'जानवर और पौधे' था ।फिर हमने इस विषय पर शोध करना शुरू किया । हमने 'मॉडल' बनाना शुरू किया । कुछ दिनों बाद लोग हमारा

प्रदर्शन 'देखने आने लगे । प्रदर्शन के दिन सभी ने हमारे समूह की तारीफ की । यह प्रदर्शन मुझे हमेशा याद रहेगा ।

शिवानी
कक्षा- पांचवी

प्रदर्शन

हमारे विद्यालय में आयोजित प्रदर्शन कार्यक्रम हमारे लिए बहुत ही यादगार अनुभव रहा । हमें अलग-अलग समूहों में बांटा गया था। हमारे समूह का विषय था 'पर्वत'। हमने करीबन 2 महीने तक इस विषय पर मेहनत की और पर्वतों के बारे में गहराई से शोध किया । जानकारी और अनुभव प्राप्त करने के लिए हम 'मरीन किंगडम' और 'रूनो वर्ल्ड' की शैक्षणिक यात्रा पर भी गए ।

हमने पुरानी वस्तुओं से पर्वतों के सुंदर मॉडल बनाएं तथा कई कट -आउट तैयार किए ।

प्रदर्शन के दिन हमने आत्मविश्वास के साथ अपने मित्रों ,शिक्षकों और अभिभावकों के सामने अपने 'प्रदर्शन' को प्रस्तुत किया ।सभी ने हमारी मेहनत की सराहना की। यह कार्यक्रम हमारे लिए एक सफल और अविस्मरणीय अनुभव रहा ।

चह्ति
कक्षा- पांचवी

मेरा परिवार

मेरा एक सुंदर परिवार है। मेरे परिवार में आठ लोग हैं। मेरे दादाजी का नाम कंदसामी है। मेरी दादी जी का नाम कनी है। मेरे नाना जी का नाम ईश्वरन है। मेरी नानी जी का नाम वसंता है। मेरे पिताजी का नाम बालाजी है। मेरी माता जी का नाम वसुकी है। मेरी दीदी का नाम शिवानी है। मेरा नाम निरण्या है। मुझे मेरे परिवार में सभी लोग पसंद है।

निरण्या
कक्षा - चौथी

मेरा पालतू कुत्ता 'जॉनी'

मेरे पालतू कुत्ते का नाम जॉनी है। वह बहुत प्यारा, वफादार और समझदार है। जॉनी हमारे परिवार का एक महत्वपूर्ण सदस्य है। वह हमेशा घर की रखवाली करता है और हमें सुरक्षित महसूस कराता है। उसे गेंद से खेलना और टहलने जाना बहुत पसंद है। जब मैं उदास होती हूँ, तो जॉनी मेरे पास आकर मुझे खुश कर देता है। वह समय पर खाना खाता है और सब की बात मानता है। मुझे जॉनी से बहुत प्यार है।

रिया
कक्षा - आठवीं

मेरा प्रिय त्योहार

दिवाली को रोशनी का त्योहार कहा जाता है। यह भारत में मनाया जाता है। सब लोग सजावट करते हैं और नए कपड़े पहनते हैं। दिवाली अच्छाई की बुराई पर और रोशनी की अंधकार पर जीत का प्रतीक है। इस त्योहार पर लोग मिठाइयां बांटते हैं और अपने परिवार के साथ खुशियां मनाते हैं।

मुझे दिवाली इसलिए भी पसंद है क्योंकि, हम अपने दोस्तों के साथ पटाखे छोड़ते हैं और हमारे सभी रिश्तेदार हमारे घर आते हैं और हमारे साथ मिलकर त्योहार मनाते हैं। अगर हमारे पास समय होता है तो हम बाहर भी जाते हैं और यही कारण है कि मुझे दिवाली पसंद है।

हनीश
कक्षा - सातवीं

मेरा मनपसंद त्योहार

क्रिसमस, मेरा सबसे पसंदीदा त्योहार है। हम क्रिसमस मनाते हैं, क्योंकि यह ईसा मसीह का जन्मदिन होता है। हम क्रिसमस ट्री को लाइट और सजावट के सामानों से सजाते हैं। दोस्तों और परिवार को उपहार देते और लेते हैं और स्वादिष्ट खाना खाते हैं। यह हर साल 25 दिसंबर को मनाया जाता है। सबसे जरूरी है, सबके साथ मिलकर समय बिताते हैं, हंसते हैं और अच्छी यादें बांटते हैं।

