

Narottam



RAMAKRISHNA MISSION SCHOOL
NAROTTAM NAGAR, ARUNACHAL PRADESH



RAMAKRISHNA MISSION SCHOOL :: NAROTTAM NAGAR

DIST. TIRAP :: ARUNACHAL PRADESH

CLASS - XII OUTGOING STUDENTS (2025-26)



Be Good, Do Good



LEFT TO RIGHT

1st Row : TAHJON WANGPAN, KIMMUN KHMUN, LOD NITING, TOMO TASO, NANGLOM NAMATI, TALLING DAVID SIRAM, NYALI ETE, MARNYA LOYA, DAKBOM JIRLING DAI, TAI PACHO AND MICHI HALLEY.

2nd Row : DANWANG MEMA, NGONGSEY SUMNIYAN, MINGKAP NGEMU, DUNYI BAYOR, GODI HAI, NADA TAKSING, KAMSONG SIKSA, CHAUWANG WANGSU, GAMDO LEGO, WANGNOK KUKHO, RAKJUM MARA AND ABU TAYENG.

3rd Row : MIGAM GAMKAK, DUYU GRAYU, MICHI CHILIYANG, MISSO TAGIA, SWAMI RITAPATHANANDA, SWAMI ACHYUTESHANANDA, SWAMI JNEYANANDA, BR. BHUDEVACHAITANYA, TONPHO WANGSU, RANGMO MOME RANTO, ANIRBAN BANERJEE AND HAGE MALLO.

Narottam

*WHAT IS EDUCATION? IS IT BOOK-LEARNING? NO. IS IT DIVERSE KNOWLEDGE? NOT EVEN THAT.
THE TRAINING BY WHICH THE CURRENT AND EXPRESSION OF WILL ARE BROUGHT
UNDER CONTROL AND BECOME FRUITFUL IS CALLED EDUCATION.*

- Swami Vivekananda



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Foreword

We stand today at a turning point in educational history. For the first time, children can summon vast knowledge, polished essays, and ready-made solutions with a single tap. Artificial Intelligence has entered classrooms, study tables, and even conversations among friends. This new presence is powerful-yet, like all powerful tools, it brings both promise and peril.

AI can be a brilliant companion. It can explain complex ideas simply, open windows to the world, and make learning joyful. But when used without reflection, it can quietly replace our own thinking. The danger is not that machines will become more intelligent; the danger is that we may become less attentive, less curious, and less original. Creativity cannot be downloaded. Understanding cannot be outsourced. Character cannot be copied.

Originality is born from the inner struggle to express one's own thoughts. It grows when we make mistakes, try again, observe deeply, and arrive at insights that are uniquely ours. When students let AI think for them instead of think with them, something subtle and precious is lost-their personal voice.

This magazine symbolizes the opposite. It is proof that young minds still dare to express, imagine, question, and create. Every article, poem, photograph, and sketch in these pages carries a fingerprint of individuality. The future will belong not to those who use AI the most, but to those who use it wisely-as a lamp, not a crutch; as a guide, not a substitute.

We wish our students to stand out by their sincerity, steadfastness and the hunger to excel. We expect our teachers to be the best mentors of our students and help them bring out their best. We request our learned friends and guardians help us enhance our dedication and commitment to the future generations of Arunachal Pradesh and beyond.

We convey our gratitude to Govt. of Arunachal Pradesh, MoTA, GoI (New Delhi), all generous donors, local administration for the excellent support.

May we all achieve together a better future for our nation.

Narottam Nagar
19 December 2025

Swami Achyuteshananda
Secretary

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Academic Achievement at a Glance - 2024-25

Highest Marks in Subjects in AISSC (Class XII) and AISS (Class X) Examination

Conducted by CBSE, New Delhi in March 2025

| CLASS-XII | Subjects | No. of students who have secured Star Marks (Above 75%) | Highest Marks scored by | Highest Marks |
|------------------|----------------------------|---|-------------------------------|---------------|
| | <i>ENGLISH CORE</i> | 20 | TEAPHANG KHOISIA & TOJO BAGRA | 95 |
| | <i>MATHEMATICS</i> | 05 | TEAPHANG KHOISIA | 96 |
| | <i>PHYSICS</i> | 04 | TOJO BAGRA | 92 |
| | <i>CHEMISTRY</i> | 10 | TEAPHANG KHOISIA | 98 |
| | <i>BIOLOGY</i> | 15 | TEAPHANG KHOISIA | 92 |

| CLASS-X | Subjects | No. of students who have secured Star Marks (Above 75%) | Highest Marks scored by | Highest Marks |
|----------------|-------------------------------------|---|---------------------------------|---------------|
| | <i>ENGLISH LAN. AND LIT.</i> | 32 | WANGSON WANGLEE RONRANG | 97 |
| | <i>HINDI -B</i> | 23 | TADDING APING PERTIN | 97 |
| | <i>MATHEMATICS</i> | 09 | NOKGO NGODAM | 99 |
| | <i>SCIENCE</i> | 07 | WANGSON WANGLEE RONRANG | 88 |
| CLASS-X | <i>SOCIAL SCIENCE</i> | 27 | NOKGO NGODAM & CHOAKWANG WANGSU | 98 |

FIRST POSITION

| CLASS | NAME OF THE STUDENTS | % OF MARK |
|-------|---|------------------|
| XI | Michi Halley & Nyali Ete | 90.00% |
| X | Nokgo Ngodam | 86.33% |
| IX | Doni Bagra | 87.03% |
| VIII | Senja Sibong Singpho - both School & APSB | 87.96 % & 92.20% |
| VII | Karma Tashi Khrimey | 90.29% |
| VI | Moining Ngongkhum | 90.12% |
| V | Annesh Choudhury - DS (School) | 92.82% |
| | Bwangpha Suyang (APSB) | 93.50% |
| IV | Wangsut Kamhoa | 94.27% |
| III | Nabam Kcorlin | 93.78% |
| II | Wamin Sumpa | 96.40% |
| I | Moinat Suyang | 97.28% |

SECOND POSITION

| CLASS | NAME OF THE STUDENTS | % OF MARK |
|-------|----------------------------------|----------------|
| XI | Mingkap Ngemu | 86.20% |
| X | Wangson Wanglee Ronrang | 82.54% |
| IX | Dibe Gyadi | 86.04% |
| VIII | Yeshe Norbu - both School & APSB | 87.90% & 91.80 |
| VII | Wangpho Wangsa | 89.07% |
| VI | Ramhang Tonrang | 89.79% |
| V | Abo Wangsa (School) | 90.75% |
| | Annesh Choudhury - DS (APSB) | 92.25% |
| IV | Ganggu Lammaty | 93.33% |
| III | Wasam Ngemu | 93.05% |
| II | Paiwang Lowang - DS | 90.50% |
| I | Manjaw Wangsu | 94.08% |

THIRD POSITION

| CLASS | NAME OF THE STUDENTS | % OF MARK |
|-------|---|-----------------|
| XI | Abu Tayeng & Ngongsey Sumniyan | 86.00% |
| X | Tadding Aping Pertin | 81.00% |
| IX | Manashjyoti Dutta - DS | 84.71% |
| VIII | Leyu Pelex Nilling - - both School & APSB | 83.11% & 88.60% |
| VII | Kaling Ngupok | 84.80% |
| VI | Sumit Lama - DS | 86.34% |
| V | Tejam Wangsu (School) | 90.08% |
| | Shreyansh Vishwakarma - DS (APSB) | 91.00% |
| IV | Chou Walikcham Choutang | 91.97% |
| III | Kelvin Kri | 92.42% |
| II | Ahpro Mihu | 90.48% |
| I | Kranong Tikhak | 93.78% |

RECIPIENT OF AWARDS : 2025-26

| Sl. No | Name of the Award | Value in Rs. | Awardee |
|--------|---|--------------|--------------------------------|
| 1. | Governor's Award for aggregate Highest Marks Class X school Examination 2024-25 | 2000/- | NOKGO NGODAM - 86.33 |
| 2. | Sarada Devi Award for aggregate highest Marks during the last academic year in Class V (School Exam. result) | 1000/- | ANNESH CHOUDHURY |
| 3. | Sri Ramakrishna Memorial Awards for Highest Marks (in individual subject) in Class X School Examination: | | |
| | English | 1000/- | NOKGO NGODAM - 69.0 |
| | Hindi | 1000/- | TADDING APING PERTIN - 66.6 |
| | Mathematics | 1000/- | WANGSON WANGLEE RONRANG-71.2 |
| | Science | 1000/- | NOKGO NGODAM - 71.3 |
| | Social Science | 1000/- | NOKGO NGODAM - 72.3 |
| 4. | Swami Vivekananda Memorial Essay Competition Prizes in 2025-26 | | |
| | First Prize | 2500/- | MISSO TAGIA - XII |
| | Second Prize | 2000/- | CHOAKWANG WANGSU - XI |
| | Third Prize | 1500/- | KARMA MINDU SONA - XI |
| 5. | Swami Vivekananda Birth Sesquicentennial Award. (for securing 1st, 2nd & 3rd Position in Class X (AISSE, 2025) conducted by CBSE | 5000/- | NOKGO NGODAM - 93.40 |
| | | 5000/- | WANGSON WANGLEE RONRANG- 92.00 |
| | | 5000/- | CHOAKWANG WANGSU-90.00 |
| 6. | Golden Jubilee Award for Teachers: RAMAKRISHNA MISSION SCHOOL | | |
| | PGT | 7000/- | RAHUL MAHATO |
| | TGT | 6000/- | SUSANTA SINHAMAHAPATRA |
| | PRT | 5000/- | KRISHNA PRASAD MANDAL |
| | RKMSARADA VIDYALAYA | 4000/- | JULEE DAS |
| 7. | Golden Jubilee Award for Warden | 4000/- | DAWA TAMANG |
| 8. | Swami Vivekananda 150th Birth Anniversary Award for Office Staff for good behaviour & performance. | 5000/- | BIDYUT SINHA |
| 9. | "SAHAYAK AWARD" in memory of Late Mrinal Kumar Sengupta Ex. Senior Teacher, for GDA Staff for good behaviour & performance. | 3000/- | RATAN GUPTA |
| | | 3000/- | RAJESH TANTI |
| | | 3000/- | BIJIT GUWALA |
| | | 3000/- | SURESH TELI |
| | | 3000/- | ARJUN GAR |

**WINNERS OF ANNUAL SPORTS AND GAMES
HELD IN THE SESSION : 2025-26**

INFANT GROUP

| Sl. No. | EVENTS | NAMES | POSITIONS |
|---------|---------------------|---------------------------|-----------|
| 1. | 50 Mtrs. Race | Mst. Chow Lankhun Singkai | First |
| | | Mst. Linhang Tesia | Second |
| | | Mst. Phushang Shangham | Third |
| 2. | Arithmetic Race | Mst. Linhang Tesia | First |
| | | Mst. Moinat Suyang | Second |
| | | Mst. Ngongjat Phuksa | Third |
| 3. | Marble & Spoon Race | Mst. Kampong Lama | First |
| | | Mst. Ahidi Mimi | Second |
| | | Mst. Jinwang Socia | Third |

SUB-JUNIOR GROUP

| Sl. No. | EVENTS | NAMES | POSITIONS |
|---------|----------------|------------------------|-----------|
| 1. | 75 Mtrs. Race | Mst. Tephana Hatcha | First |
| | | Mst. A. Ponpha Wangnow | Second |
| | | Mst. Wasam Ngemu | Third |
| 2. | Cock Fight | Mst. Tephana Hatcha | First |
| | | Mst. Hangren Kuma | Second |
| | | Mst. Kimong Homnyu | Third |
| 3. | Late to School | Mst. Kimong Homnyu | First |
| | | Mst. Tang Agam | Second |
| | | Mst. Dongkiong Tali | Third |
| 4. | Long Jump | Mst. Tephana Hatcha | First |
| | | Mst. Wasam Ngemu | Second |
| | | Mst. Riwang Lowang | Third |

JUNIOR GROUP

| Sl. No. | EVENTS | NAMES | POSITIONS |
|---------|----------------|---------------------|-----------|
| 1. | 100 Mtrs. Race | Mst. Shilet Janpi | First |
| | | Mst. Donwang Lowang | Second |
| | | Mst. Neeraj Chetry | Third |

| Sl. No. | EVENTS | NAMES | POSITIONS |
|--|------------------------|--|-----------|
| 2. | High Jump | Mst. Monghap Tangdong | First |
| | | Mst. Sumhun Lammaty | Second |
| | | Mst. Roanwang Wangno | Third |
| 3. | Long Jump | Mst. Monghap Tangdong | First |
| | | Mst. Luchin Bangyang | Second |
| | | Mst. Donwang Lowang | Third |
| 4. | Shot Put | Mst. Monghap Tangdong | First |
| | | Mst. Shilet Janpi | Second |
| | | Mst. Donwang Lowang | Third |
| 5. | 4x100 Mtrs. Relay Race | 1. Mst. Gamwang Lowang 2. Mst. Shilet Jenpi 3. Mst. Tejam Wangsu 4. Mst. Humwang Lowang | First |
| | | 1. Mst. Donwang Lowang 2. Mst. Monghap Tangdong 3. Mst. Sumhun Lammaty 4. Mst. Ago Chingkeam | Second |
| | | 1. Mst. Chou Walikcham Choutang 2. Mst. Nohang Shin 3. Mst. Safru Kam Tikhak 4. Mst. Wawang Sawin | Third |
| | | | |
| | | | |
| | | | |
| IINDIVIDUAL CHAMPION : MST. MONGHAP TANGDONG | | | |

INTERMEDIATE GROUP

| Sl. No. | EVENTS | NAMES | POSITIONS |
|---------|----------------|--------------------------------------|-----------|
| 1. | 100 Mtrs. Race | Mst. Sumhun Agan | First |
| | | Mst. Laiphua Rangkham | Second |
| | | Mst. Wangmi Lowang | Third |
| 2. | 400 Mtrs. Race | Mst. Laiphua Rangkham | First |
| | | Mst. Wangkat Lowang | Second |
| | | Mst. Tero Khetey | Third |
| 3. | Long Jump | Mst. Laiphua Rangkham | First |
| | | Mst. Samwin Sawin & Mst. Tero Khetey | Second |

| | | | |
|---|------------------------|--|--------|
| | | Mst. Wangkat Lowang | Third |
| 4. | High Jump | Mst. Laiphua Rangkham | First |
| | | Mst. Jingphua Wangpan | Second |
| | | Mst. Kailem Wangsu | Third |
| 5. | Shot Put | Mst. Sumhun Agan | First |
| | | Mst. Hongwang Hakhun | Second |
| | | Mst. Samwin Sawin | Third |
| 6. | Discus Throw | Mst. Laiphua Rangkham | First |
| | | Mst. Pangchai Wangpan | Second |
| | | Mst. Kheton Tante | Third |
| 7. | Javelin Throw | Mst. Pangchai Wangpan | First |
| | | Mst. Hongwang Hakhun | Second |
| | | Mst. Samwin Sawin | Third |
| 8. | 4x100 Mtrs. Relay Race | 1. Mst. Wangmi Lowang 2. Mst. Hongwang Hakhun 3. Mst. Laiphua Rangkham 4. Mst. Samwin Sawin | First |
| | | 1. Mst. Romchan Kakho 2. Mst. Wangkat Lowang 3. Mst. Chumtit Tungkhang 4. Mst. Tero Khetey | Second |
| | | 1. Mst. Nokwang Lowang 2. Mst. Kemwang Sawen 3. Mst. Wangpho Wangsa 4. Mst. Sumhun Agan | Third |
| | | | |
| | | | |
| | | | |
| INDIVIDUAL CHAMPION : MST. LAIPHUA RANGKHAM | | | |

SENIOR GROUP

| Sl. No. | EVENTS | NAMES | POSITIONS |
|---------|------------------------|---|-----------|
| 1. | 100 Mtrs. Race | Mst. Chauwang Wangsu | First |
| | | Mst. Kabom Jerang | Second |
| | | Mst. Nali Mitpo | Third |
| 2. | 400 Mtrs. Race | Mst. Misso Tagia | First |
| | | Mst. Nokgo Ngodam | Second |
| | | Mst. Chauwang Wangsu | Third |
| 3. | Long Jump | Mst. Kabom Jerang | First |
| | | Mst. Misso Tagia | Second |
| | | Mst. Veerwang Aran | |
| | | Mst. Tsering Darge Tsarmu | Third |
| 4. | High Jump | Mst. Jiwang Songthing | First |
| | | Mst. Tai Pacho | Second |
| | | Mst. Yangsen Nokpa | Third |
| 5. | Shot Put | Mst. Kamsong Siksa | First |
| | | Mst. Jiwang Songthing | Second |
| | | Mst. Misso Tagia | Third |
| | | Mst. Tingwang Socia | |
| 6. | Discus Throw | Mst. Wanglai Wangsa | First |
| | | Mst. Misso Tagia | Second |
| | | Mst. Vowanso Chiba | Third |
| 7. | Javelin Throw | Mst. Tingwang Socia | First |
| | | Mst. Sange Norbu | Second |
| | | Mst. Jaikin Wanghop | Third |
| 8. | 4x200 Mtrs. Relay Race | 1. Mst. Misso Tagia 2. Mst. Tai Pacho 3. Mst. Duyu Grayu 4. Mst. Chauwang Wangsu | First |
| | | 1. Mst. Yangsen Nokpa 2. Mst. Kabom Jerang 3. Mst. Nali Mitpo | Second |

| | | | |
|--|--|---|-------|
| | | 4. Mst. Manhai Wangsa | |
| | | 1. Mst. Tingwang Socia 2. Mst. Wangson Wanglee Ronrang 3. Mst. Choakwang Wangsu 4. Mst. Nokgo Nogdam | Third |
| INDIVIDUAL CHAMPION : MST. MISSO TAGIA | | | |

STAFF EVENTS

| Sl. No. | EVENTS | NAMES | POSITIONS |
|---------|------------------------------|--|-----------|
| 1. | Shot Put (Above 40 years) | Sri Ganesh Bahadur Sapkota | First |
| | | Sri Uttam Sardar | Second |
| | | Sri Deb Kumar Mukherjee | Third |
| 2. | Shot Put (below 40 years) | Sri Dhananjoy Roy | First |
| | | Sri Sonu Gowala Sri Chandra Bahadur Limbu | Second |
| | | Sri Biswajit Gupta | Third |
| 3. | Passing the ball (Open) | Sri Amar Majumder | First |
| | | Sri Ramprosad Nandi | Second |
| | | Sri Bire Thami | Third |

G.D.A. STAFF EVENTS

| Sl. No. | EVENTS | NAMES | POSITIONS |
|---------|--|---------------------|-----------|
| 1. | 200 Mtrs. Race | Sri Swaraj Dolai | First |
| | | Sri Joigo Nagbanshi | Second |
| | | Sri Adesh Tanti | Third |
| 2. | Tug-of-war (Dhyanchand group vs. Sherpa Tenzing group) | Dhyanchand Group | Winner |

.....
 Such is life, here today, gone tomorrow!
 Nothing goes with one, except one's merits and demerits,
 good and evil deeds follow even after death.
 -Sri Sarada Devi

HIGHER SECONDARY SECTION

| Sl. No. | EVENTS | NAMES | POSITIONS |
|---------|------------------------|--|-----------|
| 1. | Football | Acharya Madhva Block | Winner |
| | | Acharya Ramanuja Block | Runner |
| 2. | Volleyball | Acharya Madhva Block | Winner |
| | | Acharya Ramanuja Block | Runner |
| 3. | Basketball | Acharya Shankara Block | Winner |
| | | Acharya Ramanuja Block | Runner |
| 5. | Table Tennis (Single) | Mst. Samgang Chingdan Gangsa | Winner |
| | | Mst. Nali Mitpo | Runner |
| 6. | Table Tennis (Doubles) | Mst. Samgang Chingdan Gangsa | Winner |
| | | Mst. Hunwang Aboh | |
| | | Mst. Tonwang Wangpan Mst. Veerwang Aran | Runner |

SECONDARY SECTION

| Sl. No. | EVENTS | NAMES | POSITIONS |
|---------|------------------------|--|-----------|
| 1. | Football | Chatrapati Shivaji House | Winner |
| | | Prithviraj Chauhan House | Runner |
| 2. | Volleyball | Prithviraj Chauhan House | Winner |
| | | Chatrapati Shivaji House | Runner |
| 3. | Basketball | Chatrapati Shivaji House | Winner |
| | | Prithviraj Chauhan House | Runner |
| 5. | Table Tennis (Single) | Mst. Manchoi Siang | Winner |
| | | Mst. Tenzing Rabge | Runner |
| 6. | Table Tennis (Doubles) | Mst. Roikam Hangsik | Winner |
| | | Mst. Adizu Molo | |
| | | Mst. Senja Sibo Singpho Mst. Tsering Dondup | Runner |

A BRIEF REPORT OF ACTIVITIES

Swami Achyuteshananda
Secretary

Ramakrishna Mission, Narottam Nagar, a branch of the Ramakrishna Math and Ramakrishna Mission, started in 1971 to serve the tribal people of Arunachal Pradesh at the request of the Late Prime Minister Smt. Indira Gandhi. It has now completed 54 years of dedicated service in the fields of Education, Medical and other Philanthropic activities. Students from various tribes across Arunachal come here to study.

Currently, the institution has 486 students enrolled, with 423 residing in its hostels. Its services are available to all, irrespective of caste, creed, or religion. Education has been chosen as the primary field of service because the right type of education is the most effective and lasting way to benefit society. We are, therefore, been striving to provide academic education based on the principles of Swami Vivekananda, preserving the best traditions of our country while imparting knowledge in modern arts, science, culture, crafts, and other vocational studies.

The academic session commenced on 23rd April 2025. Classes officially began on April 25, 2025, following a special assembly.

The results of the academic session 2024-25 were announced on 25th March 2025. The Aptitude tests for Class I and XI were conducted on 16th February 2025 and 2nd May 2025, respectively.

Academic Achievements:

In class X (AISSE - 2025), 39 students appeared and 39 passed; 33 passed in 1st Division and 06 in 2nd Division. 03 students scored 90% and above, 09 scored 80% and above, 16 scored 75% and above. Master Nokgo Ngodam was the highest scorer with 93.40%.

In class XII (AISSCE - 2025), 30 students appeared and 30 passed; 29 passed in 1st Division and 01 Second Division, 02 students scored 90% and above, 03 students scored 80% and above, 06 students scored 75% and above. Master Teaphang Khoisia was the highest scorer with 93.60%.

Sports and Games Achievements:

There are six playgrounds and a stadium. Students enjoy playing various games such as Football, Volleyball, Basketball & Cricket etc. Additionally, Carrom and Table Tennis are played as indoor games.

Interblock/house tournaments were organized for students in various sports. In the Higher Secondary section, Acharya Madhva Block emerged as the winner in football and volleyball, while

Acharya Shankara Block emerged as the winner in basketball. In the Secondary section, Chatrapati Shivaji House emerged as the winner in football, and basketball, while Prithviraj Chauhan House emerged as the winner in volleyball.

