MET RISHIKUL VIDYALAYA
MRV
A SCHOOL FOR LIFE MANAGEMENT
Bhujbal Knowledge City
MET RISHIKUL VIDYALAYA

MRV buzz

LESS *clutter* IS MORE *clarity*





Mahatma Jyotiba Phule
(1827-1890)



Shrimati Savitribai Phule
(1831-1897)

विद्येविना मती गेली । मतीविना नीती गेली ।।
नीतीविना गती गेली । गतीविना वित्त गेले ।।
वित्ताविना शुद्र खचले । इतके अनर्थ एका अविद्येने केले ।।

Lack of knowledge leads to indiscretion;
Indiscretion leads to lack of ethics.
Lack of ethics leads to absence of direction and momentum;
Absence of direction and momentum result in bankruptcy.
Such is the havoc caused by the lack of knowledge.

- Mahatma Jyotiba Phule

INDEX

CONTENT	PAGE NUMBER
MRV'S Vision and Mission	4
The Chairman's Message	5
The Trustee's Messages	6 & 7
The Principal's Message	8
Co-ordinator's Reflections	09 to 12
Editorial	13
Staff Photographs	14 to 15
School Council	16 to 18
Pre-Primary Events	19 to 22
Primary Events	23 to 24
Secondary Events	25 to 27
AS & A Level Events	28 to 29
MRV with MRV	30 to 32
MRV Clubs	33 to 36
Students Speak	37 to 48
Teachers' Thoughts	49 - 64
Parents Perspectives	65-66
MRV Buzz Committee	67
School Achievements	68
MRV Affliliations & Collaborations	69

VISION

To shape responsible learners to contribute to the global community through international mindedness and networking, MRV equips and enhances skillsets, giving students a competitive edge to conquer present and future challenges of the society.

MISSION

To evolve and deliver dynamic, structured education systems manifesting experiential learning and intercultural understanding founded on humane values.

PHILOSOPHY

'Cognition begins with our senses, then proceeds to understanding and ends with reason.'
'Knowledge increases with diffusion and grows by dispersion.'

Along with bricks and mortar, in 2002, the foundation of MRV was laid on the above principles. MRV is a school for life management where students are empowered with the expertise to conquer the present and the future challenges of our society. Here, importance is laid on education with secular values and a world vision.

Our students are exposed to relevant information, dynamic research and learning based methods and strategies. Thus at MRV, we nurture the custodians of our future by imparting to them the supreme wealth of knowledge.

And when our students set out into the world, they are not only armed with the strength of upright character but also have the ability to make a positive difference.

FOUNDER CHAIRMAN'S MESSAGE



"I am the master of my fate, I am the captain of my soul." – William Ernest Henley

Education extends beyond the mere acquisition of knowledge; it is about nurturing curiosity, encouraging creativity, and shaping the leaders of tomorrow. At MET Rishikul Vidyalaya, I take immense pride in witnessing the unwavering commitment of our Principal, teachers, coordinators, and the entire administrative and support staff, who continuously strive to cultivate an environment where learning becomes a meaningful and engaging journey.

To our students, your journey here is filled with limitless opportunities. Every challenge they encounter strengthens their resolve, and every effort they make brings them closer to excellence. This newsletter stands as a reflection of their ideas, accomplishments, and aspirations. May it serve as a platform where their voices are heard, their creativity is celebrated, and thier perspectives inspire others.

Learning is a collective experience, one that builds not only knowledge but also character. As we move ahead, let us continue to explore new horizons, innovate with purpose, and strive beyond limitations. After all, the future is not something we await, it is something we actively create.

Chhagan Bhujbal
Founder Chairman,
Mumbai Educational Trust

TRUSTEE'S MESSAGE



There is a deep sense of pride and fulfilment as the latest edition of MRV Buzz is unveiled. The milestones achieved by the school over the past year reflect the collective dedication, passion, and perseverance of the entire MRV community. In a world that often values more, MRV continues to focus on what truly matters—meaningful learning and purposeful growth. The outstanding accomplishments of students, especially their exceptional performance and world-level results in the CAIE examinations, highlight the strength of the school's academic approach and the clarity of its teaching practices.

The students of MRV continue to inspire with their curiosity, commitment, and achievements across academic and co-curricular spheres. Their ability to explore, excel, and grow reflects not only their talent but also a focused approach towards learning—doing more with intention and less distraction. The school takes immense pride in nurturing such potential and encouraging every learner to strive for excellence.
Sincere appreciation is extended to the Principal and the dedicated faculty for their unwavering efforts in shaping young minds and maintaining high standards of education. Their contribution remains central to the school's continued success.

As MRV moves forward, it remains committed to strengthening the values of collaboration, innovation, and excellence that define its ethos. With clarity of purpose and a focus on what truly adds value, the school community looks ahead with a shared vision of continuous growth and the aspiration to achieve even greater milestones.

Pankaj Bhujbal
Hon. Trustee
Mumbai Educational Trust

TRUSTEE'S MESSAGE



MET Rishikul Vidyalaya continues to be a nurturing space where young minds are guided with care, curiosity, and a deep-rooted passion for learning. Over the past year, it has been truly heartening to witness students not only excel academically but also make their mark across co-curricular and extracurricular platforms. In its journey, MRV has consistently embraced a simple yet powerful approach—focusing on meaningful experiences that shape holistic development. The enthusiasm, resilience, and creativity of students reflect this balanced and thoughtful learning environment.

The journey of every MRV student is one of growth and transformation, evolving into confident, well-rounded individuals equipped with knowledge, adaptability, and a global outlook. By focusing on what truly matters in education, the school continues to shape learners who are prepared to face the future with clarity and purpose.

As another successful year is celebrated, sincere appreciation is extended to the Principal, teachers, staff, and students whose collective efforts continue to define the spirit of MRV. Their commitment ensures that the school remains a place where learning goes beyond textbooks and every milestone is valued and celebrated.

Looking ahead, MRV remains focused on inspiring young minds, encouraging dreams, and creating opportunities that lead to meaningful success. With a clear vision and a grounded approach, the school community moves forward together towards a future filled with growth, excellence, and endless possibilities.

Samir Bhujbal
Hon. Trustee
Mumbai Educational Trust

PRINCIPAL'S ADDRESS



Dear Learners and Parents,

Education today stands at a transformative crossroads. In a rapidly evolving world, schools are no longer just centres of academic instruction. They are dynamic spaces where young minds are nurtured to become thoughtful, resilient, and responsible global citizens. At MRV, this belief forms the very foundation of our philosophy.

The academic year 2025-26 has been a year of growth, achievement, and meaningful learning for the entire MRV community. It has been marked by academic excellence, vibrant co-curricular engagement, and a strong commitment to holistic development.

We are proud to share that MRV continued to excel at both national and international platforms. Being ranked among the Top 10 international schools in the country and our learners securing top positions globally in Cambridge International Examinations stand as significant milestones. These accomplishments reflect the dedication of our learners and the unwavering commitment of our educators.

Aligned with our annual theme, Embracing Empathy, the school implemented a wide range of thoughtfully designed learning experiences. The theme was seamlessly integrated into classroom teaching, co-curricular activities, and learner-led initiatives. Through projects, discussions, and collaborative tasks, learners developed a deeper sense of ownership, accountability, and leadership. A key highlight of the year was the emphasis on experiential learning through initiatives such as the 'Think Tank' sessions and 'Change Projects'. These platforms encouraged critical thinking, creativity, and problem-solving, empowering learners to become active participants in their learning journey. Cross-curricular integration further enriched the academic experience, making learning more relevant and engaging.

MRV also strengthened its global outlook by building meaningful partnerships with institutions in India and abroad. Learners across all sections, from Pre-Primary to AS and A Levels, benefited from expert sessions, workshops, and interactive engagements with educators and professionals of international repute. These experiences helped embed a global perspective in learning, in line with the ethos of
IEYC and Cambridge programmes.

Our learners have consistently demonstrated enthusiasm, curiosity, and a willingness to explore beyond textbooks. Their active participation in academics, sports, arts, and cultural events contributed to a dynamic and enriching school environment. Each achievement, big or small, reflects their dedication and growth.

The success of this academic year would not have been possible without the relentless efforts of our staff. I extend my sincere appreciation to our coordinators, teachers, administrative team, and support staff for their dedication and teamwork in creating a nurturing and inspiring learning environment.

I also express my heartfelt gratitude to our Honourable Chairman and Trustees for their visionary leadership and constant encouragement. My sincere thanks to the PTA members and the parent community for their continued support and collaboration in building a strong partnership between school and home.
The learners of the Newsletter Committee deserve special appreciation for their commendable effort in bringing out this magazine. Their creativity and commitment have truly made this publication a reflection of learners' voice and expression. MRV BUZZ continues to serve as a vibrant platform that captures and celebrates the spirit of learning within and beyond the school.

As we move forward, we remain committed to nurturing responsible, confident, and compassionate learners who are ready to make a positive difference in the world.

With best compliments,
Dr.Dipika Das
Principal, MET Rishikul Vidyalaya

PRE-PRIMARY COORDINATORS
Ms. Anita Mistry & Ms. Anjana Singh



In a preschool setting, the environment plays a vital role, as children learn and thrive best in a space that is positive, encouraging and appreciative. Such an atmosphere nurtures their self-expression, builds their confidence and instills a sense of joy in coming to school each day. At MRV, we strongly believe in creating a happy, safe and secure environment where every child feels valued and protected.

We view learning as a holistic and joyful process. Young children learn best through play, exploration, and meaningful experiences. Our classrooms are designed to encourage curiosity, creativity and active participation, allowing children to discover and learn at their own pace.

A strong emphasis is placed on developing a child's emotional quotient, helping them understand and express their feelings, build relationships, and develop empathy towards others. We believe that emotional well-being is the foundation for effective learning and overall development.

As educators, our role is to facilitate, guide, and support rather than instruct. We strive to create opportunities for children to think, question and express themselves freely, fostering independence and a love for learning within a secure and supportive environment.

During these foundational years, we focus on imbibing core values such as kindness, respect, empathy, sharing and responsibility. We believe that nurturing these values, along with ensuring emotional safety, is just as important as academic readiness.

At MRV, our goal is not only to prepare children for the next stage of education but to nurture confident, emotionally secure and happy individuals who are ready to explore the world with curiosity and enthusiasm.

PRIMARY COORDINATOR
Ms. Aruna Kumta



At MRV, the Primary Section is redefining the way young learners experience education. Moving beyond textbooks and traditional methods, teachers and students are embracing a dynamic, hands-on approach that transforms classrooms into vibrant spaces of discovery, creativity, and meaningful learning.

At MRV, such activities are not one-off experiences—they reflect a consistent teaching philosophy. Primary teachers consciously design lessons that prioritize clear instructions, adaptability to students' needs, and a deep understanding of concepts.

Teachers focus on clear instructions, flexibility with students needs and deep understanding to foster a positive and effective learning environment. Explaining complex concepts in simple terms, actively listening to learners and providing clear honest fed back to student and parents. These traits help build strong student relationships, create dynamic lessons and ensure students feel respected and motivated to learn. One such example is the engaging classroom activity, "Particle Model of Solids, Liquids and Gases." In this lesson, students used bindi as tiny particles to represent the three states of matter. Through this simple yet innovative exercise, abstract scientific concepts became tangible and easy to understand. This visual and hands-on experience enabled students to truly grasp how particles behave in different states, rather than simply memorizing definitions.

Equally important is the strong emphasis on communication and relationships. Teachers actively listen to students, provide clear and honest feedback, and maintain open communication with parents. This approach fosters trust, respect, and motivation, creating a positive and effective learning environment where every child feels valued.

The impact of this approach is visible in the students themselves. Learners confidently showcase their talents, demonstrating teamwork, creativity, and a strong sense of responsibility. They actively engage in a wide range of school programs such as Thought Nest, weekly assemblies, Knowledge Fair, Anandvan, Sports Day, monthly competitions, and project-based learning initiatives.

We are proud that we are able to form a holistic framework that goes beyond academics. This has helped dtudents develop essential social skills, build confidence, and grow into well-rounded individuals prepared for lifelong learning.

This is why at MRV, education is not limited to what is written in books—it is lived, experienced, and celebrated every day in the classroom.