सारा
कक्षा - छठवीं



मेरी डायरी

सोमवार 1-12-2025

मैं हमेशा की तरह सुबह 6:00 बजे उठ गई और मैं पाठशाला गई। मुझे पाठशाला में बहुत मजा आया क्योंकि, हमारे प्रोजेक्ट का अभ्यास हो रहा था। पाठशाला से वापस आने के बाद मैंने गृह कार्य किया। इसके बाद मैंने खाना खाया और सो गई।

मंगलवार 2-12-2025

इस दिन बारिश के कारण छुट्टी हो गई। मैंने टीवी देखा और बहुत प्रसन्न थी। हमेशा मंगलवार को मैं, हिंदी कक्षा को जाती हूँ, लेकिन बारिश के कारण कक्षा रद्द कर दी गई। मैंने खाना खाया और सो गई।

बुधवार 3-12-2025

इस दिन भी बारिश के कारण हमारा स्कूल नहीं खुला, इसलिए मैं बहुत देर से उठी। पूरा दिन बहुत उबाऊ था। मैंने कहानी की किताब पढ़ी और सो गई।

अक्षरा
कक्षा - सातवीं

यह मौसम है

यह मौसम है,
खिलते हुए फूलों
और गुनगुनाती मधुमक्खियों का

यह मौसम है
गरम धूप
और ताजी हरी पत्तियों का

यह मौसम है
चमकीले रंगों
और, और भी उजले आसमानों का

यह मौसम है
उम्मीद, खुशियों और ढेर सारे प्यार का

यह मौसम है
धूप और गर्माहट का
ठंडी हवा, नीले समुद्र और धूप भरे दिनों का
सभी पशु -पक्षियों और धूप से भरे पेड़ों का
बादल रहित आसमान और छोटी रातों का
यादों, मस्ती और ढेर -सारी हंसी का

यह मौसम है
बरसाती दिनों का
गीली पत्तियों और खुश पेड़ों का
जल पक्षियों, पानी से भरे गड्ढों और कीचड़ का
रंग -बिरंगी छतरियों, मोटे स्वेटरों और बरसातियों का
ताजगी, छुट्टियों और जीवन के उत्सव का

ठंडी रातों और क्रिसमस की रोशनी और केक का
त्योहारों के माहौल और खुशी भरी रातों का
खुशहाल मौसम और पारिवारिक मुलाकातों का
कृतज्ञता, जश्न और ढेर सारे उपहारों का

संहिता योगेश
कक्षा - आठवीं

शतरंज का सफर

मेरे शतरंज के सफर की शुरुआत 8 साल की उम्र में हुई, जब मेरी मां ने मुझे इस खेल की पहली सीख दी। जो शुरुआत एक साधारण खेल के रूप में हुई थी, वह जल्द ही एक गहरे जुनून में बदल गई।

एक साल तक केवल मनोरंजन के लिए खेलने के बाद मुझे एहसास हुआ कि, मैं अपनी क्षमताओं को एक बड़े मंच पर रख सकता हूँ। मैंने घर पर ही पूरी लगन से अभ्यास किया और अंततः पेशेवर शतरंज की दुनिया में कदम रखा।

मेरे जीवन के सबसे गौरवपूर्ण क्षणों में से एक था, अपनी पहली 'फिडे टूर्नामेंट' में भाग लेना और अपनी अधिकाधिक 'रेटिंग' प्राप्त करना।

तब से आज तक शतरंज मेरे जीवन का एक अटूट हिस्सा बन गया है। एक ऐसा खेल जिसका, मैं हर दिन अभ्यास करता हूँ और आनंद लेता हूँ।

बृजेश
कक्षा- सातवीं

हिंदी परियोजना - वन्य जीवन

अक्टूबर माह की शुरुआत में हमें वन्य जीवन पर आधारित हमारी परियोजना के बारे में बताया गया था। मैं हिंदी समूह में थी। हमने 'हम पंछी उन्मुक्त गगन के' नामक कविता का गायन किया। इस कविता के कवि डॉक्टर शिवमंगल सिंह सुमन हैं। हमने और भी बहुत कुछ किया। मैं और मेरी सहेली हानू ने इस कविता के आधार पर एक चार्ट बनाया। हमने कागज के पक्षी भी बनाना सीखा। हम शैक्षणिक भ्रमण पर 'वंडलूर चिड़ियाघर' गए थे। मैंने कविता के लिए कीबोर्ड बनाया था। यह एक अच्छा प्रदर्शन था। मैंने इस परियोजना का आनंद लिया।