The 50th Annual Athletic meet was held on 14th & 15th November 2025. Ms. K C Lowangcha, Deputy Director of School Education, Tirap district, Khonsa, Arunachal Pradesh, the chief guest, inaugurated the meet and addressed the students. Mst. Monghap Tangdong of class VI, Mst. Laiphua Rangkhram of class IX, and Mst. Misso Tagia of class XII were named champions in junior, intermediate and senior groups respectively. Swami Achyuteshananda officially declared the meet closed in the evening.

Other Achievements:

To imbibe the spirit of competition our students are encouraged to participate in various contests.

Olympiad Achievements:

Seven students won gold medals at the National Maths Olympiad conducted by AISMTA, New Delhi. In the Global Indian Science Olympiad, 11 students received bronze, 25 received silver, and two received gold medals, showcasing commendable scientific aptitude.

Sports Achievements:

The school football team secured emphatic victories against Rising Star Deomali (12-0) and Deomali FC (2-1) on 16 May 2025 at Mahavir Stadium during the constituency-level Hangpan Dada Football Tournament, conducted under the aegis of the Department of Sports, Govt. of Arunachal Pradesh (Khonsa Chapter).

Eight students represented Tirap District in the 8th U-16 State-Level Hangpan Dada Memorial Football Tournament held at Pasighat in May 2025.

On 30 August 2025, the school team clinched the district-Level U-16 Hangpan Dada Memorial Trophy at Deomali. Mst. Chumitit Tungkhram (Class 9) was declared the Best Player of the tournament, scoring the highest number of goals.

Board Examination Results & Scholarships:

Mst. Bwangpha Suyang secured 3rd position in Tirap District in the APSB Class 5 Board Examination (2024-25).

Mst. Nokgo Nogdam secured 2nd position in the Tirap District CBSE Class 10 Examination 2025.

In the CBSE Class 12 Examination 2025, Mst. Teaphang Khoisia secured 1st position, while Mst. Tojo Bagara secured 3rd position in the district.

The Department of Education, Govt. of Arunachal Pradesh, awarded the State Merit Scholarship 2024-25 to Mst. Teaphang Khoisia for securing 4th position in the state in the CBSE Class 12 (Science) Examination.

Mst. Senwang Dada of class 9 secured 1st position in the district level science seminar held at Khonsa.

Co-curricular Achievements:

The school band troupe was awarded the Best March Past Contingent Trophy during the Independence Day 2025 celebrations at the Deomali General Ground.

Competitive Exam Achievements:

We extend our heart felt congratulations to the students listed below from the 2023-24 batch for their hard work, dedication, and outstanding achievements in various national-level examinations and competitive events.

- ◆ Mst. Donwang Kamhua secured AIR 71 (General Rank) in the NDA examination.
- ◆ Mst. Hibu Nikung gained admission to AIIMS Kalyani.
- ◆ Mst. Nana Juna Riang qualified for RIMS Imphal.
- ◆ Mst. Nada Hachang, Mst. Tadar Dopum, and Mst. Phuntso Tashi Gyamo were selected for TRIHMS Naharlagun.
- ◆ Mst. Hengo Riba was admitted to IIT Bombay; Mst. Chemrang M. Jamikham to IIT Roorkee; Mst. Toklin Ketok and Mst. Khunpong Wangsa to IIT Guwahati.
- ◆ Mst. Hage Tomo qualified for NIT Silchar, while Mst. Jamson Motu secured admission to NIT Warangal.
- ◆ Mst. Nani Tam Tarung, Mst. Yulow Abo Bagang, Mst. Pagnam Yigam, and Mst. Dusu Mando were selected for NIT Itanagar.
- ◆ Mst. Binjong Tekhil earned a seat at IEST Kolkata, Mst. Nyanwang Wangsu at Tezpur University, and Mst. Wansu Lowang at the Central University of Tamil Nadu.

Co-curricular Activities:

To expose our students and staff members in different branches of knowledge specialists are invited to speak. The following dignitaries addressed our students on different topics.

| Date | Subject | For | Speaker |
|----------------------------|--|----------|--|
| 10th May 2025 | Man Making Education | Students | Revered Swami Atmalokanandaji Maharaj, President, Ramakrishna Vedanta Center, Moscow, Russia. |
| 14th July 2025 | Active Learning | Teachers | Sri Tapas Kumar Bora of Delhi Public School, Duliajan |
| 23rd July 2025 | Motivational Talk & Cultural Programme | Students | Srimat Swami Suhitanandaji Maharaj, Vice-President of Ramakrishna Math and Ramakrishna Mission, Belur Math |
| 28th July 2025 | Goal Setting | Students | Revered Swami Atmashraddhanandaji Maharaj, Secretary, Ramakrishna Mission Ashrama, Kanpur. |
| 15th August 2025 | "My India - India Eternal" | Students | Revered Swami Hitakamanandaji Maharaj, Secretary, Ramakrishna Mission, Shillong. |
| 4th November 2025 | Coaching & Career Counselling | Students | Mr Domin Loya, Chairman, Er KK Bhuyan, Faculty of Physics, Sri Prakash Singh, [BA(DU), MA(JNU), PhD (JNU - pursuing)], CEO and Academic Counsellor, Potential Coaching & Career Counselling, Itanagar. |
| 5th November 2025 | Motivational Talk | Students | Sri Ranjan Chatterjee, IAS (Retd.), an Expert Member of the National Green Tribunal. |
| 26th to 30th November 2025 | Workshop on Dhrupad | Students | Ustad Wasifuddin Dagar (Padma Shri), Delhi. |
| 26th to 30th November 2025 | Workshop on SattriyaNritya | Students | Smt. Usha Rani Baishya (UstadBismillah Khan Awardee), Guwahati. |
| 28th November 2025 | Career Counselling Session | Students | Amrit Shah, Assistant Professor, Quest Group of Institutions |

Festivals and Celebrations:

Annual Prize Giving Ceremony was held at Vivekananda Sabhagriha. Revered Swami Bodhasaranandaji Maharaj, Assistant General Secretary, Ramakrishna Math and Ramakrishna Mission, Belur Math, West Bengal, was the Chief Guest, Shri Sounok Ghosh, Director, Einfach Business Analytics Pvt Ltd and Shri Sudeep Kanta Ghosh, Director, Projectibility Consultany Pvt. Ltd were Guests of Honour and Revered Swami Divyavibhananda ji Maharaj, Secretary, Ramakrishna Mission, Purnananda Road, Dibrugarh, Assam, Special Guest. Swami Achyuteshananda, Secretary welcomed the guests and audience. A brief report of School Activities was read out by the Principal Swami. Jneyananda. Chief Guest, Guests of Honour and Special Guest then released the School Magazine "Narottam".

Shri Sounok Ghosh, Shri Sudeep Kanta Ghosh and Revered Swami Divyavibhananda ji Maharaj gave away the prizes to the winners of Sports and addressed the students. Academic prize, Awards were distributed by Revered Swami Bodhasaranandaji Maharaj and there after he addressed the gathering. Swami Ritapathananda, Vice-Principal proposed vote of thanks. Snacks packets were distributed among the teachers, guardians and guests.

The valedictory function for class - X and XII students was held in the Vivekananda Auditorium. All were presented with books and laminated photo stand of group photo of their respective class, as a token of love. Revered Swami Bodhasarananda ji Maharaj, Assistant General Secretary blessed the students. All the outgoing boys took blessings from the swamijis and teachers. Special tiffin was served to all.

Naveen Varan (Freshers' Welcome) was held. Special puja of Bhagawan Sri Ramakrishna was performed to evoke the blessings of the Holy Trio for the overall betterment of the new comers. The new students took vows (Vidyarthi Vrata) by offering vilwa leaves in the sacred fire (Homa). They introduced themselves in a meeting held at secondary prayer hall. The senior students welcomed the fresher's with bouquet and locket of Thakur & Maa. Cooked prasad was served to all the students, teachers, GDA staff with their family members and guests.

In the evening at 'Vivekananda Auditorium' a colourful cultural programme was organized. Many of the fresher presented various cultural programme. Swami Jneyananda, Principal welcomed the students and Swami Achyuteshananda, Secretary addressed the gathering. The programme ended with a vote of thanks by Swami Ritapathananda, Vice-Principal.

National festivals like Independence Day, Republic Day, International Day of Yoga, National Youth Day, Teachers' Day and birthdays of Sri Ramakrishna, Holy Mother Sri Sarada Devi, and Swami Vivekananda; festivals like Krishna Janmashtami, Shivaratri, Holi, Kali Puja, Saraswati Puja, Christmas Eve, Ratha Yatra etc. were observed with due solemnity and joy.

On World Environment Day, Vanamahotsav was organized. Students and staff members joined the monastic members and planted 200 teak saplings behind Gurupally.

On 3 December 2025, Revered Swami Balabhadranandaji, Assistant General Secretary, Ramakrishna Math and Ramakrishna Mission, inaugurated the Science & Technology Exhibition of Classes 10-12. On the same day, Revered Swami Bodhasaranandaji, Assistant General Secretary, inaugurated the Educational Exhibition of Classes 1-9 at the Vivekananda Sabhagriha.

Inauguration of Shivananda Bhavan on 24th January 2025

Revered Swami Bodhasaranandaji, Assistant General Secretary, Ramakrishna Math and Ramakrishna Mission, Belur Math inaugurated Shivananda Bhavan, a modern two-story staff quarters building at Ramakrishna Mission Narottam Nagar. The ceremony included puja, havan and chanting.

Visit of Most Revered Srimat Swami Suhitanandaji Maharaj, Vice-President, Ramakrishna Math and Ramakrishna Mission - Inauguration of Vidya Dwar, Akhandananda Orchard and Youth Convention

Accompanied by the resonating beats of the school band and the echoing blows of conch by the enthusiastic youth, the students and staff members of the institution, gathered at the Vivek Dwar, accorded a warm welcome to Most Revered Swami Suhitanandaji, upon his arrival on 23 July 2025. He was received with flower bouquet by local civil administration at Arunachal entry point.

On 23rd evening revered Maharaj visited secondary prayer hall, Devabhumis temples, Buddha Statue and Swamiji Statue. He planted Indian Bat (Bata-Vriksha) sapling at the Panchavati area behind Buddha Statue and another Bat sapling behind Swamiji statue (representing the idea of Sri Ramakrishna who expected Narendranath to become like a Banyan Tree under whom thousands would get shelter).

In the evening the students of the Higher Secondary Section hosted a program in honor of Revered Maharaj at the Chetana Hall of the institution. They presented various cultural shows. Revered Maharaj addressed the boys and blessed them after the cultural presentations.

On the morning of July 24, 2025, Revered Swami Suhitanandaji, dedicated the Akhandananda Orchard, a 2-acre permaculture garden on the banks of the Dihing. Revered Maharaj planted two Rudraksha saplings on the either side of the entrance, watered Tulsi plants, lit lamps, and opened the orchard's gate. Maharaj blessed the newly constructed Sadhan-Sthal for spiritual seekers in the orchard. This pedestal faces the river and has a Tulsi Mancha in front of it, flanked by lemon trees and lemon grass fencing. Students from the HS Section, staff members, devotees, and well-wishers attended the ceremony.

Following this, Revered Maharaj consecrated the Premananda Bhavan, a three-storied staff quarters cum guest house building (the foundation stone of which was laid by Revered Swami Suviranandaji, General Secretary, Ramakrishna Math and Ramakrishna Mission on 24th January 2022). This long-awaited accommodation facility was intended to address the scarcity of staff quarters and visitor accommodations on the institution's central campus. A special pooja and havan was held. Students rendered bhajans in the edifice. Students from the secondary section attended the ceremony, along with staff members, devotees, and well-wishers. Special meals were served to everyone on this occasion.

Evening reverend Maharaj addressed the students of classes 4 to 9 at the secondary prayer hall and blessed them after the evening prayer.

On 25th July 2025 Revered Swami Suhitanandaji, paid a visit to Ramakrishna Mission Sarada Vidyalaya, the institution's co-educational primary school, and blessed the children from LKG to 5. Students welcomed the swamiji and performed melodious bhajans. Many monks, devotees, and well-wishers attended the event.

After the visit the Revered Swamiji, visited Ramakrishna Seva Samity, Mopaya - a tribal village. The eager villagers accorded a hearty welcome to the swamiji. They had prepared traditional tribal platform with leafs and flowers on bamboo structure. They performed various tribal dances and songs in his honour. Revered Swami blessed the villagers. Around 350 tribal participants attended the event. All villagers were sumptuously fed with lunch at the Samity grounds after the function.

Evening reverend Maharaj addressed the students of classes 1 to 3 at the primary prayer hall and blessed them after the evening prayer.

On 26th July 2025, morning, Srimat Swami Suhitanandaji, along with Hon'ble Minister of Geology, Mines, and DoTCL, Arunachal Pradesh, Shri Wangki Lowang, inaugurated Vidya Dwar, a decorative arch at gate 10 of Ramakrishna Mission Narottam Nagar. The arch is an addition to the already existing tourist attractions Bodhi Dwar and Vivek Dwar along with the various statues located at different parts of the institution.

On the same day from 9.30 am the institution hosted a day long Youth Convention at the Vivekananda Sabhagriha. Approximately 250 youths from various parts of the Tirap and Longding districts and other parts of Arunachal Pradesh attended the convention. This included paper presentations, discussions, and cultural displays. Srimat Swami Suhitanandaji and Shri Wangki Lowang, Hon'ble Minister (Geology & Mining, DoTCL), Arunachal Pradesh inaugurated the convention and addressed the youth; a number of other monastic members and dignitaries addressed the convention's sessions.

In the evening Revered Maharaj visited the various sites of the institution where new buildings are coming up along with visiting monks.

On 27th July 2025, Revered Maharaj, initiated total 52 individuals into spiritual life by imparting Mantra Diksha. Out of them 30 are from the tribal populace of Arunachal Pradesh. In the evening the Swamiji visited local temples in Deomali - a nearby locality.

28th July 2025, Revered Maharaj, initiated total 49 individuals into spiritual life by imparting Mantra Diksha.

In the evening the Swami Suhitanandaji Maharaj visited Namsang village. The villagers welcomed the swami and showed him around the village, which has a rich historical legacy in this area.

On 29th July 2025, Srimat Swami Suhitanandaji Maharaj, consecrated new portraits of the Holy Trio at Ramakrishna Seva Samity, Deomali. This event was attended by a large gathering of students, devotees, well-wishers, and alumni from both the Ramakrishna Mission and Ramakrishna Sarada Mission in Arunachal Pradesh.

On 30th July 2025, amidst the echoing blow of conch, offering of flower petals by the students of higher secondary section, staff members and devotees, Srimat Swami Suhitanandaji Maharaj left Narottam Nagar for Dibrugarh from where he is scheduled to return to Belur Math after a few days.

Celebration of 132nd anniversary of Swami Vivekananda's historic address at the World Parliament of Religions in Chicago:

On 11th September 2025, Ramakrishna Mission, Narottam Nagar, observed Universal Brotherhood Day to mark the 132nd anniversary of Swami Vivekananda's historic Chicago address at the Parliament of the World's Religions in 1893.

Shri Techu Aran, Deputy Commissioner, Tirap, was the Chief Guest. Shri C. H. Bhadsavle, founder of Saguna Bagh, Maharashtra, attended as the Guest of Honour, while Shri B. Tawsik, ADC, Deomali, and Smt. Indira Thamoung Riba, EAC, Deomali, were Special Guests.

The celebration began with a school band procession at Vidya Dwar, followed by a ceremonial welcome and the felicitation of meritorious students and winners of essay and painting competitions. In his address, the Deputy Commissioner urged students to adopt Swami Vivekananda's ideals and contribute to nation-building through character formation. He further called upon the youth to make the fullest use of the facilities at Ramakrishna Mission, excel in studies, and secure a brighter future.

The Guest of Honour emphasized environmental conservation and communal harmony. The ADC and EAC also spoke on the occasion. Swami Achyuteshananda, Secretary, welcomed the dignitaries, while Swami Jneyananda, Principal, proposed the vote of thanks. The programme concluded with a message of unity, peace, and brotherhood.

Special Facilities for ST students of Arunachal Pradesh:

In Ramakrishna Mission School, during the year 2024-25, 119 ST students from Arunachal Pradesh received FREE education. An approximate amount of rupees 79,04,200/- had been spent for the maintenance of these students.

In Ramakrishna Mission Sarada Vidyalaya during the year 2024-25, 107 ST students of Arunachal Pradesh received FREE education. An approximate amount of rupees 24,05,391/- had been spent for the maintenance of these students.

Medical Aid:

All the students and staff members are provided with FREE medical aid under a qualified doctor assisted by pharmacist and attendant. The indoor hospital Swasti has 30 beds with separate arrangements for isolation cases. X-ray and pathological tests are done. Total 197 indoor cases and 5223 outdoor cases were treated during the year 2024-25.

On 10th March 2025 R C Agarwal Multi Speciality Hospital, Tinsukia, in association with Ramakrishna Mission, Narottam Nagar, conducted a free RBS screening camp at the Ramakrishna Mission Narottam Nagar hospital. Around 50 local people benefitted from the camp.

On 17th May 2025 a Free Eye and Cataract Screening and Awareness Camp was organized in our Campus with the help of Eye Q Matic, Margherita with the Consultant Optometrist who are generally unavailable for poor villagers residing in remote jungle areas attended the camp. A total no of 93 patients were treated.

Dairy and Poultry:

The dairy and poultry unit supplies fresh milk, eggs and chicken to the kitchen for the benefit of resident students. During the year (2024-25) as report 21,762 ltrs. Milk, 1,29,612 nos. Eggs and 6,954 kg Meat were produced.

Agriculture:

Under Land Utilization Unit varieties of vegetables are produced in our vegetable garden throughout the year. The total production during the year is 2,722 kgs. There is a regular supply of fresh vegetables to our kitchen and staff members. Besides, 12,316 kg of tea leaf and 1,605 kg of dry coffee seeds were produced during the year (2024-25).

In the fishery, seven ponds are maintained to give a regular supply of fish to the kitchen. Total production during the year (2024-25) is 155 kg.

Ramakrishna Mission Sarada Vidyalaya (A Co-educational Primary School):

A non-residential primary school (from Standard LKG to V) to provide education to the children of nearby areas has 220 students (both boys and girls) on its roll.

During the academic session 2024-25, 24 students of class 5 appeared the Arunachal State Board Exam and all got passed.

The academic session began on 30th April 2025. The result of the academic session 2024-25 was declared on 18th March 2025. The admission test for class U.K.G to V was held on 26th April 2025 and for L.K.G was held on 29th April 2025.

Teachers' Day, National Youth Day, International Day of Yoga, Children's' Day etc., were observed at the school assembly hall. Annual Sports was held on 22nd November 2025. The children took part in the Independence Day and Republic Day celebrations at Mahavir stadium and at General Ground Deomali.

31 students got 1st position in Maths and English Olympiad. Out of 31, 17 students in Maths Olympiad and 14 students in English Olympiad.

Conquest Foundation for Children's Education awarded the Best Coordinating Team Award for the year 24 - 25.

The annual function of the school was held on 12th December 2025 at Vivekananda Sabhagriha. Many guardians along with the children attended the function. Children performed various cultural programmes which mesmerized the guests and guardians alike.

Relief:

Under our winter relief and fire relief programmes, we have distributed the below mentioned items to the poor and needy people.

| Date | Place | Items and Quantity | Families Benefited |
|------------|---|--|--------------------|
| 07.02.2025 | Chongkhaw village, under the Wakka circle of Longding district in Arunachal Pradesh | Blankets - 150 Nos. | 150 families |
| 08.02.2025 | Narottam Nagar under Deomali Circle of Tirap district in Arunachal Pradesh | Blankets - 156 Nos. | 156 families |
| 28.03.2025 | Moktwa village, Dadam Circle, Tirap district in Arunachal Pradesh | Essential items such as a month's ration, utensils, blankets, mosquito nets, | 02 families |
| 12.10.2025 | Viveknagar village under Deomali Block at Tirap district in Arunachal Pradesh | and tarpaulin sheets. Additionally, each family received ₹10,000 | 1 family |
| 11.11.2025 | Kamhua Noknu Village under Khakam Block, Pongchau Circle of Longding District in Arunachal Pradesh. | Blankets - 666 | 300 family |
| 22.11.2025 | Longbo Village under Lazu Block of Tirap District in Arunachal Pradesh. | Blankets - 134 | 67 family |

Our Thanks:

We are grateful to the local administration, State and Central Governments, various Corporate Houses as well as to our friends and well-wishers scattered all over the country and abroad for their help and support in various ways over the years.

May the blessings of Bhagawan Sri Ramakrishna, Maa Sarada Devi and Swami Vivekananda shower on all.

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









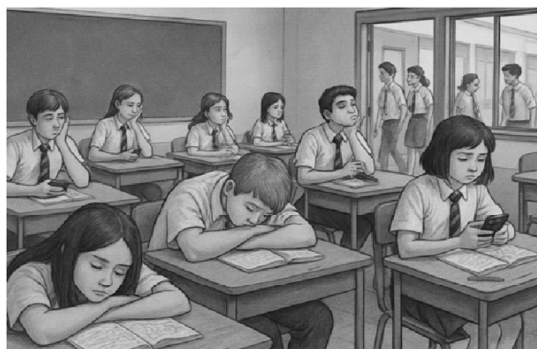






Academic Boredom: The Silent Challenge in Learning

*Swami Ritapathananda
Vice-Principal*



"Yeeesss Siiirrr" the students respond in the cadence of the bored, acquiescing to the teacher's question about their understanding of the topic taught. (No one ever says "no" in such situations.) The drawling response, spoken in unison, would clearly reveal to an accidental passerby that the students are bored and uninterested.

Boredom is that gnawing emotion felt by all ages and genders, yet often dismissed with nonchalance. Students are mostly bored in classrooms-there is nothing novel about it. "I'm bored! This is so boring! How boring can it get?"-these are the platitudes often heard in classrooms and conversations among students. We have all experienced this at some point in our academic lives. Some feel boredom for a brief span, while others endure it for a prolonged stretch.

Ashok, a bright student, meticulously jots down notes and asks probing questions in class. He has acquired a great deal of knowledge. An ideal student, he pays complete attention in class, enjoys fun during recess, and plays games during sports periods. He does it all. Yet he lost two years of his academic life to boredom.

Let us foray into the world of an academically bored student-Ashok, yes, the very Ashok who is now considered an ideal student. After completing his Class 10 examinations and performing well, he steps into the crucial two years of his academic journey. On the first day of the new session, as he saunters along with his friends, chitchatting on the way to class, excitement brews within him. But after a couple of weeks, as each day draws to a close, his enthusiasm begins to wane. He returns every morning with renewed hope, only to find the pattern repeating itself.

Each day starts with excitement and ends in lethargy and boredom. With time, the span of interest in class shrinks to nothing, while boredom grows exponentially-as if in geometric progression.

He slowly drifts into the realm of boredom, as many students do, each unaware of the other's silent decline.