SECONDARY COORDINATOR

Ms. Namarata Modi



Teaching is far more than the delivery of academic content—it is a purpose-driven profession rooted in intention, self-motivation, and a deep commitment to shaping young minds.

It is a proven fact that educators excel when they combine strong subject knowledge with a genuine desire to make a positive difference in the lives of their students. Every lesson, every interaction, and every moment spent with learners contributes to the development of their confidence, values, and future pathways.

According to experts and academicians teaching must be viewed as a responsibility as much as a passion. It is about creating meaningful change—big or small—in each child's learning journey. As educators, they do not just teach concepts; they influence mindsets, spark curiosity, and help students discover their strengths.

Adaptability needs to be central to the teaching process. Each batch of learners comes with unique needs, backgrounds, and learning styles. Teaching, therefore, requires continuous adjustment, reflection, and responsiveness. In an era of rapid technological advancement and the growing presence of AI, I believe that the true strength of a teacher lies in staying relevant, embracing innovation, and yet maintaining the irreplaceable human connection that students need.

At the heart of philosophy is the belief that teaching is an evolving craft. By staying motivated, open-minded, and purpose-driven, teachers can aim to create learning environments that are engaging, inclusive, and future-oriented. Their goal is not only to teach but to inspire—to help students grow into capable, confident, and compassionate individuals.

AS & A LEVELS COORDINATOR
Ms. Sonali Karawade - Pawar



I have always believed, education, at its core, is about recognizing their uniqueness of every learner. Each student brings with them a distinct set of capabilities, interests, and skills. As teachers, our foremost responsibility is to nurture what they do best while encouraging them to explore the unexplored. Schools must serve as safe spaces where mistakes are not feared but embraced as opportunities for growth, where correction is offered with empathy, and where belief in students persists even when they struggle to believe in themselves.

In my role as AS and A Level Coordinator at MRV, I have always worked to build a strong sense of community and a vibrant environment. The age group I engage with—16 to 19 years—is at a critical juncture in life. They are striving for independence, often hesitant to reveal vulnerability, yet deeply in need of emotional support. Teachers must not only guide students toward the right direction but also act as cheerleaders, celebrating their achievements and encouraging resilience when challenges arise. Academic support, coupled with the unwavering commitment of teachers who refuse to give up on their students, is central to this belief.

Learning must extend beyond the confines of textbooks. Students learn best when they engage in projects, debates, and real-world applications of knowledge. This approach fosters critical thinking and problem-solving skills. Classrooms should be interactive spaces where students question, collaborate, and reflect, rather than passively absorb information. Teachers must adapt strategies to meet diverse learning needs, ensuring that no student feels left behind.

A conducive classroom environment is essential for effective learning. It must be supportive, encouraging students to express ideas and take risks without fear of judgment. At the same time, discipline plays a vital role. Without it, distractions creep in and dilute learning outcomes. Discipline, however, should not be seen as restrictive; rather, it is the framework that allows focus, consistency, and meaningful engagement. The balance of structure and freedom ensures that students thrive academically and personally.

Teachers are more than instructors—they are mentors, motivators, and role models. Their role is to:
Provide academic support tailored to individual needs.
Encourage perseverance and resilience in the face of challenges.

As a teacher, I always have always believed that education is not just about imparting knowledge but about nurturing learners to become the best versions of themselves. By creating a supportive environment, emphasizing experiential learning, and maintaining discipline with empathy, we can empower students to flourish academically and emotionally. Ultimately, teaching is about believing in students before they believe in themselves, guiding them toward growth, and standing by them as they discover their potential.

EDITORIAL

Ranvir Ghura
Editor in Chief



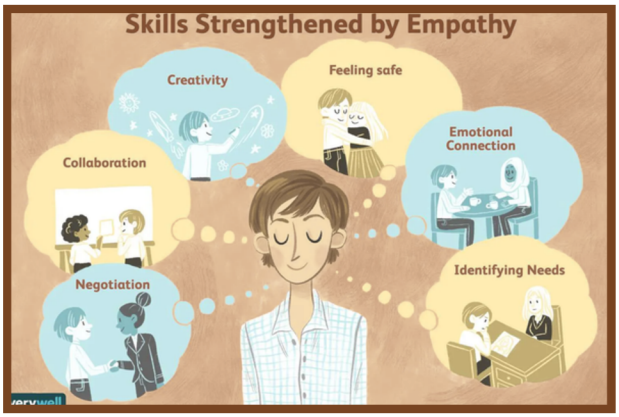
"Minimalism is not about having less. It is about making room for more of what matters."

In a world that constantly encourages us to have more, do more, and be more, it's easy to feel overwhelmed as if we're always trying to catch up with something just out of reach. Minimalism offers a different path. It gently asks us to slow down, to listen to ourselves, and to reflect on a simple yet meaningful question: what truly matters?

This year, the students and faculty of MET Rishikul Vidyalaya explored minimalism not just as a lifestyle, but as a compassionate mindset, one that makes space for clarity, balance, and well-being. By simplifying our surroundings and quieting the noise within, we began to understand that less can often mean more: more peace, more focus, and more connection with ourselves and others.

As we compiled this issue, we were deeply moved by the thoughtful and heartfelt ways in which our students embraced this philosophy. Through creative expression, mindful choices, and intentional living, each contribution reflects not only an appreciation for simplicity, but also an empathy for the world around us, recognizing that we don't need excess to feel fulfilled.

We hope this magazine offers you a moment of calm and reflection. May it encourage you to let go of what no longer serves you and to hold close what truly adds value to your life. In embracing minimalism with kindness toward yourself and others, you may discover a more meaningful and grounded way of living.





PRE – PRIMARY



PRIMARY



SECONDARY



AS & A LEVELS



ADMINISTRATION



ANCILLARY STAFF



MRV SCHOOL COUNCIL



Teacher House Incharges

Overall Incharge - Ms. Gayle and Mr. Adwait

Ashoka - Ms. Ivanshi & Bhavna

Tagore - Ms. Bhavna

Gandhi - Ms. Snehal

Shivaji - Ms. Sarabjeet

Student Council

Head Boy - Vivaan Mallya

Head Girl - Saee Bhat

Sports Captain - Veer Shah

Sports Vice Captain - Manasvi Morde

Primary Prefects - Siddharth Kane & Jiana Chopra

House Captains

Designation	Ashoka	Tagore	Shivaji	Gandhi
Captain	Vihana Gala	Kimaya Vaidya	Ammaar Shaikh	Aarav Jain
Vice-Captain	Vansh Dhote	Rifah Momin	Vardhan Billimoria	Neev Kothari

HEADBOY - VIVAAN MALLYA



Personally, serving as the Head Boy of MRV has been one of the most meaningful experiences of my school life. It pushed me beyond academics and sports, encouraging me to develop new skills and grow in ways I hadn't imagined. Through this journey, I've come to understand that leadership isn't about authority—it's about supporting others. A true leader doesn't just show the way, but walks it alongside everyone else.

Another important skill I developed was communication. Whether it was coordinating events or handling conflicts, these experiences taught me how to express myself clearly, listen actively, and make thoughtful decisions. I also found myself becoming more disciplined, as I learned to balance my studies, sports, and responsibilities. In the process, my time management improved significantly, helping me stay focused and organized.

My contribution to the school wasn't limited to organising events or leading assemblies—it was about trying to build a better environment, one where future MRVians could truly thrive. I made an effort to be approachable, someone juniors felt comfortable turning to. In my own way, I worked towards creating a more united, supportive, and driven community.

But more than anything, the school has given me far more than I could ever give back. It has played a huge role in shaping who I am today—strengthening my mindset, pushing me through challenges, and helping me understand both my strengths and my weaknesses.

To all my fellow MRVians, the best advice I can give you is to make the most of your time here. Don't focus only on marks—focus on building skills, taking risks, and getting involved. The experiences and memories you create will stay with you far longer than any result. That said, don't forget the importance of studying when it truly matters—balance is key.

To the next Head Boy, remember that this role is a privilege, not just a title. I know the effort it takes to get here—the interviews, campaigning, speeches, and voting—but this position isn't simply achieved, it's earned through your actions every single day. I don't know if I fully earned it, but I can say that I gave it my best.

To conclude, I would want to thank all of the teachers, classmates and school staff that have helped me time and time again over the span of the last 15 years from the bottom of my heart.

I am proud to be an MRVian!

HEAD GIRL - SAEE BHATT



Being the Head Girl at MET Rishikul Vidyalaya has been a profound experience of personal development. Even while the role did not always go as anticipated, I learned some important lessons about patience, resilience, and determination from it.

I discovered that leadership is about consistency, accountability, and the capacity to show up with humility rather than the badge and recognition through daily responsibilities, no matter how big or small. I became more self-assured in my voice and more conscious of the significance of justice and inclusivity, especially when I felt like my role was limited or my thoughts were ignored.

Giving my speech was one of the most rewarding moments. I faced my persistent stage fright as I stood in front of everyone. That experience provided me with a sense of confidence that served as a reminder that progress comes from stepping into discomfort.

I became more mindful, and responsible because of these experiences. They also inspired me to learn how to make environments more inclusive and empowering for everybody.

My school has offered me discipline, and a platform to develop into a more rounded person. In return, I contributed my dedication to maintain the school's values and fulfill my duties diligently.

To the students, I would say trust your voice and your ideas. Our generation is often quick to be judged or misunderstood, but we are also curious, capable, and willing to take initiative. Do not let doubt, yours or others', limit what you can contribute.

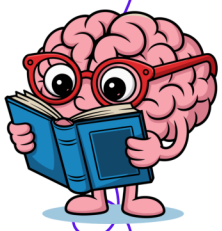
I would advise the future Head Girl to lead with dignity and confidence. Even when it's challenging, speak up and take advantage of possibilities that might not otherwise appear. Be patient with yourself, keep an open mind, and remember that being a leader is about developing, learning, and trying to make a change, not just about being noticed.

Knowledge Harvest Day



The Pre-Primary section, from Nursery to Senior KG, organised a Gallery Walk for the Knowledge Harvest Day of their last IEYC unit to showcase the wonderful learning journey of the students through the IEYC units. Parents were invited to be a part of this special event, making it even more meaningful and engaging for everyone.

Each classroom beautifully displayed all four blocks of learning, transforming the school into a vibrant space filled with creativity, colours, and knowledge. The event was a unique and new experience for the students, as they confidently explained various activities and proudly showcased their work to parents.



What made the day even more special was the active participation of the students. While some activities were thoughtfully explained by the students, others were interactive in nature, encouraging both parents and students to engage and learn together. This not only strengthened understanding but also created meaningful bonding moments.



The Gallery Walk truly helped in building the confidence of the students, giving them a platform to express themselves and take pride in their achievements.
It was indeed a fun-filled day with lots of learning, as the entire school was buzzing with excitement and happiness!











GRADUATION CELEBRATION



Our school proudly celebrated Graduation Day with great joy and emotion, marking a significant milestone in the lives of our young learners as they completed their journey from Playgroup to Sr. KG.

The event beautifully showcased the children's growth over the years. Through a delightful presentation, they reflected on their journey—filled with learning, laughter, friendships, and countless cherished memories. Their confidence and enthusiasm were truly inspiring for everyone present.

A special highlight of the ceremony was the soulful rendition of the song "Heal the World," where the children spread a powerful message of love, kindness, and hope. Their innocent voices and heartfelt expressions touched every heart in the audience.

The ceremony concluded with the formal distribution of graduation certificates and souvenirs. Each child walked up with a beaming smile, marking the culmination of their early years and the beginning of new adventures ahead.

It was indeed a memorable day filled with pride, happiness, and a few emotional moments for both parents and teachers. We wish our graduates all the very best as they take their next big step forward!











TRINITY – YOUNG PERFORMERS CERTIFICATE AWARD



The Young Performers Award (YPA) was a spectacular showcase of talent and teamwork, leaving everyone in awe. Divided into groups of 10-15, the students took to the stage with flawless performances that radiated confidence and camaraderie. It was inspiring to see how they supported and collaborated with each other, creating a seamless and captivating experience. The beautifully crafted props added an extra layer of magic, elevating the entire event.



This remarkable feat was only possible because of the dedication and hard work of both the students and the staff. Over two intense weeks, every member—from the music and art teams to homeroom teachers and department heads—poured their energy and expertise into nurturing students' potential. Their combined efforts culminated in a final performance that was nothing short of fantastic.