अपर्णा
कक्षा सातवीं



हिंदी प्रोजेक्ट

नमस्ते! मेरा नाम प्रियम है। मैं आठवीं कक्षा में पढ़ती हूँ।

मैंने हिंदी प्रोजेक्ट में भाग लिया था और हमारा विषय वन्य जीवन था। इस प्रोजेक्ट के दौरान मैंने बहुत कुछ सीखा। इस दौरान मैं और मेरे दोस्तों ने मिलकर चार्ट बनाया। इस चार्ट के द्वारा हमने प्रकृति के विषय में सजगता उत्पन्न करने की कोशिश की।

हमारा लक्ष्य यह था कि हम लोगों को प्रकृति, वन्य जीवन का महत्व बताएं और उनको सुरक्षित रखने को प्रेरित करें। हम सब ने मिलकर प्रकृति के विषय में बहुत सारी खोजें कीं। हमने कागज से तोता पक्षी बनाना भी सीखा। वन्य प्राणियों के वीडियो देखकर अपना ज्ञान बढ़ाया।

हमने पक्षियों की आजादी से संबंधित एक प्यारी सी कविता भी सीखी और सबके सामने उसे प्रस्तुत भी किया।

सभी को कविता सुनकर बहुत आनंद आया। हमने प्रकृति के महत्व को पहचाना। उसको सुरक्षित रखने में ही हम सब की भलाई है। सभी जीवों को सुरक्षित रखना हमारा कर्तव्य भी है। सभी को स्वतंत्र रहने का पूरा हक है। यह बहुत ही उत्तम अनुभव रहा।

प्रियम
कक्षा- आठवीं

होली

होली रंगों का त्यौहार है। यह त्यौहार बसंत का स्वागत करने के लिए मनाया जाता है। यह आमतौर पर मार्च के महीने में मनाया जाता है। यह दो दिन का त्यौहार है। लोग एक-दूसरे पर रंग फेंकते हैं और अपनी खुशी साझा करते हैं। यह त्यौहार भारत के विभिन्न प्रांतों में मनाया जाता है। लोग एक-दूसरे के घर जाते हैं और रंगों के साथ खेलते हैं। होली रंगों से भरा त्यौहार है।

प्रिशा
कक्षा- छठवीं



एगमोर संग्रहालय

हम कक्षा छठवीं के छात्र शनिवार 7 फरवरी को 'एगमोर संग्रहालय' की शैक्षणिक यात्रा पर गए थे। वहां पहुंचने के बाद हम लोग अंदर गए।

सिंधु घाटी सभ्यता का विभाग बंद था। पुरानी मूर्तियों को हमने ground floor (भूतल) में देखा। पहली मंजिल में कुछ Carvings को देखा और कुछ मूर्तियों को देखा।

चोल, पांड्य राजाओं की कहानी लोहे की पतली पत्तियों पर लिखी हुई थीं। फिर हम Coin gallery गए। वहां बहुत साल पुराने सिक्के रखे हुए थे। उस संग्रहालय में काम करने वाला एक कर्मचारी कांच की बनी वस्तुओं के ऊपर हाथ रखने को हमें मना कर रहे थे। हमें वहां बहुत मजा आया।



प्रद्युम्न चोला
कक्षा - छठवीं

तोलकापीयम पूंगा

हम शनिवार 7 फरवरी को 'तोलकापीयम पूंगा' गए थे, जो चेन्नई में है। हम पूंगा के अंदर गए और गाइड से मिले। 'पूंगा' तमिल शब्द है, जिसका अर्थ है 'बगीचा'। गाइड ने 30 मिनट तक हमें पेड़ों के बारे में जानकारी दी। फिर हमने एक मंदिर के पास मछली पकड़ना देखा। हम सब ने फोटो लिए। उसके बाद हम लोग एक बगीचा देखने गए। उधर कुछ समय हम खेल रहे थे। फिर हमने एक View Point देखा। हम एक बड़े Gallery के अंदर मछली देखने के लिए गए। वहां हमने एक बोतल के अंदर रखी मछलियों को देखा। हमें बहुत सी जानकारियां मिलीं। फिर हम लोग अपने विद्यालय की बस से घर वापस आ पहुंचें। यह शैक्षणिक यात्रा हमारे लिए बहुत ही ज्ञानवर्धक रही।