Ashok is neither a backbencher nor a frontbencher; he sits on the third bench. He is bored to death, his mind wandering from one topic to another. How to engage himself? At the sight of the ever-present trash can, an idea sparks in his mind. He makes a paper ball and aims. Bingo! It lands neatly inside the bin. Two, three, four-each finds its mark. The fifth flies out the window. He tries again but fails repeatedly. Suddenly, a paper ball hits him. Flummoxed yet amused, he wonders, "Did it magically rebound from the bin? Let me try once more."

Just as he prepares to throw, the beady eyes of the teacher pierce through the room, and he is ordered to kneel outside the classroom.

Moments later, during the following periods, Ashok-still trapped in the grip of boredom-resorts to poking and teasing his friends. Amid this quiet rebellion, the teacher begins announcing details about the upcoming exam: how to prepare, what areas to focus on, and strategies for success. Yet Ashok ignores these instructions, failing miserably, and this cycle continues for several months.

Then, one day, he has an epiphany about where he stands on the ladder of performance and behaviour. The graph of his decline almost personifies itself, delivering a stark reality check. This dip in performance is not a standalone event; it drags down his confidence in all aspects of life. The awareness of this fall impels him to ponder the factors that contributed to it.

Ashok could not claw back the lost time-and this holds true for anyone. Unless you possess a time machine or a way to travel back in time, you cannot guide your younger self.

You may try to undo the effects by studying for hours in a single day but without success, because you fail to understand that habits take time to develop, and it takes even longer to rebuild a lost habit. Habits should be layered with supporting strategies that aid in achieving your goal-much like a skilful SCUBA (Self-Contained Underwater Breathing Apparatus) diver who relies on carefully honed techniques and equipment for effective underwater navigation.

Once you embark on the path of improvement by consistently following a routine that supports your goal acquisition, everything becomes easier. But before that, every bored student should pause and reflect as to why they are feeling bored in the classroom. Is it because the subjects themselves are dull or are the topics not registering with you. Could it be a problem with the teacher's method of instruction? Is there some emotional disturbance at home causing your disinterest? Or have you perhaps chosen the wrong course. These questions need honest considerations.

The role of a parent or a guardian becomes especially important when a student is bored. Absence or a lack of support during a child's formative years can lead to behavioural issues, which, if left unchecked, may worsen over time. When such problems go unnoticed or unaddressed there is little hope of correcting the behaviour or academic performance.

Boredom in the academic context arises from a perceived lack of meaningful challenge and purpose. Mere adherence to routines without a clear purpose fails to cultivate discipline, and inspire joy in the pursuit of learning. Like Ashok, who clawed his way out of boredom and revived his life through reflection, every bored student must nurture hope and ask themselves, "Why is this boring?" or "Why am I feeling bored?"

Every successful man must have behind him somewhere tremendous integrity, tremendous sincerity, and that is the cause of his single success in life.

-Swami Vivekananda

-Swami Vivekananda :

**Awakening India: Swami Vivekananda's Vision
for National Revival
Annual Essay Competition 2025-26**

*Mst. Misso Tagia
Class - XII*

History often remembers those who did not live merely for themselves but dedicated their lives to others, becoming the very voice of their nation. Among such luminous figures stands Swami Vivekananda, a monk who awakened thousands of souls with his thunderous words, magnetic personality, and unshakable faith in human potential. When India was under foreign domination and plagued by social evils and loss of self-belief, he rose as a clarion call, urging a sleeping nation to rediscover its soul. His vision was of a nation built on the foundations of strength, unity, and selfless service.

Reclaiming the Lost Confidence

Colonial rule had not only impoverished India materially but had also sown deep seeds of inferiority. Swami Vivekananda declared with the confidence of a lion, "You are the children of immortal bliss, holy and perfect beings. You are divinities on earth." These words shattered the chains of despair and reminded Indians of their glorious heritage. They rekindled the faith in India's timeless civilization - a heritage of philosophy, tolerance, and spiritual depth unmatched in human history. For him, the first step in the nation's revival was self-belief.

Education: The Alchemy of Transformation

He saw education as a potent instrument capable of reshaping the destiny of India. But to him, education was not confined to books and examinations; it was the training of body, mind, and spirit. He insisted that education should build character, infuse courage, and strengthen the inner core of the learner. "We want that kind of education which builds character, expands the intellect, and enables one to stand on one's own feet." He believed such education would create not slaves to the system but architects of a new India.

Unity and Social Harmony

Swami Vivekananda believed that the true strength of India lay in her people, especially the downtrodden, neglected, and marginalized. He urged society to see God in them and to

serve them not out of charity but as a sacred duty. He proclaimed, "Those only live who live for others; the rest are more dead than alive." He dreamt of an India free from the poison of caste divisions, where compassion would bridge differences and unity would be the bedrock of the nation's strength. His vision was revolutionary - a nation rising together, leaving no one behind.

The Marriage of East and West

Unlike blind traditionalists or blind imitators, Swami Vivekananda envisioned a synthesis of cultures. He respected the scientific temper, organization, and discipline of the West but cautioned against its materialism. Equally, he revered the wisdom of the East but warned against stagnation and inertia. He sought a blend of both - a nation combining Western dynamism with Eastern wisdom. He dreamt of a civilization both progressive and profound, materially rich yet spiritually rooted.

A Call to the Youth

Above all, Swami Vivekananda placed the destiny of India in the hands of her youth. He said to them with the passion of fire, "Give me a few men and women who are pure and selfless, and I shall shake the world." He urged the youth of India to cultivate strength - "muscles of iron and nerves of steel" - and to engage in fearless action. His message was simple and clear: the awakening of India would not come from the top; it would come from the awakened spirit of her young sons and daughters.

Conclusion

Swami Vivekananda's vision for the revival of India was a call to the nation's conscience. He did not merely dream of freedom from foreign rule; he dreamt of an India free from weakness, ignorance, and darkness - a nation radiating strength, courage, and wisdom. A nation that would rise not only for itself but for the good of humanity. Even today, his words resound like a battle cry across generations: "Arise! Awake! And stop not till the goal is reached."

If India is to realize its highest destiny, it must walk the path Swami Vivekananda lit for us - a path of courage, strength, wisdom, and selfless service. His vision of India is not just a chapter in history; it is a living force that continues to guide people toward the right path, reminding us that the true awakening of India lies in the awakening of every Indian heart.

Our Solar System

Mst. Phurpa Dorjee Sharjo
Class: IV

Our solar system consists of 8 planets, one star, asteroids, and moons. If we talk about the planets then, Mercury is the closest planet to the Sun and the smallest in the entire solar system. Venus is the second planet in the solar system but still, it is the hottest out of all other planets. Earth, our home planet is also called the blue planet because of the Blue Ocean covering it. Mars the fourth planet is called the red planet. These four planets are called inner planets, and the others are called gas giant or outer planets. Jupiter, the fifth planet is the largest in the solar system and it spins very fast pulling its clouds into stripes. The resultant was the striped pattern on Jupiter. Saturn is the 6th planet and it is also called the planet with rings.

Uranus is the 7th planet and far away from the Sun. Neptune is the last and farthest from the Sun. Due to this, it is the coldest planet in the solar system. Our Sun is a yellow dwarf star. It gives us light and heat. It was formed 4.5 billion years ago. Before that, our solar system was a huge spinning cloud of dust. At the centre of this spinning cloud, a lot of dust collected to become the sun. The sun is at the centre of the solar system. The other parts of the original clouds collected at various places, as the gases cooled. They became liquid and finally solid. This became planets and their moons. Asteroids are just rocks floating in space. They are not classified as planets or moons.

The asteroids between Mars and Jupiter have another name called the Asteroid Belt. In the Asteroid Belt there is a dwarf planet called Ceres. On the other hand, moons are natural satellites. They are like planets but they are smaller than planets and they move around their planets in fixed orbits. Mercury and Venus have no moons, our Earth has one moon, Mars has two moons, Phobos and Deimos. Jupiter has a lot of moons. It is two and a half times bigger than all the other planets mass combined. Saturn has the greatest number of moons out of all the planets, Uranus has 27 moons and Neptune has 13 known moons. There are some fun facts about our solar system, Venus is second but hottest planet in the solar system because of a thick blanket of carbon dioxide covering its entire surface.

In Venus's air there is about 98% carbon dioxide whereas on earth the air has only about 0.2% carbon dioxide. All that carbon dioxide absorbs the heat and that's why Venus is so hot. Even though, Neptune is the farthest planet from the sun, the coldest temperature ever recorded was on Uranus. It was around minus 175-degree c. Mercury is the closest planet to the sun. Because of this, it is boiling hot during the day and freezing cold during the night. Pluto was also used to be a planet but after 2006, it was turned into a dwarf planet.

Saturn, also called the planet with rings, got its rings from its broken moons! It is true, Saturn had even more moons but, many of them broke apart because of Saturn's gravitational force. Then, the broken parts of the moons started to spin around Saturn. Slowly-slowly, the broken parts started to form a disc around Saturn, which today we call the Rings of Saturn. This entire process started around 250 million years ago. If you went 25 million years in the past and looked at Saturn, you would not see its rings.

.....
: God is in all men, but all men are not in God; that is why we suffer. :
: -Ramakrishna :
.....

Chalo Loku

*Mst. Changang Wangsa
Class-IV*

Chalo Loku is the most colourful festival celebrated by the people of Nocte tribe. Nocte tribes are the people who reside in Tirap district, Arunachal Pradesh, India.

Chalo Loku is a harvest festival that is celebrated in the month of November every year, right after the harvest of paddy field and before the start of new jhum cultivation.

The festival got its name from the three words; 'Cha' means paddy; 'Lo' Means season and 'Loku' which means festival. It lasts for 3 days. It is a festival to share happiness and joy with fellow villagers, friends, and family members. Dance is the key part of this celebration, where people from every village of district come together, it includes folk dance competition among villagers as a symbol to keep the traditions alive. The winners are awarded with prize to keep the villagers motivated.

On the last day of the festival, villagers from every corner of the Tirap district come together in their traditional attire for a final feast of the year.

The last day is celebrated on 25th November of every year. The festival takes place in Khonsa town and Deomali town in Tirap. It is also celebrated in Itanagar, the capital of Arunachal Pradesh.

This festival brings a sense of unity and strengthens among the Nocte community.

Now in recent years this very festival has flown its wings. This is no more a festival confined in the Nocte people; people of other communities also enjoy and wait for the festival to come.



Nuclear Power

Mst. Kimong Homnyu
Class-IV

A nuclear power station has many similarities with other power stations. If you look at the basic structure, you find a source of fuel that produces enough energy to heat the water that in turn will produce intense steam. This steam runs the turbine. The mechanical energy of the turbine is then used to produce electricity in a nuclear power station. The fuel is held in the reactor core. I will talk about the reactor core in detail later.

At the end of the Second World War, the U.S dropped two bombs that wiped out the cities of Hiroshima and Nagasaki. Japan surrendered after this and thus ended the Great War. Nuclear weapons are weapons of mass destruction and can devastating damage to life and the environment. But how do nuclear weapons release huge amounts of energy in a massive explosion? This explosion, these reactions are capable of releasing immense energy from a relatively small amount of matter. Nuclear bomb blasts will be followed by fire and deadly radiations. Uranium is not the only nuclear fuel in use. Some reactors and nuclear weapons make use of plutonium. Plutonium is an extremely rare element.

Only tiny amount of plutonium exists in nature. Most of the plutonium that is used in nuclear projects is made inside nuclear reactors. Plutonium is an extremely dangerous element as it can cause heavy explosions. Plutonium was discovered in 1940. A team of scientists at the Barkley Radiation Laboratory in California successfully isolated Plutonium from a sample of Uranium - 238. However, their discovery was not known to the world until 6 years later it was kept as a secret because of the Second World War.

Now a days it is frequently made news by print and electronic media's that, that very country is so powerful that it can obliterate a few peoples within a few seconds. But there is always much possibility of much damage rather than defense. It is also true that if half of the world's nuclear power is used to take revenge, our loving earth will be destroyed within only 6 minutes. So more powerful is equal to more benevolent is equal to more destructive. So, the war mongers power hungers too are not safe. We all have to think if we shall go back to the primitive age as with the half of this enormous nuclear power, we shall try to reach to every nook and corner of this living planet and prove that we are really humans.



About Japan

Mst. Jatong Singpho
Class-IV

Japan is a famous country and well known for its technology. At the past at World War 2 an American plane named Enola Gay dropped an atom bomb named Little Boy on 6th August 1945. The bomb destroyed everything within a few seconds at Hiroshima. After 3 days on 9th August 1945 the same plane dropped another bomb named Fat Man on Nagasaki. Japan had faced economic damages. Now Japan is a very beautiful country and many tourists visit here every year. Japan's capital Tokyo is a very big city. At night the whole city twinkles like stars because very beautiful lights are used. Japan had a famous season spring. Very beautiful cherry blossom trees grow and look very beautiful and pink in colour.

In Japan the traditional dress Kimono is worn during their festivals. The game judo originated in Japan is now an Olympic game. Japanese have high life span because they care their health and cleanliness. Japan has no nuclear bomb because Japan is an Eco-friendly country. Japan's famous dishes are Sushi Rice Cake Tuna, Momo, Chowmin etc. Japan invented many cartoons, animated videos, and many other things like Doremon, Ninja Hatori Obachama, Dragon Ball, Jujutsu Kaizen, One Punch Man etc. Fuji ko Fui, Akira, Tariyama, Mashashi Kishimoto entertain children. Now Japan is a rich country. A Japanese game Pokemon is a very famous game and a cartoon. In Japan there is a restaurant and robots work there! Managers, worker, chef, staff, waiter all are robots. They make very tasty Japanese dishes.

The sharpest sword Katana is made in Japan. It can slice enemy in seconds! The most fastest bullet train started running in Japan. In Japan's mythology there is a character named Ninja, very big and white creature. In Japan today the people say that it kills fisherman in ship and Marine ships. Cannon, is a famous company for its good quality products. Japan had occupied Korea for long time but after two bombs were dropped on Japan, Japan had to leave Korea. In Japan you will not find any waste on roads because Japan uses robots on cleaning. In future Japan will be able to make flying cars, flying bikes etc. One day Japan of-course will make an elevator from earth to moon.

Japan's National bird is green pheasant and national tree is cherry blossom. In Osaka there is a Castle named Osaka Castle which was built by the warlord, Toya Tomi Hideyoshi, who ruled Japan from 1585 to 1598. Power of such warlords was greatly reduced. In secret missions Ninjas were used because at night they came in groups and stole and gave important information to the warlords. After that they made a plan and attacked the place. Japan developed a lot after bombing. In Japan houses are made of paper, bamboo etc. because of earthquake. Many international companies like Hayabusa, Honda, Suzuki are in Japan. The people of Japan are very rich and helpful to others. We come to know about their simplicity in Rabindranath Tagore's writing on 'Japan Tour'.

.....
: God can be realized through all paths. All religions are true. The important thing is :
: to reach the roof. You can reach it by stone stairs or by wooden stairs or by :
: bamboo steps or by a rope. You can also climb up by a bamboo pole. :
: -Ramakrishna :
.....

Some Notorious Wars

Mst. Tephana Hatcha
Class-IV

World War I

World War I began as a European quarrel, caused by rivalry among Nations. It spread across the oceans to the Middle East and to Africa. The war cost the lives of more than 8 million soldiers many killed in awful trench warfare. The war was so frightful that afterwards, people said it had been the end of all wars.

World War 2

World War 2 began on 3rd September, 1939, 2 days after German army invaded Poland. Then Britain and France declared war against Germany. The war was fought between the axis powers (chiefly Germany, Italy and Japan) and the Allies. (Who included Britain and its Commonwealth partners, France, the Soviet Union, and the United States). On 17 September the Soviet Union invaded Poland from the East.

The Vietnam War

Vietnam, together with Cambodia and Laos, was a part of the French Colony of Indo China. It was occupied by the Japanese in World War 2. During this time, the Viet Minh League, led by communist Ho Chi Minh, declared Vietnam Independent from France.

After the war, France refused to recognize Ho Chi Minh's government and war broke out between the French and the Vietnamese. This war ended in defeat for the French at the battle of Dien Bien Phu in 1954. An international agreement then divided Vietnam into communist North and noncommunist South. Almost immediately, civil war broke out from 1954. Communist guerrillas in the south, known as the Viet Cong, were helped by North Vietnam. The US became anxious to prevent the spread of communism and sent military aid to the South Vietnamese. However, the Viet Cong's guerrilla tactics were hard to combat. In an attempt to cut off supply lines, US planes bombed North Vietnam. Vast areas of forest were spread with chemicals to destroy any vegetation that may have been concealing of Vietcong bases.



Adi Tribe In Arunachal Pradesh

*Mst. Karsang Minge Darang
Class-VII*

The Adi is the major group of tribes inhabiting the East Siang and Upper Siang district. Adi tribe is also found in West Siang, Lower Dibang Valley and Lohit districts. The different sub tribal groups of the Adis are Padam, Korko, Ashing Bori, Pailibo, Minyong, Milong, Losi, Boldar, Simong, Panggis, Shings, Tangam, Pamso, Bogum, Boting, Komkor, Lodung, Pangi etc.

Marriage:

Mushup and Reshang, are the dormitories for boys and girls respectively, play an important role in the Adi society. Different sections of the Adi, call these institutions by different names such as the Padams, call 'Mushup' and Mingong 'Dere' etc. It is customary for boys and girls to become the members of their respective institutions when they attain the age of fifteen. They remain in their respective dormitories till their marriage. There are no restrictions for the boys of different mashups to visit girls in their Rasheng.

In the course of such visits if a boy and girl happen to like each other, negotiations are carried out between the boy's and the girl's parents. If approved by their parents, formal marriage takes place according to their custom. The bride after marriage usually continues to live with her parents till the birth of her first child. It is expected that the boy in the mean time, could be able to construct a house of his own.

House of the clan:

In the Adi society descent is traced through the father and the property devolves on the male line and the children belong to the father clan. If a child born in an extra marital relation is a boy, he belongs to the father's Clan and if it is a girl, she belongs to mother's clan but in case of girl child there is no hard and fast binding. The elderson generally sets up their separate house even while the father is alive, as principle. They do not dispute with the youngest brother who stays with the parents and inhabits the ancestral house by common consent. The widowed mother is considered a special responsibility of the eldest son, but in practice, she prefers to live with the youngest under the roof of her deceased husband's home.

Kebang:

All important decisions of political and social matters as well as the disputes among the members of the community are tried and settled by the Kebang. The various Kebangs are Bane

Kebang, Bongo Kebang, Bogum Bokong Kebang and Atek Kebang. In Bane Kebang all the male members of the village can take part and express their opinion freely. Bang Kebang consists of the head gems of the members of villages and it has one secretary and also some funds to manage. It mainly deals with inter village disputes and development and problem. Atek Kebang is for the settlement of particular cases of disputes. The Bagum Kebang is a federal organisation. Its jurisdiction extends to the whole district. This social customs and relations of inter village, inter-bangs disputes, political and economic changes affecting their life etc. are discussed in the Kebang. The Bogum Bakong adapts resolutions and recommends measures to the government for meeting them.

Textile:

The Adi has great variety clothes with straight forward patterns. There are arrangements of red black strips on white ground, white and yellow strips on a black ground alternate band of red black ground, white bands of red and black or of olive green and brown, based border of brown with a central narrow strip of black and white and the body of the cloth being black with brown black and white a strip at a three-inch internal.

Festival:

Adis gradually celebrates different festivals like, Doggin on 2nd February, Aron on 7th March, Solung on 1st September, Padi-Barbi on 5th December and Etar. Among all these festivals Solung is the most popular festival in Adis society.

Solung:

Solung which is the main festival of the Adis and is a manifestation of the Adi festival culture. There are various stories about its origin, but the most commonly accepted, one is that the Adis were asked by Kine-Ane, the goddess of wealth and prosperity to perform the Solung puja- Solung celebration continues for five days, first day is called, 'Solung-Cridi Dogin' as the day of preparation, second and the main day of the celebration is called Doreph-Longe or 'Ardo Bodo' (The day of animal sacrifice), third day in 'Binnayat Binom' or worshipping the goddess of plenty and prosperity. Fourth day is Taktor or Ekap when the villagers remain busy preparing bows and arrows and their weapon of war. On the fifth day the Miri (religious leader as priest) is given a ceremonial send off when the girl's sing and dance. Ponungbedong song in the afternoon.

During Solung festival; every evening the Miri sings 'Solung Abang' and through the song he relates the stories about the origin of man, animal and plants, ancestry of the Adis, lives and

deeds of the Adi houses. Solung is celebrated on the month of August or September but there is no fixed date for it in rural areas. Now-a-days in some places, the festival is celebrated on 1st September with a three-day programme. Solung is celebrated to reap a rich harvest after sowing seeds and transplantation of paddy plants, to raise more Mithuns and Pigs and also to be free from natural calamities, fire, accidents, diseases etc.

Folk Dance:

Adi tribe performs different types of dances, some of them are Panung, Delong, Posi Ksugki etc. Out of all these folk dances Ponung is the most popular folk dance.

Ponung Dance:

Adi villages have rich cultural life. The tribal people are famous for their Ponung that is dancing with the accompaniment of songs. A group of girls dancing in a circle holding each other by stretching their hands over each other's shoulders while the leader-usually a man called the Miri dances and sings in the centre-holding aloft and shaking a sword like musical instrument called 'Yoksha'. First, he sings a line and then it is repeated in chorus by the maidens rhythmically in circle at a low pace. On all important occasions Ponung is arranged.

.....
: Don't be afraid. Human birth is full of suffering and one has to endure everything :
: patiently, taking the Name of God. None, not even God in human form can escape :
: the sufferings of the body and mind. -Sarada Devi :
.....

Nyishi Community of Arunachal Pradesh

*Mst. Takkar Makcha
Class-VIII*

The Nyishi community is one of the largest indigenous Tribes of Arunachal Pradesh, mainly found in the districts of Papum Pare, Kurung Kumey, Kamle, Keyi Panyor, Lower Subansiri and East Kameng. The word "Nyishi" means "upland people." They belong to the Sino-Tibetan language group and speak the Nyishi dialect.

Traditionally the Nyishi live in stilt houses made of bamboo and wood. Agriculture is their main occupation they practice jhoom cultivation. They also depend on hunting and fishing for their livelihood.

The Nyishi wear unique traditional clothing. Men usually wear a cane helmet decorated with beer or Hornbill beaks, while women wear beautiful handwoven dresses and beads. The Hornbill is an important symbol for them and it is also part of their famous festival called Nyokum, celebrated every February to seek blessings for a good harvest and peace.

The Nyishi community has a rich culture including oral stories, music, dance, and folklore. Though many are now adapting modern education and lifestyles, they still take pride in preserving their customs and language. The Nyishi is a symbol of Arunachal Pradesh's diverse and vibrant tribal heritage.