The joy on the students' faces as they received their bronze, silver, and gold medals was priceless, marking a moment of celebration and achievement. This event not only highlighted their talents but also boosted their confidence, setting a strong foundation for their future endeavours.



The Young Performers Award is more than just an exam; it is a journey that empowers students to shine brighter and reach new heights. What exciting possibilities lie ahead for these young stars? Only time will tell, but one thing is certain—their journey has just begun, and the best is yet to come.

TRINITY COLLEGE LONDON









ANANDVAN

The Pre-Primary Anandvan was a thoughtfully curated celebration that beautifully blended creativity, culture, and meaningful learning experiences. Inspired by Moana, the presentation reflected themes of courage, resilience, and self-discovery, brought to life through engaging visuals and confident performances by our young learners.







The programme was enriched with a culturally significant Sanskrit enactment of Lord Krishna. The graceful depiction of Makhan Chor conveyed devotion and joy, while the powerful portrayal of Kalia Mardan illustrated the victory of good over evil, leaving a lasting impression on the audience. Adding a local and cultural flavour, students presented a melodious vocal performance on traditional Koli songs, celebrating community spirit and heritage. This was complemented by an instrumental presentation dedicated to Shivaji Maharaj, which evoked a sense of pride and admiration.

Our Play Group students added a special charm to the event with their delightful performance, showcasing enthusiasm, confidence, and innocence that truly resonated with the audience.

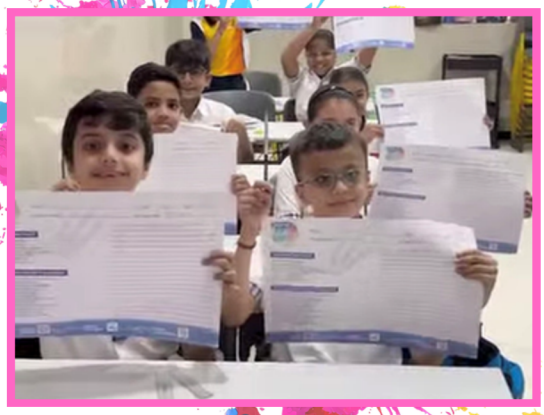
The celebration concluded with a grand finale dance on Sapphire, where all participants came together in a coordinated and vibrant performance. It served as a fitting culmination to the event, leaving the audience with a sense of joy, pride, and appreciation for the efforts of our young learners.







DOMS Art League Competition



Creativity took centre stage at MET Rishikul Vidyalaya. Students from Grades 1 to 5 showcased their handwriting skills, while Grades 6 and 7 in a handwriting competition that celebrated both neatness and artistic expression. The event provided a platform for learners to showcase their penmanship, creativity, and attention to detail.

The initiative celebrated self-expression, confidence, and holistic learning — reflecting the MRV approach to nurturing young talents. Winners were awarded prizes, bringing a sense of achievement and pride not only to themselves but also to the entire school community, making the event a memorable and inspiring experience for all.

FANCY DRESS COMPETITION

Students from Grades 1–3 participated in an exciting Fancy Dress Competition, bringing their favourite book characters to life. The event was filled with creativity, imagination, and enthusiasm as young learners dressed up as princesses, superheroes, magical fairies, clever animals, and other beloved storybook characters.

Each student confidently walked onto the stage and spoke a few lines about the character they portrayed, making the experience both engaging and meaningful. The activity encouraged creativity while helping students build confidence and strengthen their speaking skills.





GRADE V
GRADUATION







Students of Grade V celebrated Graduation Day ceremony on 17th April, 2026. It was time to honour all the hard work that the students and teachers put in the successful completion of Cambridge Primary Education.

Our Grade 4 MRVians sang the graduation day song and performed a beautiful dance to shower best wishes on the graduates. The day ended on a triumphant note with the Grade 5 batch recieving their graduation certificates.

The graduates from 2025-26 batch reflected on their journey, from the first day of school to this momentous occasion, and expressed a sense of pride and gratitude for all the support and guidance they have received. They realised that while this is the end of one journey it is the beginning of a new one.







ORATORIA

Every voice deserves to be heard.

MRV hosted Oratoria, organised by MRV MUN, offering a platform where young speakers confidently took the stage to express their ideas and perspectives. The event was graced by Ms. Katie Bagli, Author, and Prof. (Dr.) Swati Lodha, Director, MET IOM & Author, whose presence and insights inspired the young speakers.













MINDLER SESSIONS

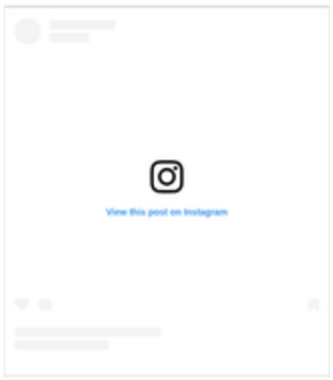
Students of MET Rishikul Vidyalaya (MRV) throughout the year attend insightful session with the Mindler team, discovering pathways that can shape their academic future. From Summer Schools to SAT preparation and other international opportunities, the sessions have opened up new possibilities for students to plan their journey ahead with clarity and confidence.







french immersion







From MRV to Paris: Our Unforgettable French Immersion Journey

By - Miss Ruth Dsouza

The phrase "French Immersion" promises a lot, but as the group of MRVians who recently traveled to France with the Indo-French Hub discovered, the reality is far more magical than words can describe. For a few unforgettable days, our students didn't just visit France—they lived it.

Our journey into the heart of French life began the moment we met our host families. Staying in local homes gave our students a front-row seat to everyday life in France. From navigating breakfast table conversations to sharing evening stories, interacting with their hosts helped the students grasp the nuances of the language and culture in a way no classroom ever could.

Our daily routine quickly took on an exciting rhythm. Each morning began with interactive French classes led by native teachers, allowing students to practice the language in the very place where it is spoken every day.

By the afternoon, the city of Paris became our classroom. Traveling like true locals, we navigated the bustling RER trains and Metros. Every day brought a new route and a thrilling new destination. We marvelled at the vastness of the Louvre, stood in awe of the architecture at the Palace of Versailles, and experienced a moment of quiet peace at the historic Notre-Dame Cathedral. From the rich history of the Arc de Triomphe and the Champs-Élysées to the sensory delights of the Choco-Story Museum and the Fragonard Perfume Museum, our itinerary was packed with wonder. We even treated ourselves to spectacular views of the city from the Galeries Lafayette and, of course, the iconic Eiffel Tower.

The children approached every single stop with boundless excitement and curiosity, listening intently to our guide and soaking in every bit of history. Every location offered a unique, lasting memory: cycling through the sunlit, beautiful gardens of Versailles, enjoying a calming boat ride down the Seine River, and experiencing pure, unadulterated joy during a day at Disneyland. For our sports enthusiasts, stepping into the legendary PSG Stadium was a dream come true—the inner athlete in each student came alive as they eagerly took turns trying to goal the ball on the pitch!

Naturally, no trip to France is complete without indulging in the local cuisine. Our students bravely expanded their palates, tasted local delicacies, and thoroughly enjoyed searching for the perfect souvenirs to bring back home.

This immersion program has left a profound, lasting impression on our young travelers. They have returned home with broader horizons, stronger language skills, and cameras—and hearts—filled with sweet memories that they will cherish for a lifetime.

GRADE X FAREWELL

TThe Grade 10 Farewell at MET Rishikul Vidyalaya was a beautiful celebration of a journey that has shaped so many lives. It was a day where students came together to look back on their school years—the friendships that grew stronger with time, the lessons that went beyond textbooks, and the guidance of teachers who supported them every step of the way.

The atmosphere was a mix of joy and nostalgia, as everyone shared smiles, stories, and moments that reminded them of how special these years have been. It wasn't just about saying goodbye, but about appreciating everything that made this journey unforgettable.

Through laughter, conversations, and shared memories, the day became a reminder of the bonds that will always remain, no matter where life takes them next.

As this chapter comes to a close, a new one begins—full of opportunities, dreams, and possibilities waiting to unfold. Here's wishing the Grade 10 batch all the very best as they step forward with confidence and excitement into the future.

















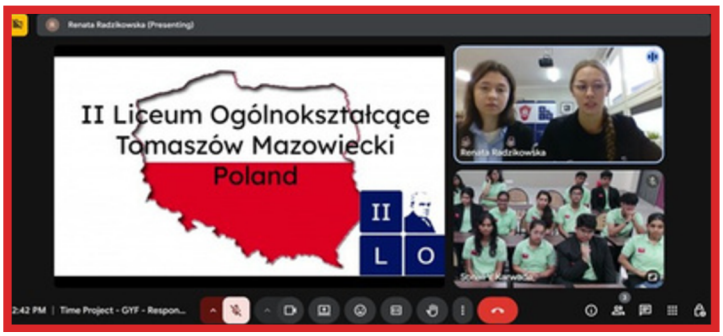
TIME PROJECT

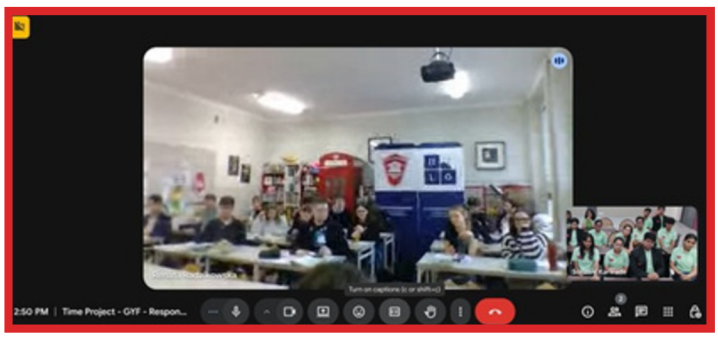


On 28th November 2025, our AS Level students had the remarkable opportunity to participate in a virtual learning exchange with Zmichowska XV High School in Poland, as part of the prestigious TIME Project 2025. This global initiative brought together students from multiple countries, each school paired with an international partner, making the collaboration truly invaluable.

During the session, students engaged in a thought-provoking group discussion on the theme of Sustainable Cities and Communities. The dialogue highlighted how young citizens can play an active role in addressing pressing challenges within their own countries, fostering awareness and responsibility for shaping a better future.

The exchange proved to be a resounding success, offering immense benefits to both MRV students and their Polish counterparts. Beyond academic enrichment, the experience underscored the importance of international partnerships and the power of collective efforts in driving positive change across communities worldwide.





POT LUCK



On their last day of school, the AS Level batch celebrated the bonds they formed this year. They had a Pot Luck where every student contributed a scrumptious item towards a lunch feast. Students and teachers broke bread together and shared their stories of memories made this year. It was a lunch full of great food, good company and infectious joy that celebrated the friendships that have been formed during the year.

A LEVELS FAREWELL

The A Levels Farewell at MRV was more than just an event—it was a day full of emotions, laughter, and moments that felt both joyful and bittersweet. It brought everyone together one last time to celebrate the journey, the friendships that became family, and the teachers who stood by through it all.

The evening began with a beautiful candle lighting ceremony, a quiet and meaningful moment that reminded students of how far they've come and the paths that lie ahead. One of the most special parts of the day was the yearbook, lovingly put together by the juniors, filled with memories that instantly took students back to so many unforgettable moments.

There was no shortage of fun either—games that had everyone laughing, and amazing dance and music performances by the AS students that made the day even more lively and memorable. The excitement peaked with the Mr. and Ms. MRV competition, where all students confidently took on multiple rounds, including a fun ramp walk, making it a highlight for everyone.

The photobooth quickly became everyone's favorite spot, capturing countless smiles, silly poses, and moments they'll hold on to long after this day.

As the farewell came to an end, it didn't really feel like a goodbye—just the closing of a chapter our students will always carry with them.













MASTER STROKES

At MET Rishikul Vidyalaya, Master Strokes 2026, the Annual Art Exhibition was a vibrant celebration of imagination, expression, and the brilliance of our very own young artists. The exhibition transformed the campus into a creative gallery, where every corner reflected originality, passion, and the unique perspectives of our students.











From vivid paintings and intricate sketches to innovative mixed-media projects, each piece told a story. Students built confidence as they presented their work to a wider audience, learning to express ideas beyond words.

What made this exhibition truly meaningful is that its purpose went beyond art. Selected artworks and handmade creations were showcased for sale, and the proceeds were donated to Om Creations, an initiative that supports and empowers differently-abled individuals. Master Strokes essentially was a platform where art inspired and creativity gave back.