युगन
कक्षा- छठवीं



मेरा विद्यालय

मेरे विद्यालय का नाम गुड अर्थ है। मैं LKG से इसी विद्यालय में पढ़ रहा हूँ। मेरे विद्यालय की प्रधानाचार्या मीना दीदी हैं। मेरा विद्यालय नदुवीर पट्टू गांव में है। विद्यालय के पीछे एक बड़ा मैदान है। मेरे विद्यालय में विद्यार्थी ज्यादा नहीं हैं। मेरे विद्यालय में 'यूनिफार्म' नहीं है। उसके बदले हम लोग रंगीन कपड़े पहनते हैं। हम सब विद्यालय की बस में सफर करते हैं। हमारे विद्यालय में एक सुंदर गौशाला है। उस 'गौशाला' में 19 गायें हैं। दूसरे विद्यालयों से अलग, हमारे विद्यालय में, प्राकृतिक माहौल है। हमारे विद्यालय में हम जो खाना खाते हैं, वह हमारी अपनी खेती की जमीन पर उगाया जाता है। हमारे विद्यालय में एक बड़ा पुस्तकालय है। हमारे विद्यालय के दो मुख्य भवन हैं। एक है, 'अक्षरा' और दूसरा 'वाक्या' भवन है। अक्षरा भवन में Pre-KG से पांचवी तक की कक्षाएं हैं, और वाक्या में छठवीं कक्षा से लेकर 12वीं तक की कक्षाएं हैं। हमारे विद्यालय में बहुत सारे त्यौहार मनाए जाते हैं। इसके अलावा हमारे विद्यालय के कुछ मुख्य कार्यक्रम - कलो उत्सव, क्रीडोत्सव, वर्णम, परियोजना और प्रदर्शन के कार्यक्रम भी हर वर्ष आयोजित किए जाते हैं। हम सभी विद्यार्थी इन सभी कार्यक्रमों में भाग लेते हैं और बहुत प्रसन्न होते हैं। मुझे अपना विद्यालय बहुत पसंद है।

प्रणव साई
कक्षा- छठवीं

मोर

मोर भारत का राष्ट्रीय पक्षी है। मोर एक सुंदर पक्षी है, मोर के सिर पर कलगी होती है। मोर के पंख लंबे और बड़े होते हैं। उसके पंखों में छोटी-छोटी आकृतियां बनीं होती हैं। मोर की गर्दन चमकदार और गहरे नीले रंग की होती है।

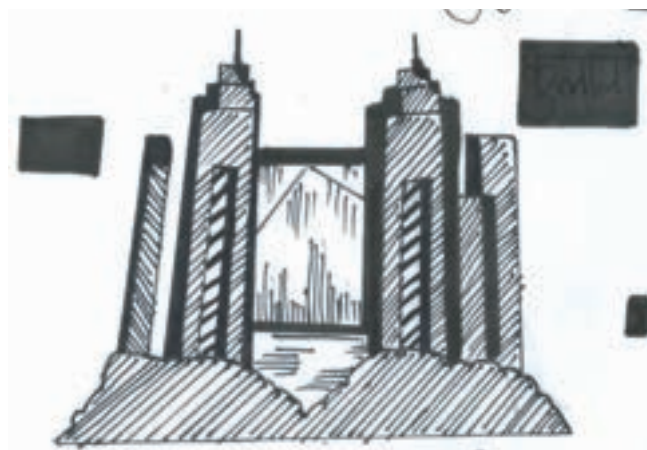
नहुना
कक्षा - चौथी

मलेशिया यात्रा

मैं अपने परिवार के साथ छुट्टियों में मलेशिया गया था। मलेशिया की राजधानी कुआलालंपुर है। मलेशिया में बहुत सारी जगहें देखने लायक हैं। हमने मुरुगन मंदिर, बाटू गुफाएं देखीं। हम कुआलालंपुर गए और मेरे पिता के दोस्त के घर ठहरे।

मैंने वहां बहुत सारे कबूतर देखे। मलेशिया में मुझे एक भी कुत्ता दिखाई नहीं दिया। हम लोग मलेशिया में 5 दिन तक रहे।