.....
: I tell you one thing. If you want peace of mind, do not find fault with others.
: Rather learn to see your own faults. Learn to make the whole world your own.
: No one is a stranger, my child; this whole world is your own.
: -Sarada Devi
:

Our Judiciary

Mst. Jakap Pansa
Class-VII

In India, along with the legislature and the executive, the judiciary is one of the three basic organs of the state. It plays a vital role in the functioning of the state and, more so, in a democracy based on rule of law. Since time immemorial law and the judiciary have played a vital role in Indian polity. Today, the judiciary is not only required to resolve disputes between citizens but also between the citizen and the state. Today we have a number of such special courts and tribunals functioning in the country dealing with questions relating to family disputes, taxation, accident claims, labour disputes, Government employees, consumer protection monopolies and restrictive trade practices, etc.

The high court is the highest in every state for the adjudication of disputes. High courts have civil/ criminal original and appellate jurisdiction. Where such original jurisdiction has not been conferred upon high courts, all suits are to be filled in the district courts which, under the Civil Procedure Code, are established in every district of a state. There is a three-tier system of civil courts in every state. High Court of Assam has been made a common High Court for Assam, Arunachal Pradesh, Nagaland, Manipur etc.

The Supreme Court of India is the successor of the Federal courts and has inherited almost all its jurisdiction, as well as added more powers. It also has the widest possible judicial jurisdiction. The constitution of India provides that English is the language used in the High Court and Supreme Court of India. However, various States have made amendments and the high courts can now use local languages as specified by the notification issued by the state governments. The constitution of India, by article 136(2) offences/ committed under the Army, Air Force, and the Navy, similarly the Indian Penal Code (IPC)/ Criminal Procedure Code does not give jurisdiction to criminal courts over defence personnel in respect of offences committed under these acts. Such person's and offences are tried by the court known as 'court martial'. Even if personnel of the armed forces are detained by the local police and kept in custody, The Criminal

Procedure Code provides that he/ she should be handed over to military authorities to be tried under court martial. The court martial is a legal tribunal and not a part of the judiciary of the country. It is, however, the only court where a case of a military offence can be tried, determined, and punished.

Problems of the judiciary:

We have inherited the present system of our courts and their procedure from the British which has been tried for more than 150 years. It has, however, to be admitted that old is not always gold. The system suited well when it was introduced. It is still to a great extent, the best judicial system but, like any other system, it has become old, ineffective and is unable to cope with the changing pattern of society. No doubt the British system of administration was very good and laid to excellent results, but it had its defects. We are now a democratic country and we are a much more popular country. In these days therefore, what is required is a radical change in the method of administration of Justice. We want court to which people can go with ease and with as little cost as possible.

.....
: "If four things are followed - having a great aim, acquiring knowledge, :
: hard work, and perseverance - then anything can be achieved." :
: - APJ Abdul Kalam :
:

Wancho Tribe

*Mst. Lamdan Gangsa
Class-VII*

Wancho Tribe is known as the head Hunters. They are known for hunting and their diversity in culture. Their harvest festival's name is 'Oria'. There are various kinds of villages in the Wancho tribe, Like 'Khonsa' 'Khanu', 'Chasa' 'Chanu', 'Bonya' etc. These villages are located at Longding district. The villages have their own dialects.



The village people are deeply connected to their tradition, culture and values. Every house has their own harvest field, from which they get to fulfil their basic needs. They lead a simple life, close to nature, with fresh air and natural surroundings. They then do preserve, traditional customs, culture and social structure.



Greed A Short Story

Mst. Ayden Tach Bayang
Class-VII

Ramu was born in a rich family. He was spending his days happily, suddenly his parents died when he was just 20. His life took a dark turn. He got an addiction, of gambling. The more Ramu tried to stop, the more he wanted to gamble. Gradually he lost all his money and in a last thought, he used his last saving money and lost it in gambling.

While watching the television, he saw several cases of theft in his neighborhood. Ramu thought why not he became a thief and steal money from gambling, because being a thief is hard but then he also thought it was rewarding also. He first thought about Verman, a rich Merchant whose house was just in the neighborhood. Ramu thought about robbing the rich merchant's house, who had gone on a holiday vacation for a month.

The rich merchant's house was locked from all sides but it had an open balcony which had a fragile window. Ramu climbed up the balcony with the help of a rope and broke the fragile window glass to enter the house. It was a magnificent house with luxurious furniture, items and accessories. As he was wandering through the house. Ramu kept on going unaware that he had just triggered a secret messaging alarm that Verman had specially kept in his house for thieves. The police came to the house hearing the alarm, in a last-ditch effort Ramu went for a run, but he soon got caught and was arrested. At that time, he said to himself in the saddest way, 'If only I had not gambled but get a nice job I would have been in a very different situation.'

Moral: Greed can be the end of us so we must think that having something is always better than having nothing.

.....
: Every good thought that we send to the world without thinking of any return, :
: will be stored up there and break one link in the chains, :
: and make us purer and purer, until we become the purest of mortals. :
: -Swami Vivekananda :
.....

The First Story of Headhunting among Wanchos

*Mst. Ngamthak Edie Wangsa
Class-VIII*

According to the oral history of the Wanchoes, the first incident of head hunting was carried out by the people of Kaimoi. It took place long ago, at a time when the villagers of Kaimoi were celebrating pougwau festival. The date for the festival had not been fixed yet, people warned the inhabitants of the nearby village called Nyinu to not come and disturb them during the event. The villagers started the festive activities and they were beating the log drums and singing the traditional songs.

However, there was a man called Thanto Toam who had come from Nyinu, and he was set to disrupt the celebrations in spite of the earlier warning that had been given by the village people of Kaimoi. He appeared furtively at the festival site on several occasions with intent of destroying the preparations that were underway for the festivities, and each time he would run away choosing to go in a different direction. The people of Kaimoi became very angry and at last the young men of the village chased and caught the culprit, and they beat him to death. His body was returned to Nyinu but the villagers of Nyinu did not bury the body according to the custom of the time. Instead, they brought the dead body of the man back to Kaimoi village and left it there.

The chief of Kaimoi considered the situation carefully. He then instructed his warriors to dance and celebrate in the same manner as was the custom whenever a large wild animal was successfully hunted. They did as they had been instructed and this was the first case of head hunting to take place among the Wanchos. Prior to this, the practice had been to use a stick to beat an enemy to death. After the incident I have spoken of, war broke out between Kaimoi and Nyinu. The message about the head hunting spread all over the wancho loud and the warriors started collecting heads. This gave the warriors a reputation for bravery and at the same time established them as headhunters in the bygone days.



Figures of Speech

Mr. S. Rakshit
Teacher

A figure of speech is a word or phrase that is used in a non-literal way to create a more vivid, impactful, or artistic effect. It deviates from the ordinary, straight forward use of language to achieve a particular meaning, emphasis, imagery. Some of the most commonly used are listed below:-

METAPHOR : a figure of speech that directly compares two unlike things without using "like" or "as," stating that one thing is another.

EX. "Her smile was the sun brightened my day"

SMILE: a figure of speech that compares two different things using the words "like" or "as" to highlight their similarities.

EX. "the clouds drifted across the sky like lazy ship"

HYPERBOLE: An exaggerated statement or claim not meant to be taken literally, used for emphasis or effect.

Ex. "I am so hungry that I could eat a whole horse!"

ALLITERATION: The repetition of the initial consonant sound in multiple words within a phrase or sentence.

Ex. "Peter Piper picked a peck of pickled peppers"

PARADOX: a statement that appears self-contradictory but contains a deeper truth or meaning.

Ex. "The only constant is change"

OXYMORON: a figure of speech that combines two contradictory terms or ideas for dramatic effect or rhetorical effect.

Ex: "The silence in the room was deafening"

PERSONIFICATION: attributing human qualities, characteristics, or actions to inanimate objects or abstract ideas.

Ex: "The trees are dancing in the wind."

ONOMATOPOEIA: a word that phonetically imitates the sound that it describes. these words sound like the noise or action they refer to.

EX. "The clock goes tick tock"



Atmanirbhar Bharat and Viksit Bharat

*Mst. Banghang Basia
Class-VII*

Transforming India's Defence section

India is today the world's fastest growing major economy, and the initiative taken by our government have been helping the economy in expanding the gross domestic output. By 2027-28, India is expected to become the world's third largest economy. The defence sector must play an important role in modern India's rising stature at the global stage. It is critical for a country with soaring ambitions to have a defense- Industrial complex that can meet not just domestic needs, but also emerge as a global player by exporting defence equipment to friendly foreign countries.

The defence sector is the foundation pillar of our national security. As we expand our horizons to our extended neighbourhood and the Indo- Pacific region, we find the elements of uncertainty brewing steadily. We are also witnessing a shift in the global power equation which creates a precarious situation. If not for robust defensive capabilities, it would be arduous to maintain our sovereignty, strategic autonomy. Despite defence having such prime importance, we have been an import- dependent nation. We did not open our defence sector to private industry till 2001.

We have had a weak R&D base and have been largely dependent on foreign technology. This had adversely affected our 'Atmanirbhar Bharat' for decades but the situation changed for better after 2014. The government started working towards gaining self-reliance and self-sufficiency in defence since coming to power. Our efforts have paid rich dividends and the 'New era of Defence manufacturing' has been unleashed.

Rise in India's Defence Exports

In 2014 India's defence exports were a meagre 600 crores but since then there had been a steady rise in the numbers. India's defence exports grew 32.5 per cent in the last fiscal, crossing the Rs 21000 crore mark. In 2022- 23, India's defence exports stood at Rs 15920 crore. This upward trajectory is visible to everyone and it reflects what a country of India's size and scale can achieve when it puts its mind to a goal, remove road blocks and set higher ambitions.

Push for Self-reliance in Defence

Simultaneously, defence imports have witnessed a downward trajectory due to our government's spirited push for self-reliance, or atmanirbharta. Particularly remarkable has been

the synergy seen between the private and public sectors in defence manufacturing, both of which contributed 60 percent and 40 percent, respectively, to total exports in 2023-24. One must learn to look beyond these numbers as we need to understand what these record defence exports really stand for. For starters, it indicates India's emergence as a significant player in the global security scenario. This also means that it can play the role of a balancing, power in a world fraught with friction of ambitions and changing world order.

Increase in Budgetary Allocation

The government has significantly increased budgetary allocation to Rs 621940 crore or 13% of the total Union Budget for FY 2024-25. This is 4.7% higher than the budget estimate for 2023-24. Moreover, the real boost to indigenization is through capital acquisitions which have been allocated Rs 1.72 lakh crore. for then 75% of the modernization budget amounting to Rs105518 crore for procurement through domestic industries has been allocated in this financial year the government has also earmarked 25% of the R&D budget for industry- led growth

Role of private sector in defence

The private sector plays a significant role in the Indian defence sector, contributing to various aspects such as manufacturing, research the developments, and innovation. Private companies, such as Tata advanced system Limited (TASL) in aerospace and L&T in ship building, manufacture a wide range of defence equipment from small arms to advanced weapon systems and platforms. There also contributing to the goal of self-reliance in defence production. Moreover, private firms develop new technologies and improve existing systems by engaging in R&D and collaborating with public sector organisations like DRDO through schemes like the technology development fund (TDF) and iDEX. With over 460 challenges under the defence India start-up challenges, there have been over 530 winners and more than Rs 410 crore of grants that have been approved.

India's strategic collaboration with the US. Russia and Israel

India has entered strategic collaborations with countries like the USA, Russia, and joint production agreements to enhance domestic capabilities. The transfer of technology between HAL and Boeing, to produce P-81 Poseidon aircraft, has enhanced local capabilities. Simplifying the procurement process has enhanced efficiency, transparency, and the speed of adoption of new technology. Such measures have helped the Indian armed forces modernize their equipment and capabilities, and integrate new systems such as Rafael fighter jets, indigenous aircraft carries, and advanced missile systems.

The Lion and the Mouse

Mst. Ankush Sah
Class V

Once upon a time, there lived a lion who ruled the forest. One day, after eating his meal, the lion felt sleepy and lay down under a tree. A little mouse was playing nearby. Suddenly, the mouse ran up and down on the lion's body. This woke the lion. He got angry and caught the mouse in his huge paw. "You little mouse! How dare you wake me up? I will kill you!" said the lion.

The mouse was very frightened. He begged, "Pardon me, O King! Please don't kill me. I am a small creature. Let me go, and I will help you one day." The lion laughed and said, "You are too small to help me. But fine, you may go."

A few days later, the lion was walking through the jungle. Suddenly, he got caught in a hunter's net. He roared loudly, asking for help, but no one came. The mouse heard his roar and ran to help. "Don't worry, my friend! I will save you!" said the mouse.

The mouse called all his friends. They all came and started biting the net with their sharp teeth. Soon, the net broke, and the lion was free. The lion was very happy. He thanked the mouse. From that day, the lion and the mouse became best friends.

Moral of the Story: Even a small friend can be a great help.

Act on the educated young men, bring them together
and arrange them. Great things can be done by
great sacrifices only.
-Swami Vivekananda

-Swami Vivekananda

A Tiny Tale of Tibu

Mst. Debarghya Roy
Class X

Once upon a time, in a lush green forest, there stood a tall and mighty tree. Near this tree lived a small frog named Tibu.

One fine morning, the little frog looked up at the towering tree and said to himself, "I want to climb to the top."

The other frogs nearby overheard him and burst out laughing.

"He's wasting his time!" said one frog.

"Frogs are not meant for climbing trees," said another.

Despite their discouraging words, Tibu kept trying. Step by step, he climbed higher and higher until, finally, he reached the top of the tree.

The other frogs were astonished. "How did he do that?" asked a young frog.

An old frog smiled and said, "Tibu is deaf. He thought you all were cheering him on."

Moral: If you want to succeed in life, stay deaf to negative comments.

.....
: All knowledge that we have either of external or internal :
: world, is obtained through only one method by the :
: concentration of the mind. :
: -Swami Vivekananda :
.....

The day when my school disappeared

*Mst. Manash Jyoti Dutta
Class X*

It was a normal Monday morning. I packed my bag, put on my uniform, and went to the school bus stop with sleepy eyes. There was no time for breakfast, so I left home on an empty stomach.

When I reached the bus stop, I found out that the school bus had not arrived on time. I waited for a while, but it never came. Secretly, I felt happy -I thought I wouldn't have to go to school that day.

I rested at home for a while, but my mother insisted that my father drop me off at school on his scooty. I felt disappointed, but we set off anyway. Everything seemed normal until we reached the school gate.

I blinked several times, rubbed my eyes, and even pinched myself to be sure. But instead of the school, there was only an open field -as if the school had never existed. At first, I thought it was a dream, but the confused parents, teachers, and students around me convinced me that it wasn't.

Some students were overjoyed, thinking they were free forever from homework and exams. Others looked sad -they missed their friends, teachers, and classrooms. I stood quietly in the empty field where my school once stood, hoping that one day it might return. But it never did. I missed my school deeply. It wasn't just a building -it was my second home. And now, it was gone.

Exactly a week later, I received a message in my class group chat:

"Students, meet near the Banyan Tree at 8:00 a.m."

When I arrived, I couldn't believe my eyes. My entire class was there -along with our teachers. Someone had set up blackboards, benches, and desks. Right then, we realized that we didn't need walls to create a school. Together, we rebuilt our new one, right there under the Banyan tree.

Message: School isn't about walls or buildings -it's about the people, the memories, and the learning we share together.

A Superhero

Mst. Batsan Moidam
Class X

Everyone has seen or heard about superheroes like Batman, Superman, and Spider-Man-either in movies or during their childhood. But I have seen a real superhero in my life, and that superhero is my dad.

A dad, or father, is not just a word. Its true meaning is "a sacrificer." He sacrifices his own happiness just to bring a smile to his family's faces. No matter how poor he may be, he never lets his family sleep on an empty stomach. He works tirelessly for hours so that he can provide food for us. He always puts our needs and wishes before his own because he finds his happiness in ours.

But sadly, as children grow up, many forget their father's sacrifices and start treating him as just an old man. (Not everyone, but I've heard of many such cases.) There are those who have lost their fathers at a young age, and there are those lucky enough to still have them. Yet, some people neither respect their fathers nor talk to them openly.

When someone's father passes away, regret fills their heart-because we often fail to value what we have until it is gone. That is why every child should respect their father and have the courage to express their love for him, especially boys. We never know what the future holds.

If you delay expressing your love, one day it will be too late. Those unspoken feelings will remain locked in your heart, and the regret will come out in the form of tears every day.

It is truly sad for those who never had the chance to grow up with their father or show him how great they've become-like Cristiano Ronaldo, for example. Every boy dreams of showing his achievements to his father and hearing those four precious words: "I'm proud of you, my son."

A father might not openly express his love because he knows that if he treats his son like a child forever, the son may never grow into a strong, independent man.

Lastly, I want to end by saying: "I love you, Dad, and thank you for everything you have done for us."

The day you bury your father is the day you realize you've lost the only person who truly wanted you to become better than him.

The Tale Of The Tribes

Mst. Amazone Debisow
Class XI

When I was a child, my grandmother would often regale me with stories about our tribe, the Aka, and other tribes in Arunachal Pradesh, such as the Miji and the Nishi. One story that has stayed with me is about a competition between the chiefs of these tribes.

The Marathon Challenge

The chief who organized the competition decided to test each tribe's resourcefulness and ingenuity. Every tribe was given a piece of dried animal flesh, which seemed useless at first. However, the challenge was to find a way to use this flesh to their advantage during the competition.

The Aka's Mistake

The Aka tribe's representative, driven by hunger, decided to eat the entire piece of animal flesh, thinking it might give him strength. Unfortunately, this decision turned out to be a grave mistake.

The Rain Challenge

As the competition continued, the weather suddenly changed, and heavy rain began to pour. The other tribes, having cleverly used their pieces of animal flesh as makeshift raincoats or umbrellas, stayed dry and comfortable. Meanwhile, the Aka representative, who had eaten his piece, was left unprotected and soon fell ill.

The Consequences

Because of his illness, the Aka representative could not take part in the final round of the competition, which involved displaying each tribe's talents. The other tribes, having utilized their resources wisely, showcased their skills and were praised for their ingenuity. The Aka representative's absence, however, meant that his tribe lost the opportunity to be recognized.

The Lesson

My grandmother would always conclude by saying that the Aka tribe's stubbornness and lack of foresight led to their downfall. Though fictional, the story serves as a reminder of the importance of resourcefulness and planning ahead.

Reflection

As I grew older, I began to appreciate the wisdom behind this tale. It was not merely a story, but a lesson meant to teach us the value of critical thinking and making the best use of the resources available to us.

A Memba Folktale

Mst. Karma Mindu Sona
Class XI

Menchuka, a very adventurous and beautiful village located in the Shi-Yomi district of Arunachal Pradesh, is not only a famous tourist destination for its breathtaking scenery but also well-known for its mysterious sites.

One such fascinating place is the "Hanuman Camp," where the image of Lord Hanuman's face can be seen naturally formed on a mountain. No one truly knows how it came to exist. Some believe it is merely a natural phenomenon, while many others associate it with a legendary event from the great epic, the Ramayana.

According to the belief, during the war between Lord Rama and Ravana, Lakshmana was gravely injured. To save him, Lord Hanuman went in search of the sanjeevanibooti (life-restoring herb). On his journey, it is said that Hanuman arrived at Menchuka. Feeling disappointed for not having found the herb yet, he struck his face against the mountain in frustration. The imprint of his face remained there, forming the image that people still see today.

For some, it may just be a myth or coincidence, but for many others, it is a sacred and powerful symbol of faith.

.....
: We need to find God, and he cannot be found in noise and restlessness. God is the friend of :
: silence. See how nature - trees, flowers, grass- grows in silence; see the stars, the moon and :
: the sun, how they move in silence... We need silence to be able to touch souls. :
:
: -Mother Teresa :
:

A Folktale Of The Bird And The Lizard

*Mst. Walang Nokbi
Class XI*

This is a story my grandmother often told me when I was a child.

Just after the dawn of creation, there existed a land filled with diverse flora and fauna. Among them lived two unusual friends-a bird and a lizard.

One day, like any other, the pair set out to collect firewood from the jungle. The bird, being diligent, flew deeper into the forest in search of good-quality firewood, while the lazy lizard gathered the inferior wood lying nearby. After finishing her task, the lizard returned home and noticed the bird's pearl-like eggs resting in a nearby nest within her reach. Tempted by their beauty, she swiftly grabbed a few and hid them among her own dull-colored eggs.

After some time, the bird returned. To her horror, a few of her eggs were missing. She asked her friend, the lizard, if she knew anything about them, but the lizard denied it and suggested asking the neighbors. The bird went from one neighbor to another-first to the cow butchers, then to the buffalo butchers-but no one had any clue. Finally, the goat butchers, having overheard the conversation, told her that they had seen the lizard taking the eggs.

Feeling betrayed and furious, the bird rushed to confront her friend. The lizard, however, continued to deny her wrongdoing. The bird then demanded that the lizard show her eggs. Reluctantly, the lizard removed the top layer of eggs, trying to act innocent, but the bird dug deeper and found her own stolen eggs hidden below.

The bird shouted angrily, "Are these not my eggs?"

The lizard insisted they were hers. Soon, they were yelling-"They're mine!" "No, they're mine!"-over and over, without reaching any conclusion.

To settle the dispute, the lizard called for her kin-snakes, lizards, and reptiles of all kinds. Seeing this, the bird grew uneasy and summoned her kind as well-sparrows, vultures, eagles, and others. The birds flocked together and perched on nearby rubber trees, while the reptiles gathered below.

The leader of the snakes, the King Cobra, challenged the birds to a fight. First, he taunted the parrot, who declined, saying his feathers might get damaged and his tailless grandfather

had not yet arrived. The same response came from other birds. Finally, the eagle arrived. The King Cobra asked if he was ready to fight, and the eagle, known as the "tailless grandfather," boldly accepted the challenge.

The eagle swooped down from the sky, but the cobra swiftly coiled around him. The eagle pecked fiercely with his beak, loosening the snake's grip. The battle continued three times-coiling and striking-until the eagle finally grasped the snake with his claws, soared high, and tore the cobra apart mid-air. The other birds joined in, pecking pieces of the snake as they celebrated their victory.

Seeing their leader defeated, the other snakes retreated, hissing in sorrow. The birds, overjoyed, jumped on the branches of the rubber trees, shouting in triumph. Their jumps caused some branches to break, and the birds that fell to the ground became known as land birds, while those that flew away remained known as flying birds.

After the commotion, a mouse started a new argument, insisting that there should only be night and no day. A bird disagreed, saying there should only be day and no night. As their argument grew heated, an owl flew in, landing gracefully nearby.

The owl listened to both sides and calmly gave his judgment: "There shall be days followed by nights, and nights followed by days, continuing in order."

Although the owl's decision pleased no one, they all agreed that if he had been present from the start, this chaos might have been avoided. To punish him for his lateness, each creature struck him lightly on the head, flattening it. That is why, to this day, the owl's head appears flat.

And thus, as my grandmother said, these ancient events took place long ago, just after the creation of the earth.