PARENTS DAY CELEBRATION













MET Rishikul Vidyalaya celebrated MRV Parents Day to honour the unwavering support and contributions of its parent community. The faculty expressed heartfelt gratitude through words of appreciation and special recognitions.

A highlight of the event was a touching musical skit that reflected the everyday lives of parents—their challenges, sacrifices, and unconditional love—portraying them as the guiding saarthi in a child's journey. A soulful song further captured the essence of this bond.

Adding to the joy of the celebration, parents enthusiastically participated in a lively game of Antakshari, creating moments of fun, laughter, and togetherness.

The celebration reinforced the strong partnership between parents and teachers in nurturing not just successful students, but responsible and value-driven individuals.







INTERNATIONAL AWARD FOR YOUNG PEOPLE (IAYP)



Gold Awardees

Anushka Bhoir
Aariana Khumbar
Kashvi Shah
Soumyaa Deshmukh









EUMIND RESULTS

We at MRV are proud of our students from Grade 9 and AS Level who have brilliantly explored cultures and formed international bonds this year with students from the Netherlands.

All 5 student groups have been awarded Certificates of Excellence!

The certificates were presentet to Miss Amanda Sampey (EUMIND School Coordinator) at the AGM meeting held in April 2026.





MRV ART AND MEDIA PRESIDENT
NAAISHAA HARRISH



My Experience of being President of the MRV Art & Media Club

Serving as the President of the Art and Media Club has been a truly transformative and enriching experience. After being promoted from Vice President, I stepped into a role that not only increased my responsibilities but also helped me build a strong extracurricular profile while developing skills that extend beyond the classroom.

One of the most significant highlights of this year was leading sustainability-focused initiatives. Our Independence Day project, where we upcycled textile waste into eco-friendly clothing, was especially impactful. Inspired by our visit to ReCharkha and guided by Ms. Shubhangi Ghatnekar, it encouraged us to merge creativity with environmental awareness and think more consciously as artists.

Another memorable achievement was coordinating the creation of a mosaic portrait of Khudiram Bose using 7,000 recycled coins. This project demanded patience, precision, and effective teamwork, as each coin was carefully cleaned, painted, and assembled.

Through these experiences, I developed practical, real-world skills such as leadership, project management, communication, and problem-solving, especially while overcoming time constraints and coordination challenges during events.



MRV MUN PRESIDENT
PRANAV HINDUJA



My Journey as President of the MRV MUN Club

Being the President of the MRV MUN Club was an enriching, chaotic, and incredibly enjoyable experience. It was truly fulfilling to navigate mini-crises, and bring the best out of my team while planning our events. From planning budgets, to aggressively promoting MRV MUN, to the extensive coordination leading up to our marquee event, every part of the journey built a new skill.

This extensive backroom work culminated with an extremely successful event. My personal highlight was witnessing fruitful sessions in every committee room, with nearly every delegate raising their voice on multiple occasions.

At the very beginning of the year, my goal was to create an environment where everyone thrives, and speaks their mind without fear, and I'm proud to have achieved this outcome.



MRV CARES PRESIDENT
SOUMYA DESHMUKH



Leading MRV CARES: A Team Journey

Serving as the President of MRV CARES this year has been a truly rewarding experience. Looking back, I'm most proud of how we grew as a team. My main goal was to create a space where every member felt their ideas actually mattered, moving us away from just "planning" to taking real action.

I am proud of how we stepped up together to make an impact. Whether it was organizing a local drive or a community event, seeing our collective effort turn into a success was the best part of the job. Contributing to this club has taught me that leadership is really about supporting your teammates so that everyone can do their best work.

To my team: thank you for your hard work, your commitment, and for always being ready to help. You are the heartbeat of MRV CARES. I am grateful for everything we achieved together, and I hope you keep leading with that same passion!



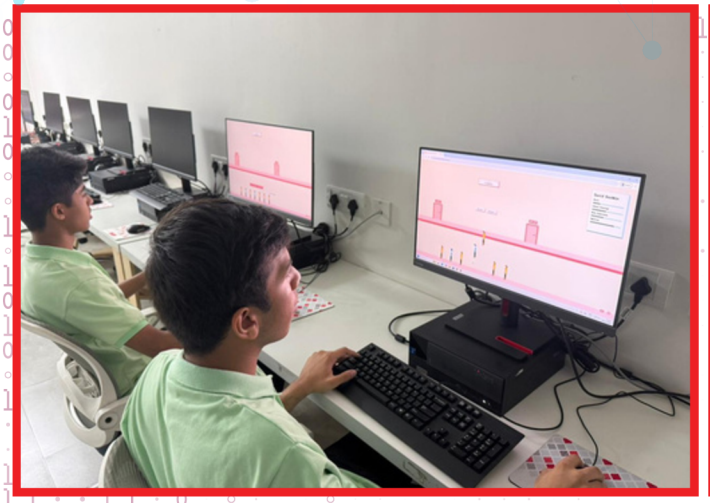
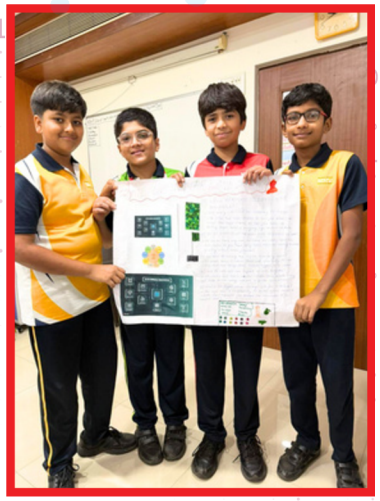
MRV ARTIFICIAL INTELLIGENCE (AI) CLUB

The AI club introduced engaging and accessible activities to help students understand how artificial intelligence works in everyday life and its growing influence. One key activity involved teaching students how AI recognizes patterns and how humans play a crucial role in training these systems over time. For example, students participated in games where they sorted images or identified objects, mimicking how AI learns from data.

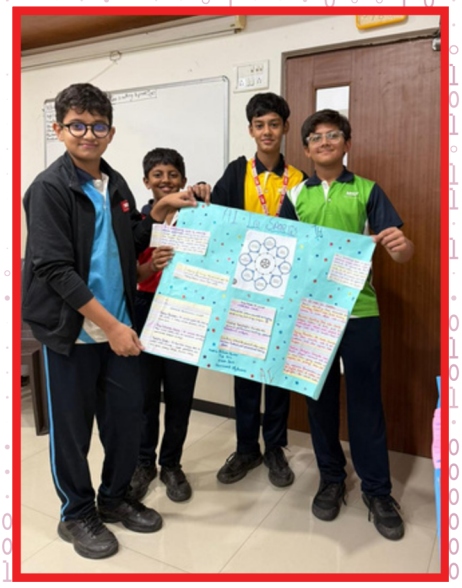
Another activity included interacting with simple chatbots, allowing students to observe how AI responds to questions. This made learning interactive and fun. Creative projects were also encouraged, such as storytelling, drawing, and generating ideas using AI, which enhanced students' curiosity.

Teachers also introduced discussions on the ethical use of AI, covering topics like privacy, responsible technology use, and avoiding misuse, helping students become informed digital citizens. AS and A Level students explored Python programming for AI, including concepts like AI bias and the importance of human intervention in verifying data and outcomes.

Grade VII students created charts or 3D models on different topics and presented them in class. Overall, these activities made learning enjoyable while preparing students for an AI-driven future.





Looking Back, Moving Forward: A Journey of Growth

My name is Armaan Sharma and I was a part of the graduating batch of 2026. I want to start by saying that the 7 years I've spent at MET Rishikul Vidyalaya have been nothing short of sensational. The ups and downs with academics, friends, teachers, extracurriculars have shaped some of the best memories of my life. I have always had a strong passion for subjects like Economics and Business mainly because I found the strategic and analytical thinking fascinating and I feel this school made my liking for the subjects so much stronger because of the unending guidance from the very qualified teachers and the structured curriculum that helped me focus on what was important and gain a deeper understanding of the subjects.

Apart from academics, what I loved about my years here was the environment I was in. I was always surrounded by a large number of like-minded people, such as my peers who had similar goals and were equally ambitious. Personally, I feel that helped boost my confidence and made everyday very exciting. Additionally, the facilities, that were provided for us made this journey so much more pleasant and enjoyable.

Overall, I love this institution. It has taught me everything possible and has provided not just me, but all students with the right guidance and support.

Armaan Sharma - A Levels

The Minimalist Heart

In a world of endless Instagram reels and constant WhatsApp pings, our attention is the most valuable thing we own. We often think of minimalism as just having a clean cupboard or a tidy study table. But the most important kind of minimalism is actually about clearing the "clutter" inside our minds.

Think about your typical day: school, tuition classes, homework, and then the constant urge to check your phone. Our lives are often overstimulated. When our minds are so full of our own tensions and plans, we become like a cup that is already full—there is no room left to pour anything else in.

While practicing minimalism we can put the phone away and stop overthinking our own problems. When we quieten our own lives, we finally start to notice the world around us. It awakens listening, understanding and empathy in us.

Often, we carry the "heavy luggage" of judgment. We look at our classmates and judge them by the brands they wear, the marks they get, or how "cool" they seem. We sometimes use our own belongings to show off, hoping to hide our own insecurities.

But minimalism teaches us to let go of these labels. When we stop judging others and ourselves!, we realise that everyone is fighting their own quiet battles. By clearing away these thoughts, we create a safe space in our hearts. In that space, a friend can share their worries without feeling "less" than anyone else.

By choosing to focus less on "stuff" and "status," we gain the only thing that truly matters: the ability to be there for each other.
After all, a minimalist heart is never empty, it is finally open.

Adeya Bishnoi - Grade VII Emerald

Because That's MRV: A Reflection

Seventeen years ago, in June 2009, I began my educational journey at MRV. Since joining in pre-primary, I have watched MRV grow and adapt to so many different batches and eras. Right from the start, the school instilled in us the importance of Indian values and culture—whether it was the aarti for students celebrating their birthday month, or beginning each day with morning prayers and the national anthem. Because that's MRV.

Pre-primary was unforgettable. Miss Anita and Miss Anjana welcomed me with warm, open arms, and I still vividly remember every moment: the field trips, the storytelling sessions before our post-lunch naps, Celebration Day with Miss Paribhasha, healthy snacks, and, most importantly, "mumma time" at the end of the day. The didis were like sisters to us, tirelessly looking after us and keeping our classes clean. I still cherish the fun we had with Miss Vaishali, Miss Ruhee, and Miss Shraddha. Pottery classes with Pashuram sir were highlights of those years, thanks to his witty storytelling and skill. Back then, English was less common for Indians, but the foundation MRV built for us was so strong that when I visited the US after Senior KG, I was able to charm the customs officers with my English skills, convincing them to waive a $300 fine they wanted to impose on my grandparents for carrying "Kachi Kerri" (raw mangoes). Because that's MRV.

Our Primary years began under the leadership of Miss Aruna and Miss Shamsha. My peak memories include the Kidzania trip in 2015, Marathi classes with Miss Pooja, begging Miss Aarti to give her classes to Anil sir for PE, the Ganesh Chaturthi story-telling in the library with Miss Vaijaya and Atmaram Sir and the tactical retreats from Miss Ketaki whenever we arrived late. These years were a time of holistic growth where we embraced new subjects like History, Geography, French, and GP. Because that's MRV.

Secondary school brought a unique shift with the introduction of MRV Clubs, and before the current ones we had Archery, Table Tennis, Swimming, and Basketball. Academics wrapped up after lunch, leaving time for Enrichment and Club activities like Robotics, STEM, and Mindfulness. These sessions actually made us want to come to school; we weren't just learning, we were enjoying ourselves. Our excursions were legendary. Though distance learning during the pandemic was a challenge, Ninth Grade brought us back to campus with redesigned uniforms and a chaotic, joyful energy. Meeting Miss Namrata in person for the first time and being under Miss Dipali's guidance made it incredible— from organizing the 10th-grade farewell to dancing alongside Prashanth sir. In 10th Grade, we moved into the IGCSEs. I'll always find a "home" in Miss Gayle's classroom, where we vibed and learned English simultaneously. She didn't just teach the language; she drilled its importance into our heads. To this day, I still practice the choreography from our Annual Day finale. Because that's MRV.