मैं और मेरे परिवार ने Twin tower देखा। मलेशिया का मेरा अनुभव बहुत अच्छा रहा।



सूर्या . के .
कक्षा- पांचवी

प्रतिबिंब

प्रतिबिंब नाम है ,विद्यालय पत्रिका का ,
माध्यम है यह, शिक्षक और छात्रों की अभिव्यक्ति का ।

झलकती इसमें सब की प्रतिभा ,
निखरती सबके व्यक्तित्व की आभा ।

प्रस्तुत करती है यह, विद्यालय की झांकी,
नहीं रह गया शेष, कोई क्षेत्र इसमें बाकी ।

क्रीडा क्षेत्र हो या कला क्षेत्र,
होता इसमें, सभी का उल्लेख ।

अंग्रेज़ी ,हिंदी हो या तमिल,
तीनों भाषाएं इसमें हैं ,शामिल ।

दिया जाता है ,इसमें तीनों को स्थान ,
रखा जाता है, भाषा की गरिमा का ध्यान ।

विद्यालय पत्रिका है ,एक ऐसा दर्पण ,
जिसमें दिखता कल्पनाओं ,भावों का समर्पण ।

‘अक्षरा’ का हो या ‘वाक्या’ का उद्घोष,
प्रतिध्वनित होता है इसमें,
दोनों का जय घोष ।