.....
: One must live carefully. Every action produces its results. :
: It is not good to use harsh word towards other or be responsible :
: for their suffering. :
:

- Sri Sarada Devi

My Ten Years

Mst. Dibe Gyadi
Class X

After living many years in a place, you begin to know it like the back of your hand. The same is true for every student of R.K.M. Narottam Nagar. My journey began on 7th May 2016- a journey filled with countless memorable experiences.

I wasn't new to hostel life, so unlike many others, I didn't feel much homesickness. Never in my life had I seen a school with such a vast and beautiful campus. I was thrilled and enjoyed every program and place within those gates. Two years passed quietly and quickly. Looking back, I realize I hadn't even spoken to half of my classmates then.

In Class 3, as a member of the primary hostel, our mischief grew day by day. I can't mention everything we did, but all of it remains unforgettable. That was also the year we created our first fancy-dress character- "Samurai." Class 4, though we were still the junior-most, was full of pleasant memories.

Classes 5 and 6 were disrupted by Covid-19, yet the short periods of offline school and our online classes were still filled with laughter and fun. Class 7 marked the Golden Jubilee year of our school, but we missed much of the celebration since we were still in the middle hostel. However, the freedom of that year was unmatched- it allowed many small, uncountable adventures and misadventures.

Classes 8 and 9 were packed with various activities, both official and unofficial. Then came Class 10- still fun, yet far more stressful. The thought of leaving behind long-lasting friendships made everything a little heavier.

From being chased by monkeys in Class 1 to being chased by elephants in Class 10, I have truly encountered all sorts of wild adventures. These glorious and hilarious memories will forever remain a treasure of my lifetime.

It is because of the mission family that these ten years have meant so much to me. Even now, closing my eyes takes me back to a flashback of days that can never be captured in just a few words.



Biography of Swatantrya Veer Savarkar

Mst. Bhargav Shaha
Class X

Vinayak Damodar Savarkar was born on 28 May 1883 into a Marathi Hindu Chitpavan Brahmin family to Damodar and Radhabai Savarkar in the village of Bhagur, near Nashik, Maharashtra. He had three siblings: Ganesh, Narayan, and a sister named Mainabai.

Savarkar began his activism when he was still a high school student. At the age of 12, he led fellow students in an attack on a village mosque following Hindu-Muslim riots, later writing, "We vandalized the mosque to our heart's content."

In 1903, in Nashik, Savarkar and his elder brother, Ganesh Savarkar, founded the Mitra Mela, an underground revolutionary organization, which later became the Abhinav Bharat Society in 1906. The society's main objectives were to overthrow British rule and revive Hindu pride.

Savarkar was an Indian politician, activist, and writer who developed the Hindu nationalist ideology of Hindutva while being confined in Ratnagiri in 1922. The prefix "Veer" (meaning "brave") was one he adopted himself when he wrote his own biography under the pseudonym Chitragupta. He was also a prominent leader of the Hindu Mahasabha.

Savarkar's political involvement began in high school and continued during his time at Ferguson College in Pune. Later, when he went to the United Kingdom to study law, he became active in nationalist organizations such as India House and the Free India Society. He wrote several works advocating complete Indian independence through revolutionary means. One such book, *The Indian War of Independence*, which detailed the Indian Rebellion of 1857, was banned by the British colonial authorities.

In 1910, Savarkar was arrested by the British government for his connections to India House and was ordered extradited to India. During the voyage on the steamship SS Morea, he attempted to escape and seek asylum in France when the ship docked at the port of Marseille. However, French authorities handed him back to the British. Upon his return to India, Savarkar was sentenced to life imprisonment totaling 50 years and sent to the Cellular Jail in the Andaman and Nicobar Islands.



He was released in 1924 after submitting a series of mercy petitions to the British government. After his release, he largely refrained from directly criticizing British rule.

In 1937, when restrictions confining him to the Ratnagiri district were lifted, Savarkar began traveling widely. He emerged as a powerful orator and writer, consistently promoting Hindu political and social unity. In his address at Ahmedabad, he supported the Two-Nation Theory. Under his leadership, the Hindu Mahasabha endorsed the vision of India as a Hindu Rashtra (Hindu Nation).

In 1939, after the Indian National Congress resigned en masse in protest against Britain declaring India a belligerent in World War II, the Hindu Mahasabha, under Savarkar's leadership, formed alliances with the Muslim League and other non-Congress parties to form coalition governments in several provinces. Later, when Mahatma Gandhi's Congress launched the Quit India Movement in 1942, Savarkar opposed it. He advised people to "stick to your posts" and supported Indian recruitment in the British war effort.

In 1948, Savarkar was charged as a co-conspirator in the assassination of Mahatma Gandhi. However, he was acquitted due to lack of sufficient evidence.

Savarkar's wife, Yamunabai, passed away in November 1963. On 1 February 1966, Savarkar renounced food, water, and medicine—an act of Prayopavesha (fast until death). In his final article, *Atmahatya Nahi Atmaarpan* ("Not Suicide, but Self-Sacrifice"), he argued that when one's life mission is complete and the ability to serve society remains no more, it is better to end life at will rather than await death helplessly.

His health deteriorated rapidly, and he passed away at his residence in Bombay on 26 February 1966 after suffering difficulty in breathing. He was declared dead at 11:10 a.m. that day. As per his wishes, his relatives performed only his cremation, without the customary 10th- and 13th-day rituals.

"One Country, One God, One Caste, One Mind - Brothers all of us, without difference."

- Swatantrya Veer Savarkar

.....
: A man should have faith in the words of his 'guru'. :
: He doesn't have to look into his guru's character. :
: -Sri Ramakrishna :
.....

If I Could Be an Animal

*Mst. Wasam Ngemu
Class-IV*

Animals live in many places
In water, grass and trees.
Some hop, some jump, some climb
While others run with ease.
Animals can swim in lakes
Or fly high in the sky.

Smaller ones crawl in the rocks
For a shady place to lie
Whales dive deep to look for food
In an ocean or a sea.
And bees buzz among the flowers,
Gathering nectar happily.
If I could be an animal
Perhaps a deer or bear,
I would live wild in the woods
And run from here to there.



To Coast

Mst. Thangming Tangha
Class-VII

I sat on the horse,
Making my way to coast.
The place were sunsets,
The place where's the gate.

The start was very nice
As there was no change of dice.
I know it was going to take years,
But I also know somehow, I have to reach there.

I reached the creepy silent woods,
Where I only hear the sound of horse feet.
I look around and found only logs,
And something else was just fogs and fogs.

The day turns into night,
Making the woods more quiet.
Suddenly there came a man with lamp,
Who was great and did not look afraid.

He gave me the lamp, pointing to a way
And then he said "There you will find the day"
Then he vanished in the fog just like the logs,
Never letting me know his red folks.

I went and went and it started to rain,
The narrow road became slippery and other side was end.
The things got intense with storms brewing in the sky again,
But finally, after half an hour, it got to end.

The mountain ended and plains came
As feeling as I was in heaven.
I looked straight feeling lost,
It actually the coast.

I get off from my horse,
Making my steps to the coast.
I look back last at land,
Knowing that it was the end.

And No Other One

*Mst. Jowang Tesia
Class-VII*

When I examined my live,
Right from the beginning.
I strongly felt,
And I owe my parents many things
The big sacrifices they made
Are totally incomparable.
The way they care for our happiness
Are something admirable.

They guide us through every moment of life,
Specially in our youth,
And, they told us to follow,
The great path of truth.

How can I ever pay them back,
For all that they have done
This can be only done by parents,
And no other one.



Upside Down

*Mst. Moining Ngongkhum
Class-VII*

I saw the world upside down,
As the sea had made the ground!
People wore hats upon their foot!
And shoes on heads, a sight to meet.

The moon was shining in the day!
Sun came out to light the bay!
Rainbow dance in shades of grey!
And clouds sang song that swirled away.

Birds swam deep beneath the tide
While river fish took to the sky!
It was a world both strange and bright,
Right was wrong, wrong was right.
I smiled at the topsy view
The sky below, Earth above,
In this land so upside down,
Every moment was one full of love!



Try Your Best

Mst. Donte Thingnok
Class-VII

If you always try your best
Then you will never have to wonder,
About what you could have done,
If you'd summoned all your thunder.

And if your best
Was not good enough,
As you hoped it would be,
You still could say,
I gave today
All that I had in me.



The Magic of Books

*Mst. Sumit Lama
Class-VII*

Books are ships that sail the sea,
To lands of dream and mystery.
Each page a wave, each word a star,
They take you to places near and far.

You don't need a book or guide,
Just open up and look inside.
A jungle, castle, mountain high
Books help your thoughts to touch the sky.

They whisper tales of long ago,
Of kings and queens and winter snow.
Of dragons bold and heroes true,
With fun and surprises waiting for you.

When you feel bored or stuck inside,
Just grab a book and take a ride.
So turn the page and start to see,
How fun and wild a book can be.



Limerick

*Mst. Nokgaw Chimyang
Class-VII*

The school where I read in, was the worst,
Cause every day my pen lost.
All the students and teachers
Work hard for their future,
Accept me, that hasn't even had a class to cross.



Never Give Up, Keep Moving Forward

*Mst. Kimwang Mongchan
Class-VII*

Success is not the final.
Failure is not the end.
It is the courage to continue that counts.
The harder you work for something, the greater you'll feel when you achieve it.
Push yourself, because no one else is going to do it for you.
It's not about being the best, it's about being better than yesterday.
Every page you read is a step closer to your dreams.
If you can't fly, run.
If you can't run, walk.
If you can't walk, crawl.
But never give up in your life, because at the end, the future will shine bold and bright.



The Memories

*Mst. Ramhang Tonrang
Class-VII*

Under the light pink leaves,
There is an old brown bridge,
With a pond of fish below eating pieces of baguette in a row.
But the memories on the bridge,
Should not be remembered, the old memories, the pain giver.
When they threw words by hurting each other...
..but now on the breeze the friends stood staring each other,
Throwing words about the painful and beautiful memories that will live forever.

Robinho The Rise and Fall of a Brazilian Star

Mst. Dakjom Riba
Class-VIII

Robinho, whose full name is Robson de Suza, is a Brazilian footballer born on January 25 1984 in Sao Vicente Brazil. Known for his speed, dribbling, and flair. He began his career at Santos FC, where he gained fame as a young talent.

He later played for top European clubs like real Madrid, Manchester City and AC Milan. Robinho also represented Brazil in many international tournaments, winning the Copa America and confederation Cup. Despite his success on the field, his career was later over shadowed by legal issues.



School Life

Mst. Rupanjal Mishra
Class-VI

Life is too hard,
School is too far,
Can't stay like this longer,
Try to wake up faster.

Exams are coming near,
Starting to fear,
Tensions rising high,
Forgot to make a time table.

Works that incomplete is terrible,
Alas! There is more red ink,
Than black on my paper.

.....
: Let us all be honest. If we cannot follow the ideal, let us confess our :
: weakness, but not degrade it; let not any try to pull it down. :
: -Sw. Vivekananda :
.....

Whispers of the Deep

Mst. Sahin Socia
Class-VI

Beneath the waves, in twilight's glow,
Where creatures of wonder softly flow,
A world unknown, both bright and vast,
Echoes of ancient tales once lost.

Jellyfish with wings and turtles that glide,
Beneath the moon lit, rolling tide,
Whisper secrets of the deep,
Where oceans' mysteries quietly sleep.

In coral caves, where light is shy,
A realm of magic where shadows fly,
Fantastic creatures, strange and rare,
Dance through the crystal air.

The seas tell stories, old and grand,
Of worlds beyond what we understand,
Where dreams take form and magic gleams,
In the heart of the whispering seas.



Who Am I?

Mst. Niladri Mandal
Class-VIII

I am a question, soft and deep,
That visits dreams when you're asleep.
I'm not the name that people say,
But thoughts you think along the way.

I am the spark behind your eyes,
The quiet truth not made of lies.
Not just a face, or laugh, or cry -
I am the voice that asks again and again:
Who am I?



Elon Musk The Richest Person in the World

Mst. Tsering Dondup
Class-VIII

Elon Musk is a famous entrepreneur, inventor and billionaire known for his innovative work in technology and space. He was born on June 28, 1971, in Pretoria, South Africa. Musk is the CEO of Tesla which makes electric cars and the founder of space-x, a private space company aiming to make space travel possible for humans.

He is also co-founded Paypal and Neura link and was involved in projects like Star link (satellite internet) and the Boring company (Tunnel transportation). Musk is known for his bold ideas like colonizing Mars and building a sustainable future through clean energy. He is one of the richest people in the world and is admired for his vision though often considered controversial as he is out spoken nature.

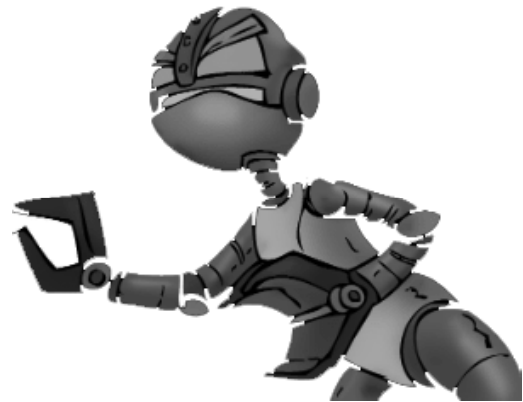
Tilly's New Robot

*Mst. Kylan Thapa
Class-VIII*

The teacher gave us a great advice;
Practise your faults or you may not pass, said he twice.
Tilly, sat on his table and tried hard, but could not
As his mind was on his new robot.

He flipped his pencil and did many stunts,
But his mom came and told him to practise till the pencil blunts.
Tilly sat on his table and tried hard, but could not
As his mind was on his new robot.

In the month of April, the result came,
Everyone was happy, but he had shame,
All of us cleared which he could not
As his mind was on his new robot



.....
: The world is indeed a mixture of truth and make-believe. Discard the
: make-believe and take the truth.
:

-Ramakrishna

I Saw The Sun

*Mst. Jingwang Hakhun
Class IV*

In the morning
I saw the sun,
It was shining bright,
So big and round - what a sight!

In the afternoon
I saw the sun,
Still shining in the sky,
A bit smaller, passing by.

In the evening
I saw the sun,
It wasn't shining like before,
It looked small, and shone no more.

In the night
I looked around,
The sun was gone, not in the sky.
The moon was there, shining high!



The Cry of the Tree

*Mst. Akhilesh Kumar Thakur
Class IV*

"Do not cut me!" cried the tree,
"I give you rain, and that is free!
In my cool shade, you love to rest,
And eat my fruits - they are the best.
Breathe the fresh air I gladly give,
Please let me grow, and let me live!"



Echoes of Earth

Mst. Anirban Banerjee
Class XII

Beneath the trees where silence grows
The whispering wind through branches flows,
The earth, our cradle, old & wise,
Reflects the sorrow in our skies.

We carve our names on mountain high,
Yet choke the rivers, dim the sky
But still, the flowers bloom each spring,
A quiet hope in everything.



The Sleepless Night

Mst. Sujol Roy
Class X

Last night I awoke and looked outside,
A red sky burn so deep and wide.
No star above, no silver moon,

The night was strange, like ominous soon.
The cricket's song - an annoying tune,
That crawled around me like quiet doom.
The wind was soft, the air was cold,
The sky was fierce - too dark and bold.

I saw a shadow, floating through the air,
It vanished quickly - was something there?
My heart beat fast, and unable to scream,
I didn't think it was real, only a dark dream.

I watched and watched, afraid to blink.
And just as I began to scream,
I awoke again!
It was a dream.



The Hidden Boy

*Mst. Tadding Aping Pertin
Class XI*

A little boy inside the mind,
Looks in the darkness, blind.
Waiting to get his divine eyes
To reach the infinite potential, high.

But why is he not let out?
May be the person behind shouts,
"Don't you dare move, you have no hope!".
And it is the 'You' who stopped.

Don't block the potent little man.
Let him get success on hand.
He is the divinity of one's
Who resides there forever not once.



Making Efforts

*Mst. Noklam Ponglaham
Class - X*

Making efforts in everything,
Doesn't come out good every time
They often find it as 'Frivolous'
But when you've put your heart on line.

Will these ever effect them?
Maybe! But on some later time
Maybe when you'll stop your efforts
And forget them with all your hopes

Someone said it very truly,
That things turn precious when we lose it
But waiting for them to regret
Will only make us to live to shed

So, let us stop for who don't care
And let us start to live our lives.
'Cause they just find it too frivolous
But when you've put your heart on line



Unspoken Truth

Mst. Loji Molo
Class X

A beautiful river flows around,
Where the two states are bound,
Tirap in Arunachal Pradesh,
And in Tirap, a beautiful place.

Tirap, a place of tribal people,
With a large area of evergreen jungle,
In it is a heavenly adobe,
Where people live with bald top
They are people with distinctive identity.
With a simple character and unique personality,
These people have a common mission,
To provide service and education.

Establishing an institution,
For a very moral reason,
For the welfare of society,
And for everyone's prosperity.

The bald heads were the monks,
Who have sacrificed their house,
To help anyone who come to them,
Glory to them!

To the orange warriors,
Sacrificing their life for others,
Vivekananda as the inspiration,
With a remarkable and great vision.

Let these fifty years of glories,
Forever hit centuries and centuries.



The Book of Life

*Mst. Godi Hai
Class XII*

I met a Book of Life, not so long ago,
not so interesting, not so amusing
as I thought so.
The cover page was approachable
And I approached warmly.
The Book gave me a smile
As I started at the page intently
Pages show off the dawn
Dawn that dares to drive the dark
Daffodils dancing in the desert
Words like the beauty and the beast
Minds are fragile, if hurt
Can't be healed like the torn pages.
Mind is a page of book.
So vulnerable and yet creative
The Book gave me bits of life
Which soon I started to cherish
Unknowingly a thread of connection
Was formed
I didn't know how beautiful a sweater can be born
My friend, The Book of life
Was clear and complex
Got the gentleness from a tree
Had the sun's fury behind the bright shines
Every story has an end and
Every being has an inevitable destiny.
I wish Autumn never comes early
And dark may procrastinate.
A time will come.
I may reach the end of the Book
As my eternal fear is, I have to
Keep it in my Bookshelf of Memories.





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नरोत्तम नगर

कु. जिंगफुआ वांगपन

कक्षा-8

नरोत्तम नगर एक बहुत ही सुन्दर और शांत जगह है। यह अरुणाचल प्रदेश के तिराप जिले में स्थित है। यहाँ हर तरफ हरियाली है और मौसम हमेशा ठंडा और अच्छा रहता है। सुबह-सुबह जब सूरज निकलता है, तो आसमान बहुत सुंदर लगता है और पक्षियों की आवाजे भी आती हैं।

नरोत्तम नगर में रामकृष्ण मिशन स्कूल भी है। जो यहाँ की सबसे खास चीजों में से एक है। हमारा रामकृष्ण मिशन स्कूल बहुत बड़ा और साफ-सुथरा है। यहाँ के गुरु और महाराज जी बहुत अच्छे हैं और हमें पढ़ाई के साथ-साथ अच्छी बातें भी सिखाते हैं। हमारे स्कूल में पढ़ाई के अलावा खेल, योगा और प्रार्थना होती है।

बारिश के मौसम में नरोत्तम नगर और भी सुन्दर लगने लगता है। पहाड़ों पर बादल छाए रहते हैं और मौसम ठंडा हो जाता है। यहाँ का हर मौसम मन मोह लेता है।

मुझे नरोत्तम नगर बहुत पसंद है क्योंकि यहाँ शांति, साफ हवा और अच्छे लोग हैं। यह जगह कल्पना की तरह है। अगर आप जीवन में कभी एक शांत और सुन्दर जगह जाना चाहते हैं, तो एक बार नरोत्तम नगर जरूर जाओ। यहाँ आपको ऐसा लगेगा कि जैसे आप प्रकृति की गोद में हो।

.....
"Even if we lose the wealth of thousands, and our life is sacrificed, we
should keep smiling and be cheerful keeping our faith in God and Truth."
- Sardar Vallabhbhai Patel
.....