Finally, we were welcomed into AS & A Levels by Miss Sonali and Jayson sir. At first, I found it odd when new joinees would leave the school in tears after only two years—I underestimated how deeply this final stretch would affect us. After just one excursion, our bonds became so strong it felt like we'd known each other for six years rather than six months. I started my first year at school with Jayshree tai, who helped us daily and kept us in check and I ended my final year with her, too. Then came Anandvan, where I played Raju Rastogi from 3 Idiots; I gained immense respect for Miss Amanda's patience with directing through our goofiness and her brilliance in bringing the play to life. Whether it was filming with Shritej sir or enjoying Math with Adwait sir, every moment was a core memory. Miss Stancy began her EGP classes with us, and her knack for perfection made us ready for the world outside the classroom. Miss Sheetal was a fantastic mentor, offering realistic and dedicated help with our often-messy future goals. Serving as an office bearer for MRV CARES in my final years during Snack Shack and the Fun Mela was a true privilege, because every moment of it brought us joy, humility and a sense of responsibility. A-Levels were a perfect blend of academic rigor and enriching sessions. The Anandvan finale in A Levels was deeply emotional for me, marking my final Annual Day. Looking back, I still tear up. When it came time for the farewell, we shared a hug and a few tears.

MRV isn't just a school; it is my second home, my family.
I will miss it every day, but the foundation I built here will help me spread my wings and fly higher.
Because that's MRV!

Pratham Singh Nagpal - A Levels

Learning, Growing, Evolving

"The true purpose of education isn't perfection or even data, it's possibility. When students feel seen, supported, and safe to make mistakes, learning becomes something they can carry for life."

When I started school, my world was pretty small—grades, homework, keeping up. I thought being a good student meant getting the right answers on tests. That was about it.

Somewhere along the way, that changed.

I stopped trying to do everything perfectly. My school had this way of showing me that less can actually be more—that understanding something deeply beats memorising a hundred facts you'll forget by next week. Once I let go of that pressure to be perfect, learning got easier. More enjoyable, even. I also started paying attention to the people around me.

When you spend years with the same classmates, you notice things—everyone's dealing with something. I got better at listening. At being patient. Sometimes helping out with something small, or having someone do the same for me, shifted how I thought about relationships entirely.

But what really stuck was everything outside the classroom. The debates, the projects, the random conversations that turned into real friendships. My school wasn't just teaching me to pass exams—it was teaching me how to be a person. How to speak up, how to work with others, how to figure out what I actually care about.

Now when I look back, the grades feel like the smallest part. What I really gained was this: I learned.

Atharva Somalwar - Grade VII Emerald

A Day Without Marks

What if, just for a single day, marks disappeared from school? Classrooms might as well seem lighter, filled with curiosity for subjects to learn. Students would raise their hands to answer without hesitation, barely afraid of being wrong. In fact, mistakes would create a pathway to students' journeys rather than being something to hide, while questions would begin to matter more than accurate answers. Without the pressure of a letter on a PDF labelled 'Rreport Card', learning could finally take a chance to run its course steadily. Creativity could replace memorization (ratto-fying, in this case) , class discussions could transform into much more interesting ideas and students might discover passions they never knew they had. Success would be more understandable. They will want to try again.

Although marks measure performance, they cannot measure potential. Character. Education was never meant to be a leaderboard. It was meant to be a trail students follow until they are able to carve their own, to be what their minds are inclined to.

Vaneesha Dhote - Grade IX

FROM BACKYARD DRILLS TO CHAMPIONSHIP THRILLS

My passion for throwball started at home. Long before I played on a real court, my father was my first trainer who put in a lot of effort in teaching me the tricks of the trade. Those daily sessions taught me that success is built on discipline and a strong foundation.

All that practice paid off when I joined my team for the inter-parish competition. The energy was intense, but thanks to our teamwork and the skills I'd honed over the years, we triumphantly clinched the title. While that victory was a huge milestone, I'm not stopping there. I am constantly working to improve my game and refine my technique. My goal is to keep learning every day so that I caneventually compete at a higher level and take my passion for the sport as far as it can go.

But throwball has more to it than the trophies. In fact, throwball serves as my social space. I find myself playing throwball every time I step foot anywhere else whether it be during summer camps or even on this school campus. Throwball has become one of those sports that have helped me make friends easily and quickly with people I didn't even know before

Anushka Pinheiro- A Levels

Humanities Hustle: A Year in Review

This year humanities was a wild ride of ink splashed notebooks, power point marathons and the eventual "I-remembered-all-the-answers-and-wrote-them-correctly-in-the-exam" celebration. We kicked things off with India! We dove into the glory of the Rajputs and their jaw-dropping architecture, then soaking in all the details of the government of India and wrapped it up with the Indian armed forces, where we imagined ourselves in crisp uniforms, tactical maps (thankfully only on paper)

The biggest block was North and South America, a continent sized adventure. We mapped islands, peninsulas and many mountain ranges, dissected physical features and chased ancient civilisations (away). The European colonization turned our classroom into a mini-museum of empires, we analysed resources and economic development while pretending we were the rulers and had to make a decision for our country. After studying the American Revolution, we concluded "rebelling against taxes? Relatable." Our takeaway from Boston Tea Party: don't mess with the Tea (or the wi-fi). We learned about the Founding Fathers and thought "Guess they were the real influencers. We even sneaked in a frosty peek at Antarctica, studying the climate, plants and living creatures found there, quiet a frosty subject.

The assignments were a mix of descriptive essays that made us sound like professional Novelists and presentations that turned us into mini professors. In short, Humanities this year was a mashup of history, geography and concerning debates. We learned, presented and laughed our way through an unforgettable academic rollercoaster.

Renee Nair - Grade VII Ruby

Unity : The Key to Success

"When spiders unite, they can tie down a lion" in my opinion this quote singlehandedly captures the essence of unity.

Unity is a vital component of a successful and enjoyable classroom. By working together, we can achieve more, learn from one another and develop valuable skills for our future. In today's world great things have been achieved by great minds just imagine what we could create if all those minds were put together. Everybody has their own dreams and their own set of but the only way we can achieve these dreams is if we combine our skills.

Unity is not about being a united front in front of many people, it means being there for one another even if there isn't an audience. It is about respecting each other's boundaries and being comfortable with our differences, while still building strong bonds and working together towards a common goal. It is important to improve learning, reduce conflicts, foster creativity and prepare us for the future.

Unity is the heartbeat of our classroom, guiding us to work together, learn from one another and weave our uniqueness into a shared achievement. We have to stand by each other, take responsibility and not leave anyone out. The only thing we all must agree on is to set aside our differences and reach our goals together.

Renee Nair - Grade VII Ruby

Leave No Mark but Kindness: Our Journey Against Vandalism











As part of our Global Perspectives group project, we explored the topic of vandalism within our school environment, something often overlooked but deeply impactful. What started as a simple topic soon turned into a meaningful journey of awareness, responsibility, and action.

For our Group Project we focused on understanding vandalism from multiple perspectives. We conducted interviews with teachers and ancillary staff to gain insight into how vandalism affects the school community and the challenges faced in maintaining discipline and respect for shared spaces. Their responses highlighted not only the damage caused but also the importance of student accountability.

To support our findings with data, we carried out a survey among secondary students with a sample size of 100. This helped us gather quantitative data on how common vandalism is, why students engage in it, and whether they feel responsible for school property. The results were eye-opening and reinforced the need for greater awareness.

We also worked on spreading this awareness creatively. Posters were displayed across the school, and we created a "Wall of Art" in the secondary section, encouraging students to express themselves positively instead of defacing property. This initiative aimed to replace vandalism with creativity.
Additionally, we visited classrooms across different grades to observe and document the condition of school property. Comparing "before and after" states helped us understand the real impact of vandalism and the importance of maintaining a clean environment.

Taking our project a step further, we organized a school-wide cleanliness drive in collaboration with MRV Cares. Students were provided with cleaning materials, including acetone, and each class took responsibility for cleaning their own classrooms. This hands on experience allowed students to reflect on their actions and understand the effort required to maintain cleanliness. To encourage participation, the best-maintained classes were recognized and appreciated.

Through this project, we learned that vandalism is not just about damage, it reflects attitudes and responsibility. By promoting awareness, creativity, and action, we hope to inspire a culture where every student chooses to "leave no mark but kindness."

Khrish Shah - Grade IX

HINDI



शिक्षक

जीवन में जो राह दिखाए,
सही तरह चलाना सिखाये.
माता- पिता से पहले आता.
सबसे ऊँचा आदर पाता,
वो सच्चा शिक्षक कहलाता|

मिलती मान-प्रतिष्ठा जिससे,
सीखी कर्त्तव्यनिष्ठा जिनसे.
कभी रहा न दूर मैं उनसे,
पथ-प्रदर्शक जो मन को भाते,
वही हमारे शिक्षक कहलाते|

कभी हैं शांत,कभी हैं धीर,
स्वभाव से रहे सदा गंभीर'
मन में दबी रही ये इच्छा .
काश मैं उन जैसा बन पाता.
जो मेरा शिक्षक कहलाता|

उज़मा अंसारी
Grade V Emerald

MARATHI

मराठी भाषा – माझी गोड मायबोली

मायभूमी मराठी आहे , माझी शूरवीर शिवबांची |
संतांची ही पुण्यभूमी ,जाणकार आहे सुसंस्कारांची ||
अशी ही माझी मराठी भाषा मला खूप आवडते. मराठी ही माझी मातृभाषा आहे. मी लहानपणापासून आई-बाबांशी, मित्रांशी मराठीत बोलतो. मराठी बोलताना मला नेहमी आपलेपण वाटते

मराठी भाषा खूप गोड आहे. तिच्यातले शब्द ऐकले की मनाला आनंद होतो. मराठी गाणी, कविता आणि गोष्टी ऐकायला तर अजूनच मजा येते. मला झोपताना आजीने सांगितलेल्या मराठी गोष्टी खूप आवडतात.

मराठी ही महाराष्ट्राची राजभाषा आहे. आपल्या महाराष्ट्रात सगळे लोक अभिमानाने मराठी बोलतात. शाळेतही आम्ही मराठी विषय शिकतो. त्यामुळे आपल्याला आपली संस्कृती आणि परंपरा समजते

मराठी भाषेला खूप मोठा इतिहास आहे. महान संत ज्ञानेश्वर, संत तुकाराम यांनी मराठीत अभंग लिहिले आहेत . छत्रपती शिवाजी महाराजांच्या काळातही मराठीला खूप महत्त्व होते . त्यामुळे मराठी भाषा अजून समृद्ध झाली.

मला वाटते की आपण सगळ्यांनी मराठी भाषा अभिमानाने बोलावी. मराठी भाषा गोड व सुंदर आहे. माझ्यासाठी खूप खास आहे

लाभले आम्हांस भाग्य बोलतो मराठी,
जाहलो खरेच धन्य ऐकतो मराठी||

अनिश सामंत
Grade V Emerald

मेरा परिवार

जब हम 'परिवार' शब्द सुनते हैं , तब हमारे सामने हमारे रक्त से जुड़े संबंधों का चित्र आता हैं| उस परिभाषा के अनुसार मेरे परिवार में मेरे माता-पिता, बड़े भैया, दादी जी और नानी जी हैं। पर मेरे परिवार में एक और सदस्य है जिससे मेरा खून का रिश्ता नहीं है, पर वह मेरे हर सुख-दुःख का साथी है| वह मुझसे निःस्वार्थ भाव से प्रेम करता है| वह है 'डस्टी' मेरा कुत्ता। इसके अलावा मेरे परिवार में दो और सदस्य हैं। वे घर के कार्यों में मेरी माँ का हाथ बटाती हैं| मैं उन्हें 'ताई' यानी 'दीदी' बुलाती हूँ। इन्ही के कारण मेरी माँ हमारे साथ वक़्त बिता पाती हैं|

इनके अतिरिक्त जिनसे मैंने संबंधों की एक नई परिभाषा जानी है, वे हैं मेरी माँ के मुँह बोले भाई और भाभी| वे हमसे रक्त से नहीं, बल्कि मन से जुड़े हैं| इनके बिना हमारा हर त्योहार, हर जश्न अधूरा है। मेरे ये मामा मामी भी हमारे परिवार का एक महत्वपूर्ण हिस्सा हैं।

घर से बाहर मेरा एक परिवार मेरे स्कूल में भी है| मेरी शिक्षिकाएँ, मेरे दोस्त और दीदी भैया, जो पढ़ाई में मेरी सहायता करते हैं और विद्यालय में मेरा पूरा ख्याल रखते हैं। हमारे पड़ोसी भी हमारे परिवार में ही शामिल हैं, जो हर मुश्किल समय में हमारे साथ खड़े रहते हैं।

हमारे वेदों में लिखा गया है - 'वसुदैव कुटुम्बकम' यानी पूरा संसार ही एक परिवार है। इसलिए मैं पूरे संसार को ही मेरा परिवार मानती हूँ| परिवार के बिना हर खुशी अधूरी होती है। इस विशाल परिवार की खुशी में ही मेरी खुशी है|

रायका सवूर
कक्षा 4 रूबी

A Simple Candle

A simple candle may seem small and ordinary, but it has taught me some of the most important lessons of my life – how to forgive and how to show empathy.