प्रतिबिंब है एक ऐसा उपवन,
जिसमें खिलते हजारों सुमन ।

वृक्ष- विहीन ,ना हो यह धरातल,
विद्यालय पत्रिका अब हो गई डिजिटल ।

चित्रगंधा
हिंदी अध्यापिका





Varun Nandan S - Class I



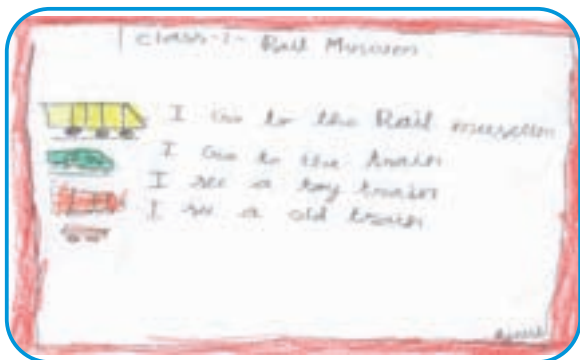
Rhea Michelle A - Class I



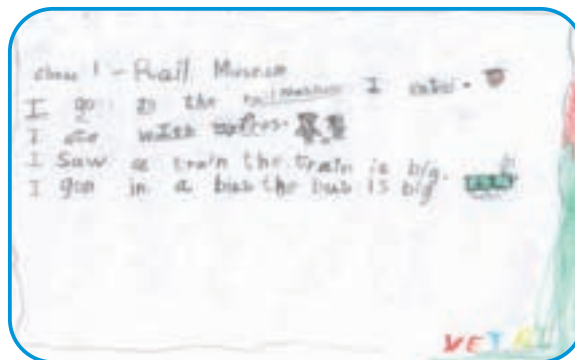
Prajith S - Class I



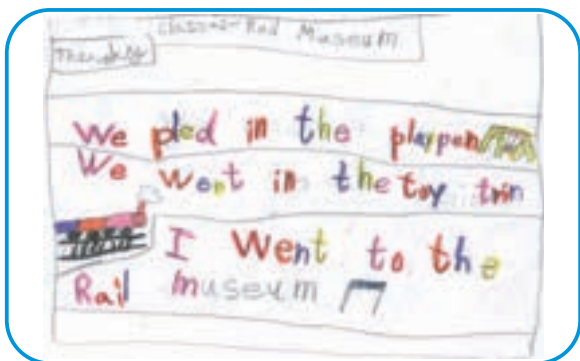
Mishti - Class I



Ajeesh K - Class I



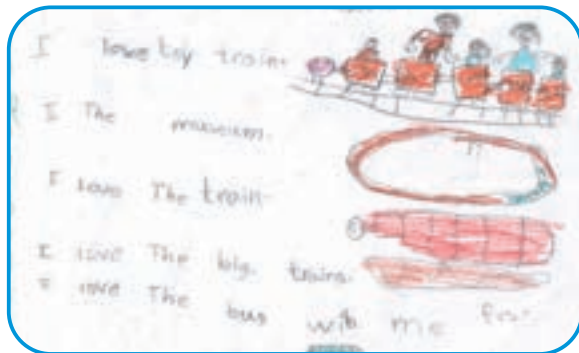
Vetri Maaran Anbudayar A L - Class I



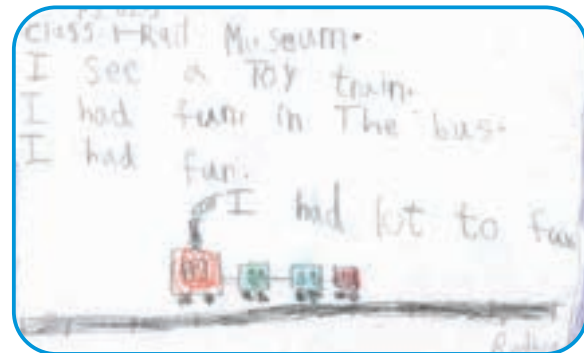
Thevaky B Rajkumar - Class I



Nevan V - Class I



Lakshna R M - Class I



Rudhra A Kartha - Class I



Sanvika S - Class I



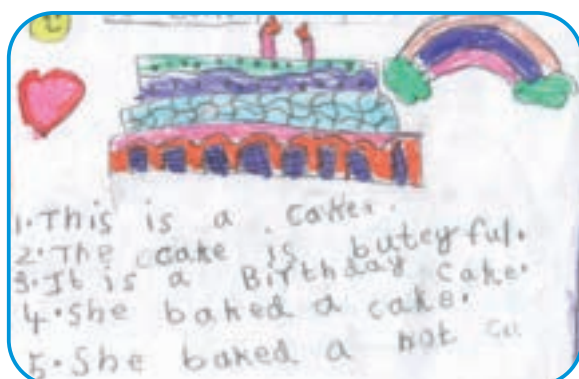
Sowrya Kora - Class I



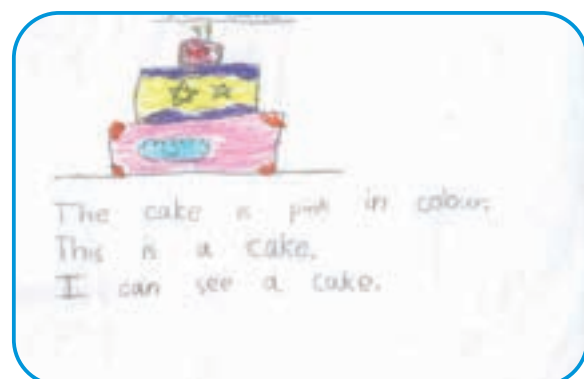
Koshika - Class I



Mukundh Ganesh - Class I

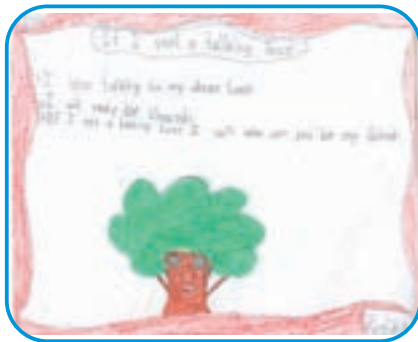


Navira B Arunkumar - Class I

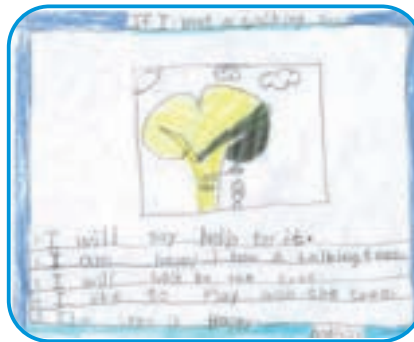


Taara V - Class I

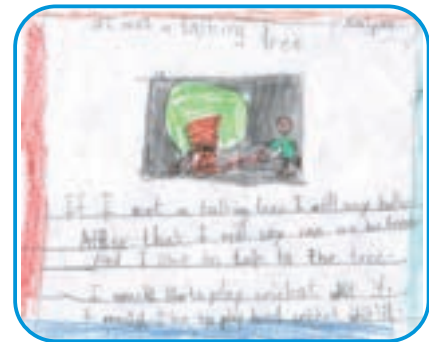
If I met a talking tree.....