रामकृष्ण मिशन स्कूल, नरोत्तम नगर

कु. दीवांग आलोक

कक्षा-7

रामकृष्ण मिशन स्कूल, नरोत्तम नगर, देवमाली (जिला तिराप, अरुणाचल प्रदेश) में एक प्रतिष्ठित आवासीय विद्यालय है, जो केवल लड़कों के लिए है। इसकी स्थापना 1 जुलाई 1972 को की गई थी। आरंभ में स्कूल 108 छात्र थे और यह धीरे-धीरे राज्य के सबसे सम्मानित शिक्षण संस्थानों में से एक बन गया।

यह विद्यालय रामकृष्ण मिशन द्वारा संचालित है, जिसकी स्थापना स्वामी विवेकानंद ने की थी। इस मिशन का उद्देश्य शिक्षा के माध्यम से चरित्र निर्माण, सेवा भावना और अध्यात्मिक विकास को बढ़ावा देना है। 1974 में तत्कालीन राष्ट्रपति वी. वी. गिरी ने स्कूल भवन की नींव रखी और 1978 में प्रधानमंत्री मोरारजी देसाई द्वारा इसका उद्घाटन किया गया। 1986 में उच्चतर माध्यमिक कक्षा (Class-IX-XII) शुरू की गई। विद्यालय सीबीएसई (केंद्रीय माध्यमिक शिक्षा बोर्ड) के संबद्ध है और कक्षा 1 से 12 तक की शिक्षा प्रदान करती है। पढ़ाई का माध्यम अंग्रेजी है बाकि हिंदी और संस्कृत भी पढ़ाई जाती है। यह स्कूल न केवल शैक्षणिक शिक्षा पर बल देता है, बल्कि नैतिक मूल्यों, अनुशासन, शारीरिक विकास और संस्कृतिक विकास पर भी जोर देता है। विद्यालय का परिसर प्राकृतिक सौंदर्य है और इसमें छात्रावास, पुस्तकालय प्रयोगशालाएँ, खेल मैदान, स्मार्ट क्लासरूम और चिकित्सा सुविधाएँ भी उपलब्ध है।

हर वर्ष अरुणाचल प्रदेश के विभिन्न जिलों से छात्र प्रवेश लेते हैं। प्रवेश प्रक्रिया में लिखित परीक्षा और साक्षात्कार शामिल होते हैं। यह स्कूल विशेष रूप से आदिवासी छात्रों को गुणवत्तापूर्ण शिक्षा प्रदान करने के लिए जाना जाता है।

रामकृष्ण मिशन स्कूल, नरोत्तम नगर ने शिक्षा के क्षेत्र में एक मजबूत पहचान बनाई है और आज यह अरुणाचल प्रदेश में सेवा शिक्षा और संस्कार का प्रतीक बन चुका है।

था वह कोई बरम वीर

कु. कैलण थापा
कक्षा-8

था वह कोई परम वीर,
जिसने खून बहाया जैसे नीर।
लड़ा बड़ी हिम्मत से,
अतः नाम मिला उसे परमवीर।

मैदान में जब आया वह शेर,
लगा जैसे दुश्मन होंगे मिन्टों में ढेर।
दुश्मन हुए बेचैन,
क्योंकि उन्हें पता था कि अब उन्हें न मिलेगा चैन।

था वह कोई परम नर,
जिसने काटे कई दुश्मनों के सर।
लड़ा बड़ी ताकत से,
अतः नाम मिला उसे परम नर।

दुश्मन हुए हक्के-बक्के,
जब उन्हें लगे तलवार के झटके।
लगा अंदाजा उनकी ताकत का,
जब जमीन पर उन्होंने दुश्मनों को पटका।

जब लगा उन्हें कि दुनिया छोड़नी पड़े,
तब ऊपर स्वर्ग के संतान थे खड़े।
था वह लोगों की ताकत,
साफ और स्वतंत्र रहे मेरा भारत।

अरुणाचल प्रदेश

कु. टक्कर मकछा

कक्षा-8

अरुणाचल प्रदेश भारत के उत्तर पूर्वी भाग में स्थित एक सुंदर राज्य है। इसे “उगते सूरज की भूमि” कहा जाता है क्योंकि भारत में सबसे पहले सूरज यही उगता है। इसकी राजधानी ईटानगर है। यह राज्य भूटान, चीन और म्यांमार की सीमाओं से जुड़ा हुआ है।

यहाँ की प्राकृतिक सुंदरता घने जंगल, पहाड़ और नदियाँ बहुत प्रसिद्ध है। अरुणाचल प्रदेश में अनेक जनजातियाँ रहती हैं, जिनकी अपनी विशेष संस्कृति भाषा और परंपराएँ हैं। यहाँ के प्रमुख त्यौहार में लोसार, ड्री और नयोक्म शामिल है।

पर्यटन के लिए यह एक आकर्षक स्थल है। तवांग मठ, जीरो घाटी और नामदाफा राष्ट्रीय उद्यान यहाँ के प्रमुख रूप से कृषि पर निर्भर है और चावल मक्का आदि फसलें उगते हैं।

संक्षेप में, अरुणाचल प्रदेश से शांत, सांस्कृतिक रूप में समृद्ध और प्राकृतिक सौंदर्य से भरपूर राज्य है।



तू वही है

कु. नीलाद्री मंडल
कक्षा-8

जब पत्तों पर धूप थमती है,
और हवा कुछ कहकर चुप हो जाती है,
तब मैं तेरे पास आता हूँ-
बिना किसी शब्द बिना किसी दस्तक के।

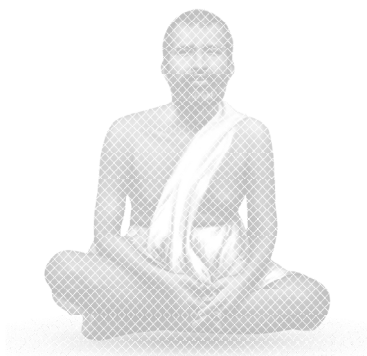
तू कहीं नहीं दिखता,
फिर भी हर ओर तू ही है।
फूलों की मुस्कान में,
नदी की बहती धुन में,
और मेरे भीतर की निः शब्द प्रार्थना में।

मैंने तुझको पुकारा नहीं,
पर तु सुनता रहा।
मैंने तुझको देखा नहीं,
पर तू दिखता रहा।

ओ जीवन !
तू कोई राह नहीं,
तू ही मंजिल है।
तू कोई प्रश्न नहीं,
तू ही उत्तर है।

युगावतार श्रीरामकृष्ण देव उनका सर्व धर्म समन्वय

श्री रामनरेश सिंह
हिन्दी शिक्षक



युगावतार श्री रामकृष्ण देव का अवतरण हमारे अंदर के संशय रुपी राक्षस का नाश करने के लिए हुआ था। उस समय धर्म एवं ईश्वर के क्षेत्र में भारत में ही नहीं बल्कि पूरे विश्व में विशेषकर पाश्चात्य देशों में संशय एवं असमंजस का वातावरण था। उस समय ईश्वर पर से लोगों का विश्वास हट रहा था। एक धर्म के लोग दूसरे धर्म के लोगों से लड़कर अपने-अपने धर्म और पंथ को श्रेष्ठ बता रहे थे। हमारे देश में ही धर्म केवल शास्त्रार्थ का विषय बनकर रह गया था। धर्म के जो बड़े-बड़े आचार्य थे, वे सब अपने-अपने मतों को श्रेष्ठ और अच्छा बताने में लगे हुए थे। शैव मतवाले शाक्तों से झगड़ते, तो शाक्त मत वाले वैष्णवों से। वेदांतियों का तो सबके साथ वैरमनस्य था। स्वामी जी के अनुसार उस समय तो मानो 'मुझे मत छुओ' यही हमारा धर्म हो गया था। मैं बड़ा पवित्र हूँ मुझे मत कुओ, धर्म की ऐसी अवनति हो गई थी।

ऐसी परिस्थिति में श्रीरामकृष्ण देव जी का अवतरण होता है। वे किसी प्रकांड पंडित या किसी शास्त्रज्ञ के रूप में नहीं आते और ना ही किसी राजा के यहाँ आते हैं बल्कि वे एक निर्धन ब्राह्मण के यहाँ अशिक्षित ब्राह्मण के रूप में आते हैं। वे बाद में दक्षिणेश्वर में काली माँ के पुजारी होते हैं। वहाँ वे माँ काली की बड़ी निष्ठा और लगन से पूजा करते हैं और उनसे दर्शन देने की प्रार्थना करते हैं। वे रो रोकर माँ से प्रार्थना करते हैं की माँ मुझे धन नहीं, यश नहीं और नाम नहीं चाहिए। माँ मुझे तेरा दर्शन चाहिए।

इस प्रकार उनकी माँ काली के प्रति दर्शन की व्याकुलता बढ़ती ही जा रही थी। जैसे ही एक दिन समाप्त हो जाता, वे पछाड़ खाकर गिर पड़ते और माँ से व्याकुलता से रोते हुए दर्शन देने की प्रार्थना करते। अंत में एक दिन दर्शन पाने की व्याकुलता इतनी बढ़ गई कि वे खड़ग उठाकर अपनी जीवन लीला समाप्त करने को तैयार हो गए। उसी समय माँ काली साक्षात् प्रकट होकर उन्हें न केवल दर्शन देती है बल्कि उन्हें तरह-तरह के उपदेश देकर उनका मार्गदर्शन भी करती हैं।

इसीलिए भक्त लोग जब उनसे पूछते हैं कि महाराज! क्या आपने ईश्वर को देखा है? तो वह कहते अवश्य देखा जा सकता है। पर क्या तुम रो सकते हो? रोना किसे नहीं आता। हम संसार की वस्तुओं के लिए कितने आँसू बहाते हैं? अपने प्रिय जनों की मृत्यु पर कितना रोते हैं? पर क्या भगवान के लिए कोई रोता है? यदि कोई भगवान के लिए रो सके, तो निश्चय जानो उसे भगवान के दर्शन अवश्य होंगे।

वे केवल माँ काली के दर्शन करके ही संतुष्ट नहीं हुए, बल्कि वे बाद में हिंदू धर्म के वैष्णव, शैव शाक्त और वेदांत मत सबकी सोधना करते हैं। जिसके परिणाम स्वरूप उन्हें भगवान राम, कृष्ण, सीता माँ और हनुमान जी के दर्शन होते हैं। उन्होंने वेदांत की साधना करके तीन दिन में ही निर्विकल्प समाधि की उपलब्धि हासिल की थी, तथा ब्रह्म का साक्षात्कार किया था। इस प्रकार वे केवल हिंदू धर्म की साधना तक की सीमित नहीं रहे बल्कि इस्लाम धर्म की साधना करके मुहम्मद पैगंबर के भी दर्शन किए थे। इसके बाद इसाई धर्म के अनुसार साधना करके ईसा मसीह के दर्शन प्राप्त किए थे।

इस प्रकार हम देखते हैं कि उनका जीवन धर्म की एक प्रयोगशाला बन गया था। जिसमें वे अनेक धर्मों की साधना रूपी प्रयोग करते हैं और परिणाम स्वरूप सभी में सफलता हासिल करके उन्होंने यह सिद्ध कर दिया कि सभी धर्म सत्य हैं। शायद इसीलिए संकीर्णता से सावधान करते हुए उन्होंने यह घोषणा की कि सभी धर्म ईश्वर को प्राप्त करने के अलग-अलग रास्ते हैं और वे सभी एक ही ईश्वर की ओर ले जाते हैं। अतः धर्म को लेकर झगड़ा नहीं करना चाहिए।

यहाँ यह भी उल्लेखनीय है कि उनका सर्वधर्म समन्वय और समानता का भाव अपने आप में अविद्वितीय और अनोखा है और इस मामले में उनकी बराबरी कोई नहीं कर सकता। अगर मैं यह कहूँ तो अतिसंयोक्ति नहीं होगी-इंसाफ करे जमाना, तो मुझको यह यंकी है।

कह दे कि हमारे ठाकुर का, कोई सानी नहीं है।।

क्योंकि उन्होंने केवल मुख से ही उपदेश नहीं दिया बल्कि उन्होंने भगवान के बारे में जो कुछ कहा उसे साधना के माध्यम से सिद्ध करके भी दिखाया कि सभी धर्मों की साधना द्वारा एक ही परमात्मा को प्राप्त किया जा सकता है। इस प्रकार हमारे अंदर ईश्वर और धर्म के प्रति जो संशय और अविश्वास रूपी राक्षस बैठे हुए थे, वे उनका विनाश कर देते हैं।

वे बार-बार भक्तों को संकीर्णता से सावधान करते हुए कहते हैं कि अपने मत के अलावा दूसरे के मतों को भी एक मार्ग समझना चाहिए। यह भाव न हो कि मेरे मार्ग की ठीक है और सब झूठ है। ऐसा द्वेष भाव मन में कभी न आए। जो भी मत या धर्म है, सब उसी ईश्वर को ही पुकार रहे हैं। इसलिए किसी भी धर्म

या मत से अश्रद्धा या घृणा नहीं करनी चाहिए। सभी धर्मों से ईश्वर को प्राप्त किया जा सकता है। सभी धर्म सत्य हैं छत पर चढ़ने से मतलब है, सो तुम पक्की सीढ़ी से भी चढ़ सकते हो, लकड़ी की सीढ़ी से भी चढ़ सकते हो, बाँस की सीढ़ी से या रस्सी के सहारे या गाँठदार बाँस से भी चढ़ सकते हो। इस प्रकार रास्ता कोई भी हो सकता है। छत रुपी ईश्वर सभी रास्तों से मिलेगा।

श्रीराम कृष्ण देव प्रत्येक जीव, हर वस्तु और हर चीज में ईश्वर को देखते थे। उनका कहना था कि यहाँ ईश्वर को छोड़कर है ही क्या? वे सारे संसार को ईश्वरमय देखते हैं। गजब की अनुभूति है उनकी कि उन्हें हर जगह भगवान के दर्शन होते हैं। यह इस बात से भी सिद्ध हो जाता है कि वे किसी भी जीव और पेड़ पौधों या घास आदि पर घटित घटना को अर्थात् उनके कष्ट को अपने शरीर पर इस तरह अनुभव करते थे। मानो उन्हें ही वह कष्ट मिला हो। इस संबंध में मुझे एक घटना याद आती है।

एक दिन श्रीरामकृष्ण देव जी गंगा के किनारे खड़े थे। उन्होंने देखा कि दो मल्लाहों के बीच झगड़ा हो रहा है। तभी एक मल्लाह ने दूसरे मल्लाह की पीठ पर जोरदार तमाचा मार दिया। उधर दूर खड़े श्रीरामकृष्ण देव कराह उठे। जोर से चिल्ला उठे। वहीं खड़ा उनका भांजा हृदय उनकी आवाज सुनकर वहाँ पहुँचा और उनकी पीठ पर पंजे का निशान देखकर कहने लगा। मामा, तुम्हें किसने मारा? बताओ मैं अभी उसका सिर काट दूँगा। तब उन्होंने कहा, अरे हटू। मुझे किसी ने मारा नहीं है। एक मल्लाह ने दूसरे मल्लाह की पीठ पर तमाचा मारा है। मुझे ऐसा लगा कि वह तमाचा मुझे लगा है। इस प्रकार वे दूसरे का कष्ट अपने जीवन में अनुभव करते थे।

इसी प्रकार एक दिन वे अपने कमरे के सामने खड़े थे। सामने फूल के पौधों और दूब का मैदान था जिस पर हरी हरी घास थी। एक व्यक्ति उस घास पर से चलता हुआ निकल गया। उन्हें लगा कि कोई उनकी छाती पर से निकलकर चला गया। अतः उनकी छाती रक्त से लाल हो गई थी। वे चिल्ला पड़े थे। उनका मन दूब के साथ तादात्म्य स्थापित कर लिया था। ऐसे श्रीरामकृष्ण देव इस युग में अवतार के रूप में आते हैं। ईश्वर के साथ उनका ऐसा अद्भुत तादात्म्य था। उनका कहना था कि ईश्वर प्रत्येक वस्तु में यहाँ तक की कण-कण में विराजमान है। उन्हें ईश्वर को छोड़कर कुछ भी नहीं दिखाई देता। “जय ठाकुर- मां - स्वामी जी”



कुहतेम्बा

कु. हेमंत मन्यू

कक्षा - 8

बहुत, बहुत वर्षों पहले एक बस्ती में कुहतेम्बा नामक एक चालाक युवक रहता था। उसे गाँव वाले पसंद नहीं करते थे क्योंकि बहुत दिनों से घरों से मुर्गियाँ चोरी हो रही थी और उसका दोष साफ-साफ कुहतेम्बा पर जा रहा था क्योंकि उसे मांसाहार बहुत पसंद था। कुछ लोग उसे चोरी करते हुए देखने का दावा करते थे मगर उनके पास कोई खास सबूत नहीं था। कुहतेम्बा को पता था कि चोर वह खुद है लेकिन उसे ग्रामवासियों का भरोसा जीतना था इसलिए एक बार उस बस्ती में एक बड़ी समस्या पड़ गई थी। वहाँ के मैदान में एक बड़ा पत्थर था जिसे उन्हें हटाना था तो कुहतेम्बा ने कहा कि “मैं इसे आप सबकी मदद से हटा सकता हूँ। मगर उससे पहले मुझे दस (10) मुर्गियाँ चाहिए”। गाँव वाले जिनके पास कोई दूसरा उपाय नहीं था। उन्होंने यह शर्त मान ली। उस रात कुहतेम्बा ने बड़े मजे से मुर्गियाँ खाईं। अगली सुबह उसने सभी ग्रामवासियों को बुलाया और कहा कि “आप सब आँखें बंद करिए” मैं इसे आगे से खींचूँगा” सबने ऐसा ही किया मगर थोड़ी देर के बाद कुहतेम्बा से कुछ आदेश ना मिलने पर सबने अपनी आँखें खोली और कुहतेम्बा सबको चालाकी से छोड़कर दूसरे गाँव भाग जाता है। तब से वहाँ के व्यक्ति किसी पर भी भरोसा नहीं करते।

.....
A man should have faith in the words of his 'guru'.
.....

He doesn't have to look into his guru's character.

-Sri Ramakrishna
.....

पैसों का लालच

कु. पंखुम सिंगफो

कक्षा - 8

एक समय की बात है। दो जमींदार एक-दूसरे के बहुत अच्छे दोस्त थे। जैसे-जैसे समय बीता उन दोनों में से एक का पुत्र जन्म हुआ जिसका नाम उसने चेतन रखा। चेतन के पिता के पास एक बहुत वफादार नौकर था, जिनका नाम रामू था। धीरे-धीरे समय बिता और चेतन के पिता बीमार पड़ने लगे। उसके पास बहुत सारा धन बचा हुआ था और उसे यह सब चेतन के लिए बचाना था। लेकिन चेतन अभी पाँच (5) साल का ही था। इस बारे में उसने अपने मित्र को बताया। उसके मित्र ने उसे सलाह दी कि अपना धन रामू के साथ जाकर जंगल में छुपा दो। अपने मित्र की सलाह को लेते हुए उसने ठीक ऐसा ही किया और रामू को कहा कि जब चेतन 18 साल का हो जाएगा तब उसे यहाँ लाकर यह सब उसे दे देना जिससे वह अपने आगे का जीवन आराम से काट सके। उसे रामू पर पूरा भरोसा था कि रामू उसे धोखा नहीं देगा। मृत्यु के समय वह खुशी-खुशी संतुष्ट होकर मरा। धीरे-धीरे चेतन 18 साल का हो गया और उसके लिये उसका धन कम पर रहा था। उसने अपने पिता के मित्र से कुछ पैसे कमाने की तरकीब पूछी। उसने कुछ तरकीबें बताई और साथ में उसके पिता का उसके लिए छोड़ा हुआ धन के बारे में भी बता दिया और इसके बारे में रामू से पूछने को कहा वह खुशी-खुशी घर गया और दूसरे दिन रामू से उन पैसों के बारे में पूछा। रामू उसे जंगल में एक पेड़ तक लाया और वहीं रुक गया। जब चेतन ने उससे फिर पैसों के बारे में पूछा तो रामू कौन से पैसे? किसके पैसे? कहने लगा। चेतन ने उसे कुछ नहीं कहा और दोनों घर वापस चले गए। कुछ दिनों के बाद चेतन ने रामू से फिर उन पैसों के बारे में पूछा। उसे दिन भी पहले की तरह हुआ, रामू ने चेतन को फिर उसी पेड़ तक लाया और पैसों के बारे में पूछने पर वह फिर कहने लगा कि कैसा पैसा? किसके पैसे? वह दोनों उस दिन भी खाली हाथ चुप-चाप घर वापस आ गए। अगले दिन चेतन ने यह सब अपने पिता के मित्र को बताया। उसे चेतन की बात समझ में आ गई और उसने चेतन से कहा कि अगली बार उस जगह पर जब वह दोनों जाए तब उस जगह के आस-पास खोदें। अगले दिन चेतन ने फिर रामू से उन पैसों के बारे में पूछा तो चेतन को फिर उसी स्थान पर लाया और फिर वही बातें दोहराने लगा। चेतन उसकी तरफ देखकर मुस्कराया और आस-पास खोदने लगा थोड़ी देर खोदने के बाद उसे वह पैसे मिल गये और रामू के साथ घर लौट गया। उस दिन के बाद रामू ने अपना पूरा जीवन ईमानदारी से चेतन की सेवा में बिता दिया।

पैसों की लालच में आकर रामू ने चेतन को पैसे नहीं दिया लेकिन उसके पास उन्हें अपना बनाने के लिए हिम्मत नहीं थी ऐसे मामलों को आराम से सुलझाना चाहिये।

“जो डर गया वो मर गया”

कु. तोमो बासार

कक्षा - 8

बहुत समय पहले लगभग 15 साल पहले शहर में एक परिवार रहता था। परिवार में एक बेटा और एक बेटी रहती थी। लड़के का नाम मोहन और लड़की का नाम श्वेता था। उनके स्कूल में छुट्टी थी। मोहन और श्वेता दोनों अपने गाँव लालपुर में अपने नाना-नानी के साथ रहने के लिए थे। उनके माता-पिता को जल्दी थी इसलिए वह नाना-नानी से मिलने से असफल रहे। जैसे ही मोहन और श्वेता ने दरवाजा खटखटाया तो उनकी नानी ने दरवाजा खोला फिर उन्होंने नाना-नानी से हालचाल पूछा। जब नाना-नानी कमरे में थे उन्हें ऊपर के कमरे से आवाज आ रही थी। वे सरासरी करके ऊपर चले गए तो देखा उस कमरे में ताला लगा है उन्होंने चुपके से चाबी लेकर दरवाजा खोल दिया। जैसे ही दरवाजा खोला तो बहुत दुर्गंध आ रही थी क्योंकि खटिया पर उनकी नाना नानी मरे हुए थे। वह डर गये फिर वह उस कमरे के कोने में गए तो देखा कि वहाँ बहुत सारी खोपड़ी थी और लगता था किसी ने काला जादू किया है। वह भाग कर नीचे गए तो देखा नाना-नानी कमरे में लाल रंग का शायद खून पी रहे थे। वह दोनों भाग गए, भागते-भागते वह जंगल में चले गए पीछे देखा तो नाना-नानी भेड़िए के रूप में उनके पीछे पड़े थे। उन्होंने एक मंदिर देखा फिर वह उसके अंदर चले गये। पंडित से बात करने के बाद पंडित ने कहा कि यह बहुत खतरनाक है यह लोगों को मारकर उनका रूप ले लेते हैं। फिर उस रूप के साथ वह बच्चों का अपहरण कर उनके खोपड़ियों से काला जादू करते हैं और उनका मांस खाते हैं। पंडित ने कहा “आज तक इस से कोई नहीं बच पाया है”। तो बच्चों ने कहा “तो हम कैसे बच गए। तो पंडित ने कहा बच्चे तो डर कर बेहोश हो जाते हैं पर तुम दोनों ने साहस कर भाग कर यहाँ आ गये। इस कहानी का आशय यह है कि हमें ना डर कर मुश्किलों का सामना करना चाहिए अर्थात “डर के आगे जीत है”।



कुछ समय पहले

कु. ताडींग अपिंग पार्टिन

कक्षा - 11

कुछ ही पहले तो बच्चे थे,
इधर-उधर दौड़ते कच्चे पे।
दुनिया की चिंता से दूर में,
कड़कती धूप के नीचे से,
छोटे-मोटे, नदी-नालों से,
खेलते कूदते घर को आते थे।

बड़े होने से मौज थी,
उस समय की सोच थी।
उम्र बढ़ाने की दौड़ पर,
प्रथम करवालू अपना स्तर।
अब सोचूँ मैं समय के पीछे
चलकर गिरवालू स्तर, अपना नीचे।



माँ

कु. अंकुश शाह
कक्षा - 5

माँ तेरी ममता है सबसे न्यारी,
लगती हो तुम मुझे सबसे प्यारी।

प्यार तुम्हारा सागर समान,
स्नेह भरी, तेरी हर मुस्कान।

बिन कहे तुम सब समझ जाती,
बिन मांगे हर चीज दिलाती।

दूर करती मेरी सारी बीमारी,
जादू की छड़ी है दुआ तुम्हारी।

मेरी खातिर सौ सपने सजाती,
अरमानों को अपने त्याग देती।

बिन तेरे व्यर्थ है जिंदगी सारी,
तुमने ही मेरी जीवन सँवारी।



बच्चे की सीख

कु. वांगइन वांगसा

कक्षा - 5

छोटा सा बच्चा अर्जुन रोज अपने पिता से तरह-तरह के सवाल पूछ करता था, पापा भगवान कहाँ रहते हैं ? क्या वे आसमान में रहते हैं ? पिता मुस्कुराए और बोले, नहीं बेटे भगवान हर इंसान के अंदर होते हैं। जब हम अच्छा काम करते हैं। किसी की मदद करते हैं। सच बोलते तब भगवान हमारे साथ होते हैं। अर्जुन ने यह बात ध्यान से सुनी लेकिन पूरी तरह समझा नहीं। अगली सुबह स्कूल में उसका एक दोस्त रो रहा था क्योंकि उसका टिफिन गिर गया, अर्जुन ने अपना आधा टिफिन उसे दे दिया। दोस्त ने मुस्कुराकर धन्यवाद कहा। अर्जुन को अंदर से बहुत अच्छा महसूस हुआ।

शाम को उसने पिता से कहा, पापा मुझे आज भगवान का महसूस हुआ। पिता ने खुशी से उसे गले लगा लिया। अर्जुन ने उस दिन समझा कि ईश्वर कहीं बाहर नहीं, बल्कि अपने कर्मों में है।

नैतिक संदेश :

भगवान हमारे अच्छे कर्मों में है। जब हम मदद, सच्चाई और प्रेम करते हैं, तभी भगवान हमारे पास होते हैं।



.....
Let us all be honest. If we cannot follow the ideal, let us confess our
weakness, but not degrade it; let not any try to pull it down.