When a candle burns, it slowly melts itself just to give light to others. It doesn't complain or expect anything in return, this makes me realize that sometimes we need to let go of our anger, pride and ego to bring happiness and to someone else's life.

The candle also teaches us forgiveness. No matter how many times we light it never refuses to glow again. It doesn't remember the past or hold grudges in the same way we should learn to forgive people, even if they have hurt us. Forgiveness doesn't mean forgetting everything, it means freeing ourselves from the weight of anger.

A candle also shows empathy; its light is soft and gentle and never harsh. It reminds me to be kind, to understand other feelings and to support people even when we don't fully know what we're going through. Everyone has their own struggles just like a candle silently burns through its own.

So, from something as small as a candle I have learnt that real strength is not in being powerful but in being kind, forgiving and understanding.

Spruha Kadam - Grade VI Ruby

Empathy

An act of empathy may seem small, like a comforting word, a kind gesture or even just a moment of understanding. However, like a pebble being dropped into still water, it has effects that go beyond what first meets the eye. Empathy is often mistaken as just sympathy but it is so much more. Sympathy is simply a fleeting moment of feeling for someone, whereas empathy helps us understand the stories which might never be spoken aloud.

Empathy transforms ordinary interactions into meaningful connections that asks us to listen, not just to words, but to silence that speaks louder than verbal expression ever could. It teaches us to discern the subtle hesitation in a voice, the quiet worries and weariness carefully masked by a smile and the untold stories that linger in the depths of silence.

While empathy has the power to transform someone's life, it can often be overlooked in our competitive society that tends to value success over sensitivity. Yet, it is empathy that builds strong communities and help our relationships last. Empathy is the very thing that converts individuals into a society simply by asking "What is someone going through?" rather than "Are they right?"

In a world that moves quickly, where people are judged by appearances and first impressions that are far from the truth, empathy slows us down. It allows us to step outside oneself and enter the unseen world of another human and understand them even when their pain or joy is invisible.

To walk in somebody else's shoes is not always comfortable but it is always worthwhile for when we do so, we not only understand others better but we become better people. And in the end, it is these small words and actions that have the power to create the greatest change.

Tia Costa - Grade VI Ruby

Spreading Awareness about Global Conflicts


Nepal Gen Z Revolution

On 7th January, 2026, the students of Grade 7 (my very own grade) created presentations about global conflicts in the world in groups of five and presented their topics to the entire class. It was a wonderful activity arranged by Miss Sharon as part of the Humanities syllabus.

Everyone's groups had different conflicts to speak about. For example, my group was to speak about the blazing revolution in Nepal that was referred to as "The Gen Z revolution." Everyone had their respective responsibilities while progressing through the activity.

There were five main aspects of the presentation that needed to be explained, and they were:

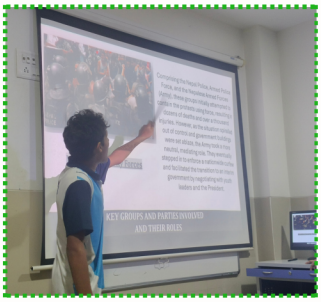
1. **The location of the countries that are part of the conflict on the world map**
2. **The actions/events that caused the conflict to unfold**
3. **The sides that were part of the conflict**
4. **The impact on citizens and civilians**
5. **An alternative solution to the conflict (one that may have possibly reduced the violence and the tension between the two sides.)**

We, included spectacular content and also exceeded expectations in the creativity and aesthetics of our presentations, making them visually appealing. Every group's formatting was superb, with bright layouts and pictures that complimented the conflicts that were being presented. The group presenting WWII performed a brief and humorous roleplay of the sequence of events in the famously catastrophic conflict.

In conclusion, the activity was a fun learning experience for myself and my classmates, blending historical and modern warfare with creativity through presentations and roleplays.







Daneyal - Grade VII Emerald

I REMEMBER WHEN

The day I once thought was so far away is finally here, and yet it doesn't feel like an ending as much as it feels like a pause, a moment to look back at everything that quietly became a part of me. I've been in MRV since I was twelve months and sixteen days, too young to understand what it would become, and now, as I step into tenth grade, my final year here, it feels strange to imagine a world outside of it. This place has never just been a school, it has been my routine, my comfort, my constant.

I remember when pre-school felt like the biggest step forward, nap time we waited for, snack time that meant fruits and nothing else, small things that built a foundation we never realised. I remember grades 1 to 5 through our red t-shirt and blue skirt, something so simple yet so inseparable from those years. I remember Miss Pooja and Miss Rekha, my first class teachers and Miss Sangeeta, who didn't just teach us but raised us with care. I remember field trips with bright orange t-shirts and red MRV caps, early mornings that never felt tiring, and bus rides filled with songs and laughter, with Aarav and Vihaan turning everything unforgettable. I remember 3 Ruby, sitting with Deana, Krisha, and Jea, sharing pancakes like those moments were the most important parts of our day.

I remember Gautam sir's voice on the PA system, turning ordinary mornings into something special, and I wonder how I'll begin my day without it. I remember being scared of Ms Shamsha and now missing her, Ms Amber's homework, Jason sir and Ms Rekha in the lab making us happiest, and Miss Titishka and Miss Gayle always laughing with us. I remember excursions with Miss Mohini, Miss Aruna who believed in me and gave me opportunities, Miss Shivangi whom I miss deeply, and Miss Krishna who built my Hindi and my overall confidence. I remember Miss Mansi too, who I might owe an apology to because of the chaos Dia and I caused, but whose class gave us some of our best memories. From grade 4 to 8, having Vihana just made everything easier, steady and familiar. I remember Sachin sir, Miss Pari, our rhythm teachers, and our dance teachers Ms Harshada, Prashant sir, and especially Harish sir, everyone's favourite, who choreographed everything, and whose return in seventh felt like the whole school ran to see him. I remember MET Utsav, when even during lockdown we still danced, showed up, and stayed connected.

I remember how MRV never limited us and that pushed us to try new things like competitions in writing, handwriting, art, drawing, Ganpati making along with Knowledge Fair, Trinity,. School has given us so many chances to grow.

And now, stepping into grade 10, it feels like all of it has quietly prepared us for this final year.

I remember Paryushan bringing calm and devotion, food seva teaching us kindness through sharing, and softly singing "Thank you for the food we eat..." before we began, moments that felt simple but meant so much, and I remember from grade 6 to 9 the entire band experience becoming such a huge part of school life through practices and performances and the feeling of being part of something bigger, along with becoming the Vice Captain of Shivaji in Grade 8. A responsibility that felt both exciting and meaningful and made me feel like I truly belonged in a different way. I remember the MRV handbook holding every prayer, song, and value at our core. I remember Anandvan, Green Mela with its magical balloon houses, MRV Navratri full of energy, and the plays, Aladdin and Cinderella, when it felt like Gandhi house always won. I remember the joke about the pool we were always promised, now finally arriving for pre-primary just as we leave, and our grade 5 graduation that once felt so big.

I remember how the secondary section once felt intimidating, and now it feels strange knowing this is our last year here. I remember how MRV made online learning feel real, Ms Namrata shaping discipline, Ms Nagashree's kindness, and our new principal bringing meaningful change, from robotics labs to small improvements. I remember our school nurse, Rajesh sir, the ancillary staff, Atmaram Sir, Ms Vijaya, and Miss Chetna greeting us every morning, constantly through every stage. I remember laughing too much, crying over marks, stressing over exams, getting kicked out of art class and still laughing later, writing about Jea and Krisha in every letter, and slowly realising MRV was becoming more than just a place, it was my life support.

And maybe that's why this doesn't feel like an ending, but stepping out of something that has always held me together. MRV has been my world, my teachers, my friends, the same familiar corridors, and the idea of a world outside feels unfamiliar.

As I begin my last year, I find myself holding on a little tighter to everything that made it feel like home. But what makes it easier is knowing I'm not really leaving it behind, because in every habit, every value, every "I remember when," it will stay with me, quietly, constantly, like it always has. Maybe that's what growing up really is, not leaving places behind, but learning how to carry them with you. And maybe I'm not ready to leave MRV, but I don't think a part of me ever will.

Kavya Shah - Grade IX Ruby

WILDLIFE PHOTOGRAPHY





The image taken in Kenya's well-known grassland/savannah called Masai Mara, captures a powerful moment of maternal instinct in the wild, set against the vast, golden expanse of the savanna.

The lioness stands as a formidable guardian, her steady gaze and protective stance creating a natural shield around her cub. Below her, the cub's spirited expression, somewhere between a tiny roar and a weary yawn, adds a touch of vulnerability and charm to the scene.

Bathed in the warm, amber glow of the golden hour, the duo blends seamlessly into the tall grass, illustrating the perfect balance between a predator's raw power and the tender bonds of family.

This intimate portrait centers on the cub's individual personality, using a low-angle perspective to place the viewer at eye level with the subject.

The shallow depth of field keeps its curious gaze in sharp focus while the surrounding grass softly blurs into the shadows. Side-lighting catches the texture of the fur and rounded ears, creating a striking contrast between the sunlit cub and the cool, dark tones of the savanna floor. It's a quiet, atmospheric shot that captures a future predator perfectly framed within its natural environment.

Jea Mehta - Grade IX Emerald

CROSSWORD FOR POTTERHEADS

L	S	W	R	E	U	P	U	P	I	O	K	H	T
M	A	D	A	M	E	M	A	X	I	M	E	A	H
L	L	V	R	B	U	C	K	B	E	A	K	L	E
I	B	O	E	L	O	M	E	R	O	N	P	F	A
L	U	L	M	N	D	R	U	G	S	E	O	B	Z
Y	S	D	U	N	D	I	S	E	T	H	R	L	K
L	S	E	S	A	F	E	I	E	R	R	T	O	A
U	E	M	L	L	A	F	R	O	F	K	K	O	B
N	V	O	U	P	T	U	I	B	T	P	E	D	A
A	E	R	P	H	L	C	U	F	R	K	Y	P	N
P	R	T	I	A	S	H	S	U	G	O	I	R	P
O	U	A	N	S	D	A	C	C	N	E	W	I	R
T	S	B	A	E	Y	G	O	D	X	L	E	N	I
T	P	S	N	L	V	R	P	R	N	E	A	C	S
E	O	B	M	J	U	I	F	H	E	E	S	E	O
R	T	O	O	S	J	D	L	P	R	E	L	T	N
H	T	Y	L	P	K	Y	P	L	P	L	E	W	A
U	E	S	I	T	L	M	L	A	E	L	Y	E	G
L	R	A	N	M	O	L	I	S	A	N	A	S	I
L	O	V	E	I	S	G	O	O	E	U	I	R	P



Clues:

1. Name of the character who has 2 colours in his/her name.
2. The master of dark arts and who fears Dumbledore.
3. Harry's godfather's first name.
4. Professor, who was a werewolf.
5. First name of Wormtail.
6. Headmistress of Beauxbatons.
7. The boy, who defeated Nagini.
8. Tallest man at Hogwarts and loves dangerous creatures.
9. Any everyday object enchanted to transport anyone touching it.
10. The poor but humble family.
11. The name which Snape wrote for himself on his potions book.
12. Harry's godfather was stuck here for 12 years.
13. Harry's youngest child.
14. Harry's middle child.