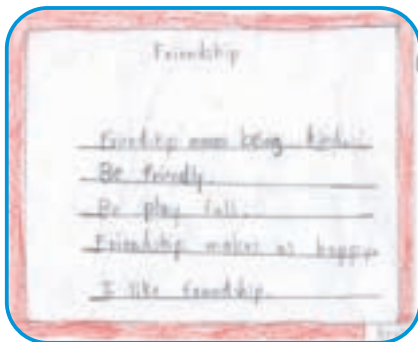
Pratika E - Class II



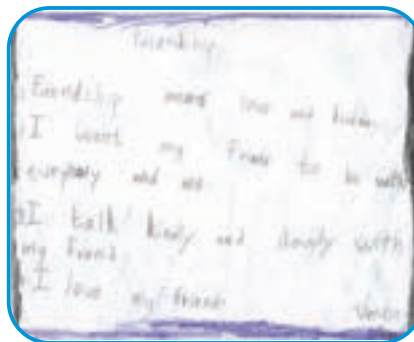
Aadhav V S - Class II



Kalyan Kumaraaswamy R S - Class II



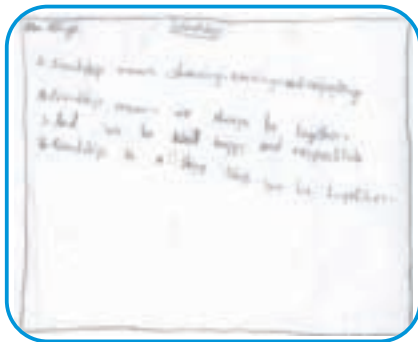
Arvin Rakesh - Class II



Venba E S - Class II



Ajitesha D - Class II



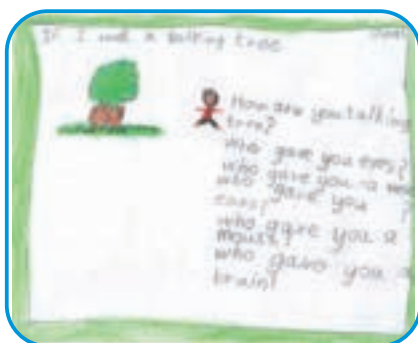
Pon Athiya J - Class II



Mirfath Zaara - Class II

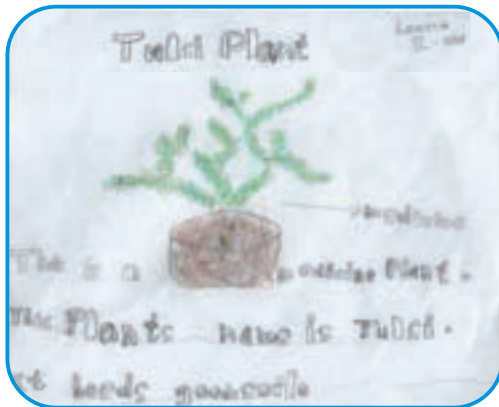


Diya Raghavedra - Class II



Dipalishri Jagadhish - Class II

My Favourite plant / tree in our school campus



Leena Pragadhi Prasath - Class II



Priyanka R - Class II



Sidarth M - Class II



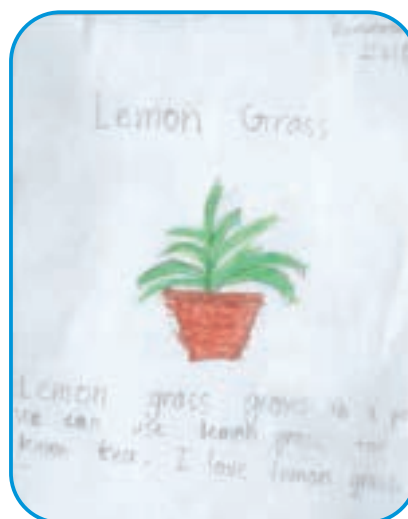
Zunairah Amjad - Class II



Hirdhay N - Class II



Sharvesh V - Class II



Vinnurathan Aarish - Class II

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Good Earth School
Naduveerapattu



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Dakshiin R M | Pranav Mukundan | Navneet S | Elankadhir Gunasekaran

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Roopika Venkatkumar | Rhea J Maliampurackal | Pranita P | Ms. Anitha K | Ms. Madhavi P