-Sw. Vivekananda
.....

लम्हें

कु. बस्तन मोइदम

कक्षा - 10

लम्हें जीवन के वह पल होते हैं जिनमें आप अपने जीवन के सबसे खूबसूरत पल और जिनमें आप बहुत खुश हुआ करते थे। जिन्हें आप कभी भुला नहीं सकते तथा उसे भुलाना भी नहीं चाहते। कभी-कभी उन अच्छे पलों को याद कर आपके चेहरे पर एक मुस्कुराहट भी उभर जाती है। पर अगर आप उसी पलों की गहराइयों से चले जाते हैं तो वह मुस्कुराहट आँसुओं के सामान बाहर आने लगते हैं।

कभी न कभी आपके जीवन में एक ऐसा व्यक्ति आता है जिसे आप सदा खुश देखना चाहते हैं तथा उसकी खुशी में अपनी खुशी ढूँढते हैं। क्योंकि आप उसे अपना प्रिय मित्र जो मानते हैं। आप उसकी सहायता करने में इतना जुट जाते हैं कि आप अपने अंतर मन को भूल जाते हैं। लेकिन जब वे कोई ऐसा कार्य करते हैं जिसकी आपने कल्पना भी नहीं की तो वह आपको अंदर से तोड़ देते हैं।

लम्हें वह पल होते हैं जिन्हें आप याद करते रहते हैं और उस सोच में पड़ जाते हैं कि वह खूबसूरत-सा पल अब कहाँ चले गए? कई तरह के सवाल उभरने लगते हैं कि वे पल इतनी जल्दी कैसे बीत गए? कभी-कभी मेरे मन में यह ख्याल आता है कि वह दस (10) साल जो मैंने अपने मित्रों के साथ बिताया वह खुशियों वाले पल अब कहाँ चले गए। सब इतने जल्दी बड़े हो गए और आखिरकार उस कक्षा का हिस्सा बन गए, जहाँ सब एक दूसरे से जुदा और अलविदा कहने के काबिल बन गए। कभी-कभी सोचकर दुखी हो जाता हूँ कि वह यादगार पल अब कभी वापस नहीं आने वाले। क्योंकि बीता हुआ कल वापस नहीं आता।

वह लम्हें जब हम अपने अध्यापक से कोई एक प्रश्न पूछने पर उनकी तरफ से सौ बार समझाने का प्रयास हमारे दिलों से हमेशा यादगार रहेंगे। जब मुझे भूख लगती तब मुझे उन्हीं अध्यापकों के हाथों से बने दाल-चावल अपनी और खींच लेती और मेरे पूछने पर वे मुझे अपने छात्रों के समान नहीं बल्कि अपने बच्चे की तरह खिलाते।

लम्हें कभी-कभी ऐसे होते हैं जो अंदर से चुभते हैं और आपको अंदर से कमजोर कर देते हैं। जैसे आपका कोई मित्र जो कभी एक समय आपका प्रिय हुआ करता था आज वह आपको मित्र बुलाने से घबराता है, आपके सामने आने पर चिढ़ जाता है। इससे बुरा खवाब और क्या हो सकता है? अंत में यह कहना चाहूँगा कि जो तुम्हें आपको अंदर से कमजोर बनाते हैं उन्हें आपको न चाहते हुए भी भुलाना पड़ता है। उन पलों को आपको जबरन अपने दिमाग से बाहर निकालकर कहीं दफन करना पड़ता है क्योंकि वे आपको जीवन में आगे बढ़ने से रोकते हैं। मनुष्य अपने बीते हुए कल को एक जख्म की तरह अपने अंदर रखता जिसके वजह से उसे हार का सामना करना पड़ता है।

सुंदर प्रकृति

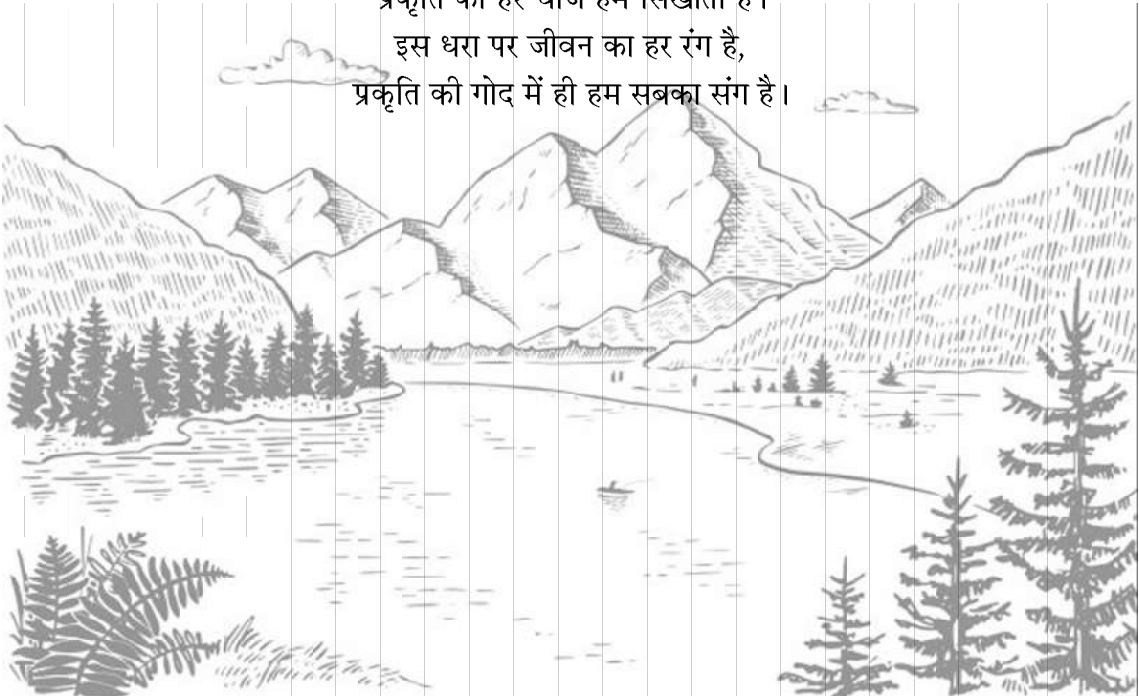
कु. नाोंगदोंग बंगसिआ

कक्षा - 6

प्रकृति की गोद में बैठकर देखो,
हरियाली और फूलों की मुस्कान।
पेड़ों की डालियों पर चिड़िया गाती हैं,
नदियों का शोर, मन को भाता है।

सूरज की किरणें जब खिलती हैं,
सारा जगत जगमगाता है, नया दिन लाती हैं।
चांदनी रात में तारे टिमटिमाते हैं,
प्रकृति की सुंदरता का कोई अंत नहीं।

पहाड़ों की ऊँचाई, समुद्र की गहराई,
प्रकृति की हर चीज हमें सिखाती है।
इस धरा पर जीवन का हर रंग है,
प्रकृति की गोद में ही हम सबका संग है।



हाथी और नाई

कु. देवार्घ राय

कक्षा - 10

एक जमाने की बात थी, कहीं एक गांव में एक नाई रहता था। हर रोज उस नाई से मिलने के लिए एक हाथी आता था। वह नाई उस हाथी को रोज एक दर्जन केला देता था। एक दिन उस नाई को बहुत गुस्सा आ रहा था। हर रोज की तरह उस दिन भी वही हाथी नाई से मिलने आया था। परन्तु नाई बहुत गुस्से में रहने के कारण, उस नाई ने एक दर्जन केले में एक छोटी सी सूई गुस्सा दी थी। हर रोज की तरह जैसे ही हाथी ने केलों को खाया तो वह सूई उसके सूंड में घूस गया और उस हाथी को बहुत पीड़ा हुई। उस हाथी को यह व्यवहार बहुत ही बुरा लगा परन्तु उसने कुछ भी नहीं किया और वहाँ से चला गया। अगले दिन वह हाथी अधिक संख्या में कीचड़ ले आया और नाई के दुकान में फेंक दिया। नाई की दुकान पूरी तरीके से कीचड़ से भर गई। तब जाकर नाई को उसकी गलती समझ में आई। वह नाई उस हाथी के पास गया और हाथी को गले से लगाया। फिर वह नाई ने हाथी को एक दर्जन की जगह दो दर्जन केले दिए और दोनों फिर दोस्त बन गए।

नैतिक संदेश : बुरे काम का नतीजा हमेशा ही बुरा होता है।



वास्तविक शांति

कु. डिबे ग्यादी

कक्षा - 10

बहुत समय पहले 'माक' नाम का राज्य था। उसके राजा और रानी का नाम राम दी रो तथा सीता आफ टंग था। उसकी एक ही संतान थी जिनका नाम था राजकुमार तोन। राम एक अच्छा और योग्य राजा था। माक एक समृद्ध तथा वरिष्ठ राज्य था मगर वह अस्थिर हो गया और गृह युद्ध वाली स्थिति हो गई। राज परिवार बहुत चिंता में थे। तभी एक रहस्यमय चाईनीस व्यक्ति, जो अपना नाम कामप बताता था, राजा से कहता है कि एक जंगल में एक शांति की घंटी है जो कहीं भी शांति ला सकती है। राम को उस पर विश्वास नहीं था मगर तोन के आग्रह पर उसे या जिम्मेदारी दे दी। राजकुमार को एक समूह दिया गया जिसमें सेनापति मेगिंग, मंत्री सुखदेव हुन, सैनिक सुवीर रिम, सैनिक एन.टी.आर तथा कामप थे। वे लोग दूसरे ही दिन अपने सफ़र में निकल गए। कुछ दिनों के बाद वे उस जंगल में पहुँच गए। समूह थका हुआ था मगर उन्होंने घंटी खोजना आरंभ किया। तीन दिन हो गए मगर उन्हें कुछ नहीं मिला। समूह हिम्मत हार रहा था तभी उन्हें एक बूढ़ा व्यक्ति मिलता है। वे उन्हें अपनी परेशानी बताते हैं। वह बूढ़ा व्यक्ति उन्हें अपने घर ले जाता है। वह अपना नाम वेन तथा अपनी बूढ़ी पत्नी का नाम वीर बताते हैं। वे उन्हें खाना देते हैं और बताते हैं कि घंटे के पास उन्हें बस एक पागल डॉक्टर जी ही पहुँचा सकता है। वे उन्हें धन्यवाद देकर डॉक्टर के पास जाते हैं। डॉक्टर उनसे कहते हैं कि वहाँ पहुँचने के लिए उन्हें सल्लू नामक गुफा से गुजरना पड़ेगा जिसकी रक्षा मान नामक बाघ करता है। वे उन्हें वहाँ जाने का नक्शा देते हैं तथा अपने दो आविष्कार देते हैं। जिनका नाम था चना जांग और बैंगन नोक जो अपने नाम के मुताबिक चना तथा बैंगन बना सकते थे। वह गुफा पहुँच गए, उसके बाहर हाथी जितना बड़ा बाघ खड़ा था। वे उसे रास्ता छोड़ने को कहते हैं। मगर मान अपने आप को चासा का बाघ कहकर उनपर हमला करता है। मगर सेनापति मेगिंग ने उसे एक बार से चित कर दिया। वे गुफा में प्रवेश करने ही वाले थे कि ऊपर का एक चट्टान कहने लगा- "मेरा नाम जेक है, मैं तुम्हें सचेत करता हूँ कि अंदर मत जाओ, वहाँ सफेद भूत-लिख रहता है। मगर वे अंदर जाते हैं सल्लू गुफा में पूरा अंधेरा था। अचानक सफेद भूत, खून में सना हुआ, उनकी तरफ आ रहा था। वे सब दूर गए मगर अचानक से वह भूत गायब हो गया और कामप इसे मौका कहकर भागने लगा। वे सब सही सलामत गुफा के उस पार पहुँच गए। यहाँ हर जगह आम के पेड़ थे। वे आगे बढ़ रहे थे तब उन्हें दो बंदर कपलि और होंग मिलते हैं। वे उन्हें अपने नेता ड्रैगन संग के पास ले जाते हैं। वहाँ के लोग आधे जानवर और आधे इंसान थे, केवल संग को छोड़कर। संग उन्हें बताते हैं कि शांति का घंटा एक नागिन पू के पास है, उसके साथ भालू, जोच, हाथी, जीवा चिम्पेंजी नाल, कौआ-समगा, गोरिल्ला लाई, मछली-पोशन और सिर्फ यांग है। राजकुमार का निर्णय अटल था इसलिए

उसने अपनी सेना के साथ युद्ध करने को सोचा जिसमें चहा-आस, बकरा-बेत, गघा-रोअन, स्लोथ-वोअन और मेंढक लोज थे। युद्ध आरंभ हुआ और एक-एक कर सब मारे गए। आखिर में नागिन पू, टोन, संघ और टोन के साथी अकेले बचे थे। मेगिं ने घमासान युद्ध के बाद नागिन को मार गिराता है। उन्हें घंटा मिल जाता है और वे वापस माक के लिए निकलते हैं। रास्ते में एक रात टोन ने कामप का पीछा किया उसने देखा कि कामप एक खुले मैदान में जाते हैं और वहां बहुत से काले जादूगर उसकी पूजा कर रहे हैं। उसे पता चल चुका है कि कामप ही इस सबके पीछे हैं उसी ने गुफा में भूत को भगाया होगा। काले जादूगरों को शांति का घंटा इसलिए चाहिए था क्योंकि शांति का घंटा का प्रयोग करने से प्रयोग करने वाला किसी को भी कितनों को भी मार सकता है अर्थात् अशांति पैदा करने वालों को खत्म करके शांति बनाना है। टोन और उसके साथी उन को रोकने के लिए उन पर हमला कर देते हैं और घंटे की मदद से सबको हरा देते हैं। मगर कामप और काला जादूगर सिरि उनसे खतरनाक युद्ध करते हैं। मगर वे भी मारे जाते हैं। राजकुमार टोन उसे घंटे को नष्ट कर देते हैं और अपने साथियों के साथ अपने देश चलकर लोगों की मदद करके अपने देश को एक कर नाश से बचा लेते हैं।

शांति किसी चीज से नहीं मिल सकती है। उसे आपको स्वयं प्राप्त करना होता है।



जिंदगी एक छलावा

कु. भार्गव शाह
कक्षा - 10

जिंदगी एक छलावा हैं,
यहाँ कोई जीता या मरता हैं।
जिंदगी की मोह की डोर से बंधे हुए या लोग हैं,
किसी की कठपुतली बने हुए यह लोग हैं।
इस जिंदगी की सच्चाइयों से लोग यह परे हैं,
जीना या मारना मुश्किल हैं इस जिंदगी में,
यह जिंदगी, कुछ और नहीं बस एक छलावा हैं।



“श्री जगन्नाथ धाम, तीर्थ यात्रा और मेरे अनुभव”

कु. भार्गव शाह

कक्षा - 10

“श्री जगन्नाथ धाम”, ओडिशा के पुरी शहर में स्थित हैं। यह हिंदुओं के चार धामों में से एक हैं। मान्यता है कि जगन्नाथ धाम की यात्रा करने से ‘मोक्ष’ की प्राप्ति होती है। मुझे जगन्नाथ जी के दर्शन करने की इच्छा बहुत दिनों से थी। क्योंकि मैंने मेरी माँ से जगन्नाथ धाम के बारे में बहुत सारे रहस्यमयी कहानियाँ सुनी थी, जिससे मेरी उत्सुकता और बढ़ गई। इसलिए मैं मेरे माता-पिता, मौसा मौसी, नानी और भाई बहन के साथ 2024 की जुलाई महीने में दर्शन करने गए थे। सच में वहाँ जाने से पता चला कि यह मंदिर कितना अनोखा और रहस्यमयी है।

पहले दिन सुबह उठकर नहा धोकर हम लोग श्री जगन्नाथ जी के दर्शन करने निकल गए। वहाँ पहुँचते ही मेरी नजर सबसे पहले मंदिर की ‘ध्वजा’ पर पड़ी जो हवा के विपरीत दिशा में लहरा रहा था। मंदिर का दृश्य इतना मनमोहक था कि मैं अपने शब्दों में बयान नहीं कर सकता। मेरे मन को मानो अलग सी शांति का एहसास हो रहा था।

श्री जगन्नाथ मंदिर के चार ‘द्वार’ हैं, हम लोग पश्चिम दिशा के व्याघ्र द्वार से मंदिर में प्रवेश किए थे। सीढ़ियों से ऊपर उठते ही सबसे पहले हम लोगों ने ‘कानपटा’ हनुमान जी के दर्शन किए। यह मान्यता है कि हनुमान जी अपने कानों को फैलाकर समुद्र की तरंगों की ध्वनि को मंदिर के अंदर प्रवेश करने से रोकते हैं। जो की सच है, मंदिर के अंदर प्रवेश करने पर समुद्र की ध्वनि बिल्कुल सुनाई नहीं देती है, जबकि मंदिर से समुद्र मात्र कुछ ही दूरी पर है।

फिर हम लोग जगन्नाथ जी के दर्शन करने गए। जहाँ भगवान जगन्नाथ जी अपनी प्यारी बहन सुभद्रा और बड़े भाई बलभद्र जी के साथ विराजमान हैं। जगन्नाथ जी के दर्शन के बाद, मंदिर में स्थित अन्य देवी देवताओं के मंदिर की भी दर्शन किए, दीए जलाए, फूल माला चढ़ाकर पूजा अर्चना की। फिर रसोई घर देखा जो अत्यंत मनमोहित था। सभी अपने-अपने कामों में व्यस्त थे, जहाँ अनेक प्रकार के स्वादिष्ट नैवेद्य (प्रसाद) की प्रस्तुति चल रही थी। हम लोगों ने बाद में महा-भोग (प्रसाद) का भी आनंद लिया जिसका स्वाद अमृत जैसा था।

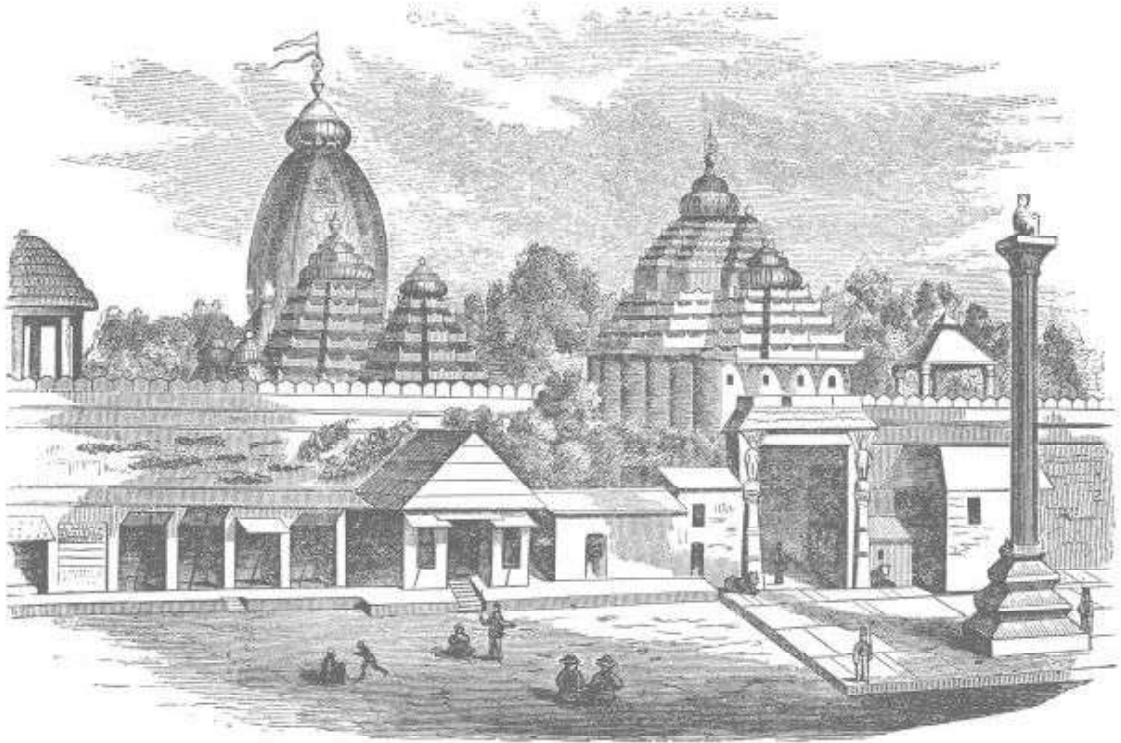
मंदिर से निकल कर हम लोगों ने कुछ देर मंदिर से बाहर विश्राम किया। जैसा सुना था वैसा ही देखने को मिला, किसी भी प्रकार के पक्षी या विमान को मंदिर के ऊपर से जाते नहीं देखा, मंदिर की छाया भी

जमीन पर दिखाई नहीं दी। यह जगन्नाथ मंदिर के ऐसी अलौकिक कथाएँ हैं जिनका आज भी विज्ञान के पास कोई जवाब नहीं है।

फिर अगले दिन हम लोग समुद्र तट पर घूमने गए थे, लहरों का आनंद लिया और फिर पुरी में स्थित कुछ विशेष स्थानों को देखा और अन्य अनेक मंदिरों के दर्शन किए; जो अति मन-मोहित था। पुरी में तीन दिन रहने के बाद हम लोग घर के लिए निकल पड़े।

मेरा व्यक्तिगत रूप से या मानना था है कि जीवन में हर किसी को एक बार श्री जगन्नाथ जी के दर्शन करने अवश्य जाना चाहिए। क्योंकि यह माना जाता है कि भगवान जगन्नाथ जी की मूर्ति के अंदर आज भी भगवान श्री कृष्ण का धड़कता हुआ 'हृदय' मौजूद है।

जय जगन्नाथ



जन गण मन-अर्थ (भावार्थ)

कु. मानस ज्योति दत्त

कक्षा - 10

1. जन गण मन अधिनायक जय है-

अर्थ : हे! भारतवर्ष के जन गण (लोगों) के मन को जीतने वाले अधिनायक (नेता), तुम्हें जय हों।