Ishaanya Samant- Grade V Emerald

ART ATTACK



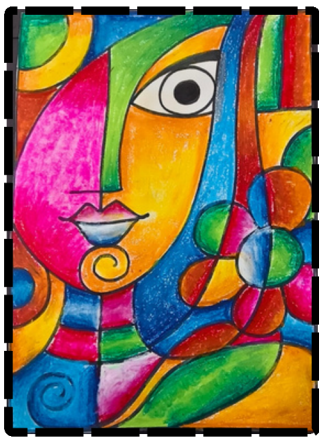
Heer Sheth
Grade I Ruby



Adhira Dalva
Grade II Ruby



Tasmay Mehta
Grade III Emerald



Kavir Vora
Grade IV Emerald



Uzma Ansari
Grade V Ruby



Dhun Nagda
Grade VI Emerald



Kabir Gada
Grade VI Ruby



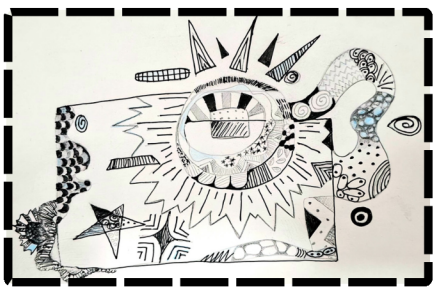
Viraj Balani
Grade VI Emerald



Adweta Karwa
Grade VIII Emerald



Hiyasha Jain
Grade VIII Ruby



June Shankar
Grade VIII Ruby



Mahie Deshpande
Grade VIII Ruby

Less is More: The Essence of Minimalism



In a world that constantly urges us to have more, do more, and be more, minimalism offers a quiet yet powerful pause. It reminds us that less is not a limitation, it is liberation. The idea that less is more is not about having less, but about making space for what truly matters.

Minimalism is not merely a style; it is a mindset, a conscious self conditioning that teaches us that excess does not lead to happiness. It reflects the age old wisdom of our grandparents, who lived with simplicity, contentment, and purpose. Their lives were not defined by abundance of possessions, but by richness of values.

Importantly, minimalism is not determined by economic status. It is rooted in inner values and thoughtful choices. It teaches us that what we have is often enough, and that true fulfilment comes from within. At the same time, what may feel like excess in one life can become meaningful support in another. In this way, minimalism also nurtures empathy, encouraging us to share and uplift those who are deprived.

In a school environment, minimalism can be transformative. A clutter free space fosters clarity of thought. A focused approach to learning encourages depth over distraction. Even in communication, simplicity and precision often leave a deeper impact than complexity.

For today's learners, minimalism is an essential realization. In an age driven by constant consumption and comparison, it teaches them to pause and reflect. Acquiring more out of desperation often leads to dissatisfaction, while requiring more through mindful decision making leads to balance, purpose, and peace.

Less is more is not about doing less, it is about doing what matters most. As we navigate a fast paced and often overwhelming world, embracing minimalism allows us to discover something deeper: more meaning, more awareness, and more joy in the simple, essential things of life.

Dr. Dipika Das
Principal - MET Rishikul Vidyalaya

Actions – The True Reflection of the Self



Actions, deeds, or karma — these are the true mirrors of our persona. Long after words fade, it is our actions that define us. As the timeless adage goes, "You reap what you sow."

Our actions have a profound and lasting influence on our destiny. Every choice, every response, every decision we make quietly chisels the path of our future.

As a child, I vividly remember my mother's priceless counsel: "Think before you act."
Each time I face disappointment or injustice, the impulse to react rises within me — to retaliate, to rebel, to restore what feels lost. But then, my inner voice intervenes, urging me to pause. In that sacred pause, I hear the quiet whisper of wisdom — "Forget, forgive, and rejoice."

Last winter, during a road trip to Ladakh, a dear friend shared his life experiences that perfectly embodied this philosophy. He is a joyous soul — one who lives life king-size, greets each day with gratitude, and believes deeply in the law of karma. His conviction is simple yet profound: one's kind actions are the true fuel of life, and neither society nor circumstance can shape one's destiny as powerfully as one's own deeds.

He narrated how some of his relatives once exploited his generosity, climbing toward success by stepping over others' happiness. Yet, when destiny eventually closed its doors on them, their social prestige, respect, and dignity crumbled. At such moments, it is only the person with a pure heart and clear conscience who can stand tall, pat themselves on the back, and say, "Don't worry — things will be alright."

Listening to him, I was struck by the grace with which he handled cruelty and injustice. Every time someone wronged him, his responses reflected poise and wisdom. His actions were deliberate, rooted in integrity, and guided by one unwavering belief — karma determines destiny.

A person's true beauty lies in such depth of character. His stories reminded me of the word Meraki — a beautiful Greek term that means to do something with soul, creativity, and love. He lived life Meraki-style — every action performed with sincerity, every response infused with grace.

His journey reaffirmed a timeless truth — when our actions spring from goodness, patience, and faith, life eventually rewards us with the sweetest fruits of peace and fulfillment.

Miss Namarata Modi
Secondary Section Coordinator

Teaching Tomorrow: Why Business Belongs in Early Education

Earlier while discussing with my colleagues, I realized how often we try to prove certain subjects more important than others. Sometimes it's because they were popular "in our time," sometimes because people argue "this is the future," and other times simply because some subjects—like Business—are dismissed without clear reason. For me, business learning has never been just content; it has always felt like a skill, a way of thinking that shapes how we navigate life.

Children often grow up learning formulas and theories but not how money actually works. They may know how to solve equations, yet remain unaware of budgeting, saving, or investing. Imagine the empowerment of a young person who understands financial responsibility before stepping into adulthood. I would have loved a little heads up about managing finances a bit earlier than I did.

Business education also nurtures creativity and entrepreneurial thinking. Children are naturally curious, brimming with ideas and imagination. Guiding them to identify opportunities, design solutions, and pitch those ideas, instills confidence and adaptability. Even if they never start a company, they carry with them the mindset of problem-solvers and leaders—skills that transcend industries and professions.

In today's global economy, where decisions in one country ripple across continents,
early exposure to business concepts helps children appreciate diversity and collaboration. They learn to understand markets, cultural differences, and the importance of global cooperation. This isn't about producing CEOs—it's about raising citizens who can thrive in an interconnected world with empathy and
awareness.

Equally important are the soft skills embedded in business education. Communication, teamwork, and negotiation are not just professional tools; they are life skills. These abilities prepare them for any path they choose, making them adaptable in a world that constantly evolves.

Employers today value candidates who understand business fundamentals, regardless of their role. Early education bridges the gap between academic theory and real-world application. It ensures that students step into higher studies or the workforce with practical knowledge, ready to apply what they've learned meaningfully.

Starting business education at a young age is not about turning every child into a CEO. It's about equipping them with tools to navigate life effectively—financial literacy, entrepreneurial thinking, global awareness, and interpersonal strength. These are not just business skills; they are human skills. By teaching them early, we empower the next generation to be innovative, responsible, and resilient citizens of the world.



Miss Sonali Karawade Pawar
AS & A Level Coordinator

HAUTE MESS: THE FAST FASHION PROBLEM





In an age where trends travel faster than homework reminders and Instagram reels, fashion has become a race against time. A style appears on social media today, influencers declare it the "next big thing" tomorrow, and by the weekend it is hanging neatly in store windows, waiting to be added to someone's cart. This phenomenon, widely known as fast fashion, thrives on speed: quick production, low prices, and an endless cycle of "new arrivals" designed to make us feel like we are always one purchase away from being perfectly on trend.

At first glance, the appeal is obvious. The industry offers constant novelty, accessible prices, and an ever-changing variety of styles that promise to keep wardrobes fresh and exciting. The result is a culture of consumption where clothing is no longer purchased simply for necessity or longevity, but often for the brief satisfaction of keeping up with the latest trend.

Yet a quick glance inside most wardrobes tells a more revealing story. There are outfits worn once for a special occasion, items bought because they were "trending," and pieces that looked perfect online but somehow feel less convincing in everyday life. Gradually, wardrobes begin to fill with clothes that are rarely worn but rarely discarded either; quiet reminders of impulse purchases made in the rush to keep up.

This is where the idea of minimalism in fashion offers a thoughtful alternative. Minimalism does not mean abandoning style or dressing in dull, repetitive outfits. Rather, it encourages a more intentional approach - choosing fewer pieces, but selecting ones that are versatile, well-made, and genuinely enjoyable to wear over time.

Imagine opening your wardrobe and actually appreciating almost everything inside it. No "maybe someday" piles. No forgotten purchases still carrying their price tags. Just clothes that fit well, feel comfortable, and reflect your personal style. In many ways, minimalism is not about owning less; it is about owning better.

Of course, fashion should remain creative and expressive. Experimenting with style can be enjoyable and even empowering. But perhaps the most meaningful fashion statement today is not how quickly we adopt new trends, but how thoughtfully we decide what deserves a place in our wardrobes.
So, the next time a shiny new trend pops up on your screen, confidently announcing itself as a "limited offer" or "must-have style," resist the urge to treat the Add to Cart button like a reflex. Pause for a moment and ask yourself one honest question: Do I actually love this piece, or is it simply this week's internet obsession?

Because sometimes, the most stylish move you can make…is knowing when NOT to buy it.

Miss Stancy Jain
English Faculty

Theme: The Art of Noticing

The Core Idea: Most people see a bird, a flower, or a microphone. A photographer sees a story. This collection is about the beauty that exists when we stop & looking; and start seeing.

Stop. Look. Listen.

We live in a world of 'FAST'; Fast food, fast internet, and fast walks to class. In the rush to get from point A to point B, we treat the world like a background blur. But what happens when we slow down? The Art of Noticing; is a collection of moments caught in the act of being extraordinary. It is the realization that a stray kitten on a tin roof has the intensity of a mountain lion, and that a single drop of water on a petal holds more geometry than a textbook.

Through these different lenses, we see that:

- Spirituality - just in a temple; it's in the way the morning light hits a golden idol.
- Voice - isn't just a sound; it's the anticipation of a silent microphone before the first "Good Morning"
- Nature isn't just "outside", it's the fierce orange of a sun setting behind a palm leaf, reminding us that every day ends in a masterpiece.

These photographs aren't just pictures of things. They are proof that if you pay attention, the world is never boring. The magic is already there, you just have to notice it.

THE STAGE



SPIRIT & LIGHT







LIVING SHADOWS







THE MICRO WORLD







DID YOU NOTICE??

Mr. Prashanth Upkare
Dance Faculty

"IN QUIET WAYS"

In a world that moves quickly, it is easy to overlook the quiet lives around us—the stray animals who share our streets, our spaces, and our seasons. Dogs resting in corners, cats searching for shade, cows wandering under the scorching sun… they do not ask for much, yet they endure so much. Especially during the harsh summer months, when the heat becomes unbearable, survival itself becomes a challenge for them.

At times, human behaviour towards these voiceless beings reflects indifference, and occasionally even cruelty. It makes us pause and reflect—what does it truly mean to be humane?

Empathy is not defined by grand gestures; it is reflected in the smallest of actions.

One summer, as the temperatures soared, a simple thought arose: if we feel the heat so intensely, how must animals without shelter or water cope? That thought led to a small step—placing bowls of water outside. What seemed like a minor act soon revealed its true impact. Stray dogs, cats, birds, and even cows would come, drink, and find a moment of relief. In that quiet exchange, there was a deep sense of connection and responsibility.

This small act gradually turned into a habit. Alongside providing water, efforts were made to ensure that stray dogs in the area were vaccinated against rabies. It was not just about care for animals, but also about creating a safer and more compassionate community for everyone.

Kindness does not always require time, money, or effort in abundance. Sometimes, it begins with awareness—and a willingness to act.

Each one of us, whether a student, parent, teacher, or member of the community, has the ability to make a difference. A bowl of water placed outside, a little food shared, or even a gentle, non-harmful attitude towards animals—be it dogs, cats, or cows—can go a long way.

These small acts may seem insignificant, but together, they create a culture of empathy—one that defines true humanity.

As the summer approaches, let us take a simple pledge: to be more mindful, more compassionate, and more responsible towards the voiceless beings around us. Because in the end, it is not the size of our actions, but the size of our hearts that truly matters.

Small acts, indeed, create big hearts—and an even better world.