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Monisha K S | Hasini Adaikkammai A | Hazel Andrea S | Zaha Ahmed Z | Zyda Leah Devaraj

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Ms. Rajeshwari Bharani Dharan | Ms. Meena T | Mr. Ganapathy P | Ms. Kavitha Mohan
Ms. Daisy Rajan | Mr. Suresh Kumar C | Ms. Padma Priya Prameela Kumary P

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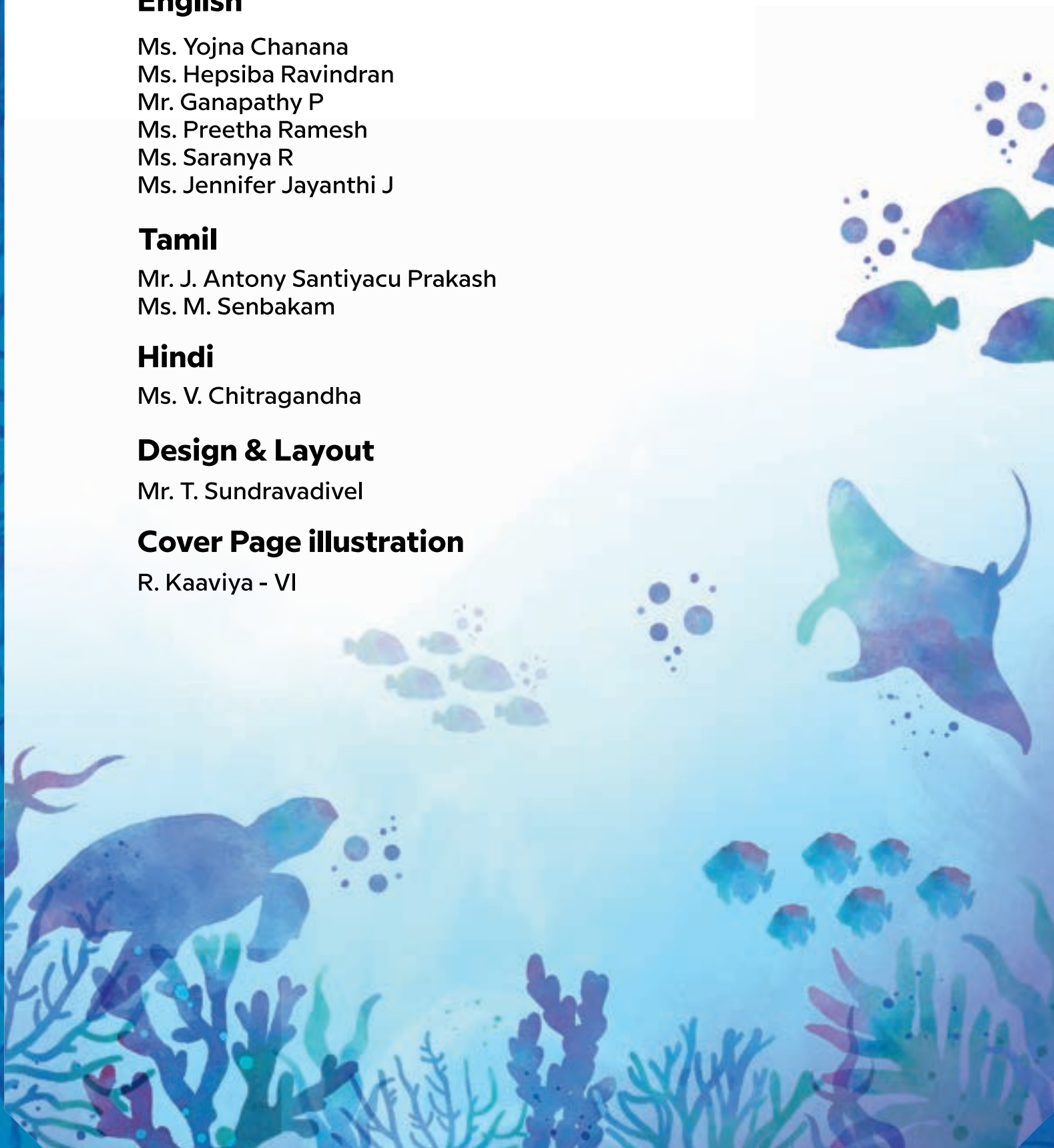
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