2. भारत भाग्य विधाता

अर्थ : आप भारत के भाग्य के विधाता (निर्धारण करने वाले) हैं।

3. पंजाब सिंधु, गुजरात मराठा, द्रविड़ उत्कल बंगा

अर्थ : आप पंजाब, सिंध, गुजरात महाराष्ट्र, दक्षिण भारत (द्रविड़), उड़ीसा (उत्कल) और बंगाल के रक्षक हैं।

4. विंध्य हिमाचल यमुना गंगा, उच्छल जलधि तरंग

अर्थ : विंध्य पर्वत, हिमालय, यमुना और गंगा नदियाँ और समुद्र की लहरें आपके नाम की गाथा गाते हैं।

5. तव शुभ नामे जागे, तव शुभ आशीष मागे

अर्थ : आपके पवित्र नाम से हम जागते हैं और आपसे शुभ आशीर्वाद माँगते हैं।

6. गा है, तव जय गाथा

अर्थ : हम आपकी विजय की गाथा (कहानी) गाते हैं।

7. जन गण मंगलदायक जय हे, भारत भाग्य विधाता

अर्थ : हे! भारत के भाग्य विधाता, आप जन-जन के लिए मंगल लाने वाले हैं- आपको जय हो।

8. जय हे, जय हे, जय हे

अर्थ : आपकी बार-बार जय हो।

9. जय जय जय हे

अर्थ : आपकी बारंबार विजय हो।

इस राष्ट्रगान में भारतवर्ष की एकता, विविधता, संस्कृति और प्रकृति की सुंदरता का गुणगान किया गया है। इसमें भारत के हर कोने-उत्तर, दक्षिण, पूर्व, पश्चिम को समान रूप से सम्मान दिया गया है और भारत माता की विजय, शांति और समृद्धि की कामना की गई है। भारत का राष्ट्रगान “जन गण मन” के रचयिता महान कवि साहित्यकार, दार्शनिक, चित्रकार और नोबेल पुरस्कार से सम्मानित रवीन्द्रनाथ टैगोर हैं। यह गीत मूल रूप से बंगाली में “भारतो भाग्यो बिधाता” के नाम से लिखा गया था। 24 जनवरी, 1950 को संविधान सभा द्वारा इसे भारत के राष्ट्रगान के रूप से अपनाया गया था।

“जीवन-मरण का चक्र : मणिकर्णिका घाट का मेरा अनुभव”

श्री कुशाग्र चौहान

गणित शिक्षक

बचपन से वाराणसी के नाम में एक अनूठी अदा बसी हुई थी: मोक्ष की नगरी, जहाँ जीवन और मृत्यु की सीमा धुंधली है। मैंने सुना था कि मणिकर्णिका घाट पर रहस्य और अध्यात्म का अजीब संगम होता है। एक सुबह जब मैं घाट पहुँचा, चारों ओर हल्की धुंध थी और नर्म धूप बिखरी पड़ी थी। गंगा के किनारे मंदिरों की घंटियों की ध्वनि और आरती के संगीतमय स्वर वातावरण को पावन बना रहे थे। कई लोग घाट पर पूजा-अर्चना कर रहे थे, कई त्रिकाल-संध्या की तैयारी में लगे थे और कुछ अपने प्रियजनों के अंतिम संस्कार के लिए इकट्ठा हो रहे थे। मैं घाट पर खड़ा होकर तालियों घंटियों की गूँज और गंगा जल के बहते पानी की कलकल सुन रहा था, जैसे यह सब कुछ शांत और गर्वित हो उठा हो।

धीरे-धीरे मैं मणिकर्णिका घाट के समीप पहुँच गया, तब वह दृश्य मेरे सामने था। दाहक चिलाओं की लपटें आसमान को चीर रही थीं। चारों तरफ लकड़ियों की तीखी गंध और धुँएँ से धुंधला हुआ प्रकाश था। मैंने पहले कभी ऐसी उग्र अग्नि नहीं देखी थी। हर चिता के पास शोकाकुल परिवार और साधु मौजूद थे। दहकते हुए लकड़ी के टुकड़ों की चटखने की आवाज कानों में पड़ रही थी। मेरा हृदय घबराहट से भर उठा था। समय मानो थम गया था, और धड़कन धीमी हो गई थी।

भीड़ में कदम रखते हुए अजीब-सी एकाकीपन की अनुभूति हो रही थी। चारों ओर शोक और सत्संग का माहौल था; वृद्धजन मंत्रों में लीन थे, बच्चे हल्की-फुल्की हरकत कर रहे थे। मैं खुद को अचानक निर्वात में पाता गया। चिताओं की अग्नि लगातार लकड़ियों को भस्म कर रही थी, फिर भी सभी के चेहरे शांत लग रहे थे, मानो यह दिनचर्या हो। मुझे ‘राम नाम सत्य है’ की उद्धोषणा सुनाई दे रही थी, लेकिन भीतर भय जैसे जम गया था। कुछ ही क्षणों में मेरी बेचैनी कम होने लगी, मेरा मन धीरे-धीरे स्थिर होने लगा। ऐसा लगने लगा मानो चारों ओर का कोलाहल हवा में घुलकर शांत हो गया हो।

तभी मुझे एक गहरा एहसास होने लगा मृत्यु ही वह दिव्य शांति है जो जीवन के शोर को मौन कर देती है। मेरे होश थम गए थे। फिर मैंने वर्षों से चले आ रहे विश्वासों को अपने सामने सच होते देखा: मणिकर्णिका घाट को मोक्ष प्राप्ति का सर्वोत्तम स्थान माना जाता है। यहाँ जो भी अंतिम संस्कार कराए जाते हैं, उन आत्माओं को जन्म-मरण के चक्र से मुक्ति मिलने की मान्यता है। अचानक घाट की आत्माओं से लदी यह चुप्पी मेरे लिए सार्थक हो उठी थी।

काशी को हिन्दू मान्यताओं में त्रिकालातीत (समय से परे) माना जाता है। ऐसा विश्वास है कि इस पावन नगर में मृत्यु होते ही आत्मा को मोक्ष की प्राप्ति हो जाती है। रोज़ाना यहाँ हजारों अंतिम संस्कार होते हैं और हर सुबह उठते शंख-घंटालों की गूँज यही संदेश देती प्रतीत होती है। मणिकर्णिका घाट की अखंड ज्योति सदियों से अटल जल रही है, जो जीवन-मरण के निरंतर चक्र का प्रतीक है। मणिकर्णिका घाट का नामकरण भी एक पौराणिक कथा से जुड़ा हुआ है। कहा जाता है कि देवी पार्वती की कान की एक बाली यहीं गिर गई थी, इसलिए इस घाट का नाम 'मणिकर्णिका' पड़ा।

इन मान्यताओं ने उस दिन मेरे अनुभव को और भी गहरा बना दिया। उस भीड़ में मैंने देखा कि हर इंसान अपने प्रिय के अंत को ऐसे स्वीकार रहा था, मानो कोई अग्नि-परीक्षा हो रही हो। मेरे भीतर की सब उलझनें लगभग पिघल चुकी थीं। धीरे-धीरे समझ में आने लगा कि मृत्यु जीवन का अंतिम अध्याय नहीं, बल्कि उसकी सच्ची पूर्ति है। घाट की चारों ओर फैली चुप्पी ने मेरे मन को भी अजीब-सी शांति से भर दिया। ऐसा महसूस होने लगा कि मौत के सामने लोगों की मामूली इच्छाएँ क्षणभंगुर हो जाती हैं; कोई लालसा, कोई चिंता बची नहीं रहती।

मणिकर्णिका घाट की इस गहन चुप्पी में एक स्थानीय साधु ने बताया कि वाराणसी में दाह संस्कार के बाद आत्मा को तुरंत मोक्ष प्राप्त हो जाता है। उनकी बातों में एक सरल परंतु दृढ़ विश्वास था जिसने मेरे भीतर एक संशय को मिटा दिया। उसी क्षण मुझे यकीन हो गया कि यहाँ हर अंत एक नई शुरुआत का संदेश लेकर आता है, और मृत्यु ही जीवन का सर्वोच्च सत्य है।

वापसी के मार्ग पर मेरा मन शांत और नए दृष्टिकोण से परिपूर्ण था। मुझे लगा मानो चारों ओर की हल्की रोशनी भी पहले से तीव्र हो गई हो, और हर साँस में जीवन की एक नई सीख समाई हुई हो। उस दिन मैंने जाना कि मृत्यु भी जीवन का अनिवार्य हिस्सा है, और इसकी स्वीकार्यता आत्मा को सच्चा संतोष देती है। आज भी वह अनुभव मेरे भीतर एक नई रोशनी की तरह जगा हुआ है। इस अनुभव ने मेरे अस्तित्व पर अमिट छाप छोड़ी है। जीवन-मरण का चक्र निरंतर चलता रहेगा, लेकिन इस चक्र की गहराई को समझने का अवसर मणिकर्णिका घाट ने मुझे दिया है। यहाँ हर प्राणी अंत में यही सीखकर लौटता है कि मृत्यु भी जीवन का ही अनिवार्य हिस्सा है।



शिक्षा और नई पीढ़ी

श्री गणेश बहादुर सापकोटा
शिक्षक



शिक्षा किसी भी राष्ट्र की नींव होती है। जिस प्रकार एक मजबूत नींव पर एक सुंदर इमारत खड़ी होती है, उसी प्रकार अच्छी शिक्षा से एक सशक्त सुसंस्कृत और उन्नत समाज का निर्माण होता है। आज की नई पीढ़ी देश का भविष्य है और इस भविष्य को संवारने का सबसे प्रभावशाली साधन है- शिक्षा।

वर्तमान समय की पीढ़ी पहले की तुलना में अधिक जागरूक, जिज्ञासु और तकनीकी रूप से सशक्त है। उनके पास जानने और समझने के लिए कई माध्यम हैं- मोबाइल, इंटरनेट, स्मार्ट क्लास, वीडियो लेक्चर आदि। लेकिन यह भी सच है कि केवल सूचना पाना ही शिक्षा नहीं है। शिक्षा का अर्थ है- सोचने की क्षमता विकसित करना, जीवन में सही निर्णय लेना और अच्छे नागरिक बनना। आज की पीढ़ी को न केवल विज्ञान, गणित या भाषा का ज्ञान चाहिए, बल्कि उन्हें नैतिकता, सहिष्णुता, करुणा, ईमानदारी और देशभक्ति जैसे जीवन मूल्यों की भी आवश्यकता है। एक शिक्षक का कर्तव्य केवल पाठ पढ़ाना नहीं, बल्कि विद्यार्थियों को एक अच्छा इंसान बनाना भी है। नई पीढ़ी तेजी से बदलती दुनिया में जी रही है। तकनीक की चकाचौंध, सोशल मीडिया का प्रभाव, प्रतिस्पर्धा का दबाव ये सभी उनके मानसिक और भावनात्मक विकास को प्रभावित करते हैं। ऐसे में शिक्षा का उद्देश्य केवल परीक्षा पास करवाना नहीं होना चाहिए बल्कि उन्हें आत्मविश्वासी, संवेदनशील और संतुलित व्यक्ति बनाना होना चाहिए। इसके लिए विद्यालयों में एक ऐसा वातावरण बनाना आवश्यक है, जहाँ विद्यार्थी खुलकर सोच सकें अपने विचार साझा कर सकें और सीखने को आनंदमय अनुभव समझे। शिक्षक और अभिभावकों को चाहिए कि वे बच्चों की रुचियों को समझे उनकी जिज्ञासाओं को प्रोत्साहन दें और उन्हें केवल अंक आधारित शिक्षा से आगे सोचने के लिए प्रेरित करें। नई पीढ़ी में अपार संभावनाएँ हैं। यदि उन्हें सही मार्गदर्शन, प्रेरणा और शिक्षा मिले, तो वे न केवल अपने जीवन को संवार सकते हैं, बल्कि समाज और राष्ट्र को भी नई ऊँचाइयों तक ले जा सकते हैं। शिक्षा के माध्यम से हम उनमें नेतृत्व, नवाचार और सहानुभूति के गुण भी विकसित कर सकते हैं।

अतः यह हम सभी की जिम्मेदारी है कि हम नई पीढ़ी को एक ऐसी शिक्षा दें, जो उन्हें सिर्फ नौकरी ही नहीं बल्कि जीवन जीने की कला सिखाए। ऐसा तभी संभव है जब हम शिक्षा को पुस्तकों से निकाल कर व्यवहार और जीवन से जोड़ें। नई पीढ़ी देश और समाज का भविष्य है। यदि हमें एक बेहतर कल चाहिए, तो आज की शिक्षा को मजबूत, समावेशी और मूल्यों से भरपूर बनाना होगा। हमें तकनीक का उपयोग शिक्षा में अवश्य करना चाहिए, लेकिन इसके साथ-साथ मानवीय संवेदनाओं और नैतिक मूल्यों को भी प्राथमिकता देनी होगी।

“शिक्षा केवल ज्ञान का साधन नहीं बल्कि वह दीप है जो नई पीढ़ी को अंधकार से उजाले की ओर ले जाता है”।

नई पीढ़ी को सही दिशा में ले जाना ही सच्ची शिक्षा का उद्देश्य है और यही एक सशक्त, सभ्य और संवेदनशील समाज की नींव बनाता है।



अरुणाचल प्रदेश

कु. तीनवांग बाय

कक्षा - 6

अरुणाचल प्रदेश, जिसका शाब्दिक अर्थ (उगते सूरज की भूमि) है। भारत के उत्तर-पूर्वी छोर पर स्थित एक खूबसूरत राज्य है। यह अपने हरे-भरे परिदृश्य, ऊँची-ऊँची पहाड़ियों, घने जंगलों और अद्वितीय संस्कृति के लिए जाना जाता है। यह राज्य अपने प्राकृतिक सुंदरता और समृद्ध जैव विविधता के कारण पर्यटकों को खूब आकर्षित करता है।

अरुणाचल प्रदेश चीन, भूटान और म्यांमार जैसे देशों के साथ अपनी सीमाएँ साझा करता है। इसकी भौगोलिक स्थिति इसे एक सामरिक रूप से महत्वपूर्ण राज्य बनाती है। यहाँ हिमालय पर्वतमाला का विस्तार है, जिससे यहाँ की स्थलाकृति बहुत उबड़-खाबड़ है। राज्य में कई नदियाँ बहती हैं, जिनमें से ब्रह्मपुत्र की सहायक नदियाँ प्रमुख हैं। यह क्षेत्र वनस्पतियों और जीवों का एक बड़ी श्रृंखला का घर है, जिसमें दुर्लभ ऑर्किड लाल पांडा, हिम तेंदुआ और बाघ शामिल हैं।

अरुणाचल प्रदेश की सबसे खास बात इसकी जनजातीय विविधता है। यहाँ 26 से अधिक प्रमुख जनजातियाँ और 100 से अधिक उपजनजातियाँ निवास करती हैं। इनमें आदि, निशि, अपतानी, गालो, मोनपा, वांचो और तानाई प्रमुख हैं। हर जनजाति की अपनी अलग भाषा, वेशभूषा, रीति-रिवाज और त्यौहार है। इन जनजातियों का जीवन प्रकृति के बहुत करीब है और वे अपनी परंपराओं को आज भी बड़े गर्व से निभाते हैं। प्राकृतिक सुंदरता, आदिवासी संस्कृति, शांत वातावरण, त्यौहार आदि यहाँ के जीवन का एक अभिन्न अंग है। यहाँ के प्रमुख त्यौहारों में सौलुंग (आदि), न्योकुम (निशि), द्रि (अपतनी) और लोसर (मोनपा) शामिल हैं। यह त्यौहार फसल कटाई, नव वर्ष और देवताओं की पूजा से संबंधित होते हैं। यह त्यौहार रंगीन परिधानों, पारंपरिक नृत्य और संगीत के साथ मनाए जाते हैं, जो राज्य की समृद्ध सांस्कृतिक विरासत को दर्शाते हैं। अरुणाचल की कला और हस्तशिल्प भी बहुत प्रसिद्ध है, जिसमें बुनाई लकड़ी की नक्काशी, बेंत और बाँस के उत्पाद शामिल हैं। अरुणाचल प्रदेश पूर्वोत्तर भारत का एक अति सुंदर और हर प्रकार से सुसंपन्न राज्य है।



गौरवगयी भारतीय संस्कृति

कु. अन्नेश चौधरी

कक्षा - 6

भारत एक ऐसा देश है जो अपनी अनमोल संस्कृति और विरासत से गर्व करता है। हमारी संस्कृति हमारे देश की पहचान है, जिसमें समृद्धि, संवेदनशीलता और एकता का आभास होता है। यहाँ हर धरोहर, रस्म और परम्परा भारतीय जीवन के एक महत्वपूर्ण हिस्से के रूप में मानी जाती है। गौरवगयी भारतीय जीवन के संस्कृति का नाम विश्व भर में शोभा बढ़ाता है।

भारतीय संस्कृति की विशेषता है उसकी विविधता और समृद्धि में। यह विभिन्न धर्मों, जातियों, भाषाओं और रीतिरिवाजों को सम्मिलित करती है। हमारी संस्कृति को जीवित रखने के लिए विभिन्न त्योहार और महोत्सव मनाए जाते हैं। ये त्योहार हमें समाज में सद्भाव और समानता के संदेश देते हैं।

हमारी संस्कृति में विविधता का एक और महत्वपूर्ण पहलू भाषाएँ हैं। भारत में अनेक प्रकार की भाषाएँ बोली जाती हैं और यही हमारे देश की विविधता होती है, जो उस भाषा की पहचान होती है।

भारतीय संस्कृति में कला संस्कृति के अध्ययन का भी महत्वपूर्ण स्थान है, कला, संगीत नृत्य और शिल्प कला भारतीय के आईने हैं। हमारी कला संस्कृति हमें एक दूसरे के साथ साझा करने की कला सिखाती है और हमें एक सकारात्मक माहौल में रहने के लिए प्रेरित करती है।

भारतीय संस्कृति में धार्मिकता का महत्वपूर्ण स्थान है। यहाँ कई धर्मों के अनुयायी हैं, जो एक दूसरे के साथ शांतिपूर्वक सहज रहते हैं। भारतीय संस्कृति में धर्म और आध्यात्मिकता ने हमें संवेदनशीलता और सद्भाव की शिक्षा दी है।

भारतीय संस्कृति के महत्वपूर्ण गुणों में अनुशासन, समरसता और परंपरा का महत्वपूर्ण स्थान है। हमारी संस्कृति और परंपरा ही हमारी मुख्य पहचान है।

अंतिम में कहा जा सकता है कि पूरे विश्व भर में भारतीय संस्कृति बहुत प्रसिद्ध है। विश्व के बहुत रोचक और प्राचीन संस्कृति में इसको देखा जाता है।

अलग-अलग धर्मों, परंपराओं, भोजन, वस्त्र आदि से संबंधित लोग यहाँ रहते हैं। विभिन्न संस्कृति और परंपरा यहाँ सामाजिक रूप से स्वतंत्र हैं इसी वजह से धर्मों की विविधता में भी एकता है। इसी एकता के आधार पर हमारे देश के कवियों ने संगीत और कविताओं के माध्यम से देश की संस्कृति का वर्णन किया है।

इसी संगीत की दो पंक्तियों के साथ मैं अपनी लेखनी को विराम देता हूँ।

“मिले सुर मेरा तुम्हारा, तो सुर बने हमारा”





PISO MAYING - IX



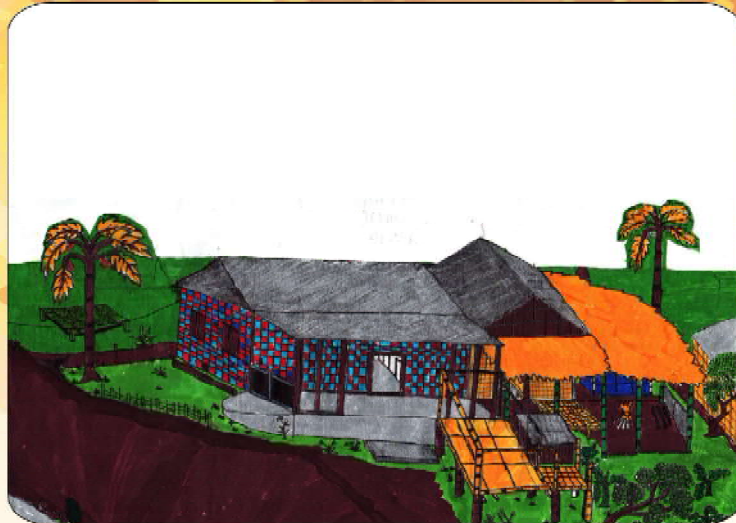
MIGAM GAMKAK - XII



AGO CHINGKEAM - VI



KAPU MAGLI - IX



PONPHA WANGSU - V



HIAWANG KAMHUA - IX

**ARTS BY THE STUDENTS OF
RAMAKRISHNA MISSION SARADA VIDYALAYA**



BANHAM SHIN - V



POILIH WANGPAN - III



RAMAKRISHNA MISSION SCHOOL :: NAROTTAM NAGAR

DIST. TIRAP :: ARUNACHAL PRADESH

CLASS - X OUTGOING STUDENTS (2025-26)



Be Good, Do Good



LEFT TO RIGHT

- 1st Row : AJAY PRASAD, TUMRIN RIME, HUNJEET NGONGWA, JIWANG SONGTHING, NOKLAM PONGLAHAM, DEBARGHYA ROY, TSERING DARGE TSARMU, TONWANG WANGPAN, WANGLA WANGSA, SAMGANG CHINGDAN GANGSA, HUNWANG ABOH, ROANJAT HENKHE, DONI BAGRA, ROHAN GUWALA, BHARGAV SHAHA AND PUKAR DUI.
- 2nd Row : KABOM JERANG, TELET MOITHAK, SUJOL ROY, WANGPOIN GOSAK, BATSAN MOIDAM, WENROM SAWEN, RIMPONG TEKWA, JANGAM WANGNO, YANGSEN NOKPA, MANHAI WANGSA, LOJI MOLO, VEERWANG ARAN, KAPLING TANGJANG, VOWANSO CHIBA, KAMPHANG NGEMU, HONSAM KANGLOM, HONGWANG LOWANG, JOCHI CHIMYANG, SANGE NORBU AND ISSAC RAE.
- 3rd Row : DIBE GYADI, MAGIN KETOK, SUSHIL MALAKAR, MANASH JYOTI DUTTA, ASHAN MOLO, SWAMI RITAPATHANANDA, SWAMI ACHYUTESHANANDA, SWAMI JNEYANANDA, BR. BHUDEVACHAITANYA, JAIKIN WANGHOP, ROWANG TESIA, LIKHA LIKAM, NALI MITPO AND TANGSI ABOH.



Visit of Srmat Swami Sūhitanandaji Maharaj, Vice-President, Ramakrishna Math & Ramakrishna Mission, Belur Math



Inauguration: Akhandananda Orchard



Inauguration: Premanandā Bhavan (Staff Quarters)



Inauguration: Vidya Dwar