Miss Titiksha Laul
Biology Faculty

ROBOTS: BUILDING THE FUTURE TODAY

How Curiosity and Creativity Are Shaping the World of Tomorrow

One evening, Aarav was sitting at home finishing his homework when suddenly the lights in his room went off. His mother suggested calling an electrician, but Aarav had another idea.







A few days earlier in school, he had learned about sensors and simple circuits in a robotics class. Curious to try it himself, he opened his robotics kit and began connecting a few wires to a small controller. At first nothing happened. Aarav checked the wires again and tried once more.

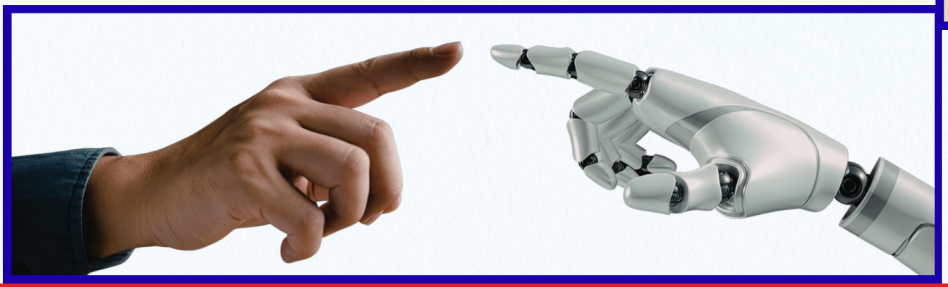
After some experimenting, he managed to create a small system that could detect darkness and automatically switch on a light. When the light suddenly turned on, Aarav felt proud and excited. It was a simple project, but it helped him understand something important — technology can help solve everyday problems.

Robotics is the science of designing and building machines that can perform tasks automatically. Today robots are used in many fields such as hospitals, factories, agriculture, and even space exploration.

For students, learning robotics is not only about building machines. It helps develop important skills like problem solving, logical thinking, creativity, and teamwork. Sometimes a robot may not work the first time, and students must find the mistake and try again. This teaches patience and determination.

A small robot built in a classroom today may become the beginning of a great invention tomorrow. The young minds learning robotics today may one day create technologies that make the world a better place. What starts as curiosity and a simple experiment can grow into ideas that solve real-world problems. With imagination, persistence, and a willingness to try, today's learners can become tomorrow's innovators, shaping a future full of possibilities.





Mr. Ashish Warang
Physics Faculty

"Picture Perfect: Decoding Stories Beyond Words"

On 18th August 2025, an engaging group activity was conducted for the students of Grade 9 to enhance their inferential and observational skills. The class was divided into small groups, and each group was instructed to bring a chart paper and decide on a picture they would like to display. The images chosen varied widely, including scenes such as a family spending time together in a living room or a group of friends at a party.

The central theme of the activity was to encourage students to interpret and infer what was happening in a picture without any direct explanation. This aimed to develop their ability to read visual cues, think critically, and form logical conclusions based on observation.

Each group presented their selected picture to the class without providing any context. The audience, consisting of students from other groups, was then invited to carefully observe the image and infer the situation or story depicted. This interactive element made the activity lively and thought-provoking.

To add an element of fun and motivation, groups that were able to correctly infer the scenario presented in the picture were rewarded with a sweet or a chocolate. This not only encouraged participation but also fostered a sense of healthy competition among the students.

Overall, the activity was both enjoyable and educational, helping students improve their analytical thinking, creativity, and communication skills.

Secondary English Team







A Small Act of Humanity

One rainy afternoon, the school bus stopped near a crowded street. As students looked outside, they noticed an old man struggling to cross the road. The rain poured heavily, and vehicles rushed past without slowing down. People stood under shelters, watching but not helping.

Just then, a young boy from the bus quietly got down. Holding his umbrella over the old man, he gently guided him across the slippery road. The man smiled with gratitude, his eyes filled with relief. The boy returned to the bus, drenched but content.

No one clapped, no one cheered—but something had changed. The silence in the bus turned thoughtful. That small act reminded everyone that humanity is not about grand gestures, but about kindness in the simplest moments.Sometimes, being human simply means noticing someone in need—and choosing to care.

It is not wealth or success, but compassion that makes us truly human.

Miss Jeenal Gada
English Faculty

Learning Science, One Dot at a Time: Inside a Classroom Exploring States of Matter

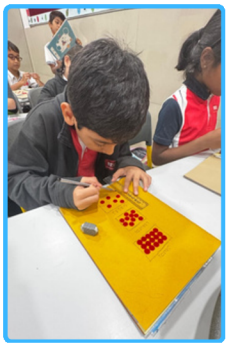
In a lively and hands-on classroom activity, Grade 3 students brought science to life using an unexpected material—bindi. Through creativity and curiosity, they explored one of the fundamental concepts of science: the particle model of solids, liquids, and gases.

The activity invited students to use bindi as tiny "particles" to represent how matter behaves in different states. By arranging these dots on paper, they were able to visualize something that is otherwise invisible to the naked eye—the arrangement and movement of particles.



What students learned:

1. Particles in solids are closely packed and have a fixed position.
2. Particles in liquids are close but can move past each other.
3. Particles in gases are widely spaced and move freely.



Skills developed:

1. Visual representation and modeling
2. Understanding of particle behavior in different states of matter
3. Creativity.

This simple yet effective exercise helped students move beyond textbook definitions. Instead of memorizing concepts, they engaged in visual learning, building their understanding through direct representation. The classroom buzzed with discussion as students compared models, adjusted their arrangements, and explained their reasoning. Activities like this highlight how learning becomes more meaningful when students actively participate. By transforming abstract ideas into tangible models, students don't just learn science—they experience it.

Miss Bhavana Parab - Science Faculty

Blooming Flowers with Capillary Action (National Science Day)

On National Science Day, Grade 4 students created beautiful flowers using tissue paper and water, demonstrating capillary action. They cut tissue paper into flower shapes, placed them in water, and observed as the petals absorbed water and bloomed.

What students learned:

- Capillary action is the ability of a liquid to flow through a narrow space, like tissue paper.
- Plants use capillary action to transport water from roots to leaves.



Skills developed:

- Understanding of capillary action and its applications
- Observation and experimentation skills
- Creativity and fine motor skills through crafting flowers.







Ms. Bhavana Parab - Science Faculty

Experiential Learning : Separating Soil from Water (Filtration)

Learning came alive in our Grade 2 class rooms as students engaged in an exciting hands-on activity on filtration.

Instead of simply reading about the concept, they experienced it firsthand by mixing soil with water to create “dirty” water. With filter paper, funnels, and beakers in place, students carefully carried out the process, watching with curiosity as the soil remained behind and clean water passed through.

This experiential learning activity helped students clearly understand that some substances do not dissolve in water and can be separated using filtration. Beyond the concept, it sparked curiosity, encouraged observation, and made learning both meaningful and memorable.











Vaibhavi Tank- Science Faculty

"TECH TALK: ARE YOU A CLICKER OR A CODER?"



As a teacher of Technology, I have often observed learners and their parents facing a common dilemma while selecting subjects for the IGCSE curriculum — Should one choose Information and Communication Technology (ICT) or Computer Science (CS)?

While both subjects fall under the umbrella of technology, they cater to different types of learners, learning styles, and future career aspirations. Understanding this distinction is key to making an informed choice.

At its core, the difference between IGCSE ICT and IGCSE Computer Science can be summed up simply: ICT is about how to use technology effectively, whereas Computer Science is about how technology works.

IGCSE ICT focuses on the practical use of computers in real-life situations. The syllabus is designed to develop strong, hands-on computer skills, which are essential in today's digital world. Students learn to use common software tools efficiently, such as word processors, spreadsheets, databases, and presentation software. The subject also emphasizes the application of technology in everyday contexts, making it highly relevant for careers in fields such as business administration, media, communication, and management.

For learners who prefer practical work and wish to build digital skills applicable across a wide range of professions, ICT provides an excellent foundation.

On the other hand, IGCSE Computer Science focuses on understanding how computers work and learning programming. The syllabus is more technical and analytical, aiming to develop coding skills, logical thinking, and problem-solving abilities. Students explore topics such as algorithms, data representation, and the inner workings of computer systems.

This subject is ideal for learners who enjoy challenges, logical reasoning, and are curious about how technology is created. It serves as a strong stepping stone for careers in software development, engineering, artificial intelligence, and other technology-driven fields.

It is important to note that IGCSE ICT is a subject suited for all learners, as it emphasizes practical skills with minimal focus on coding. In contrast, IGCSE Computer Science is more specialized, and is best suited for students who are inclined towards pursuing careers in the computing or technology domain.

In conclusion, there is no "better" subject — only the one that best aligns with a student's interests, strengths, and future goals. As educators and parents, our role is to guide learners in recognizing their potential and choosing a path where they can thrive with confidence and enthusiasm.

Miss Ruth Dsouza
ICT / IT Incharge



PUBLIC SPEAKING: THE NEED OF THE HOUR

In an age defined by rapid communication and constant interaction, the ability to articulate thoughts clearly and confidently has become more than just a desirable skill, it is a necessity. Public speaking, once confined to formal platforms and ceremonial occasions, now permeates everyday life. Whether in classrooms, boardrooms, or social settings, the power to express ideas effectively can shape opinions, influence decisions and foster meaningful connections.

One of the foremost reasons public speaking has gained such prominence is the growing emphasis on communication in both academic and professional spheres. Knowledge alone is no longer sufficient; it must be conveyed with clarity and conviction. Students are expected to present, debate, and collaborate, while professionals must pitch ideas, lead discussions and engage diverse audiences. In such contexts, hesitation or lack of confidence can hinder even the most brilliant minds from reaching their full potential.

Moreover, public speaking plays a crucial role in developing critical life skills. It nurtures self-confidence, enhances vocabulary, and refines one's ability to think on one's feet. The process of preparing and delivering a speech encourages organisation of thoughts, logical reasoning, and audience awareness. Over time, individuals learn not only what to say, but how to say it, with persuasion, empathy and impact.

In today's digital era, the scope of public speaking has expanded beyond physical spaces. Virtual presentations, webinars, and online discussions demand the same level of articulation and engagement. The speaker must now bridge the gap created by screens, relying heavily on tone, expression and clarity. This shift further underscores the indispensability of strong speaking skills in navigating modern communication landscapes.

Public speaking is no longer an optional talent reserved for a select few; it is an essential competency for all. As the world becomes increasingly interconnected, the ability to voice ideas confidently and coherently stands as a defining attribute of success. Cultivating this skill is not merely about speaking well, it is about being heard, understood and remembered.

- Ms Neha Sharma
English Faculty

The Joy of Team Games in School



Team games play a vital role in school life. They are not just about winning or losing, but about learning important values like teamwork, discipline, and sportsmanship. Our school encourages students to actively participate in a variety of exciting outdoor games, making sports an essential part of our daily routine.

One of the most popular traditional games is Langadi, which tests balance, agility, and quick thinking. Played on one leg, it brings laughter and energy to the playground. Similarly, Kho-Kho is a fast-paced game that requires speed, coordination, and strategy. Students enjoy chasing and dodging, making every match thrilling.

Dodgeball is another favourite among students. It improves reflexes and alertness as players try to avoid being hit while aiming to eliminate opponents. Throwball, especially popular among girls, builds teamwork and coordination as players pass the ball over the net with precision.

Moving to court games, Handball and Basketball are excellent for developing strength and teamwork. In basketball, players show their shooting and dribbling skills, while handball demands quick passes and strong defense.

No school sports day is complete without Football and Cricket, two of the most loved games. Football teaches coordination and endurance, while cricket enhances patience, focus, and strategic planning. Whether batting, bowling, or fielding, every student finds a role to shine.

These games not only keep students physically fit but also help in building friendships and boosting confidence. The playground becomes a place where students learn life lessons that go beyond the classroom.

With the addition of vibrant photos capturing these moments, we can truly see the spirit, excitement, and unity that team games bring to our school.

Sports Team













Echoes of a World in Conflict



Across the sands where histories lie,
Three nations stand with questions high.
United States, Iran and Israel,
Bound by tension none can conceal.

The skies once calm now roar with might,
Missiles blaze through day and night.
Cities tremble, people fear,
As echoes of conflict draw too near.

Not just borders drawn on land,
But lives disrupted, dreams unmanned.
Children watch with silent cries,
War reflected in their eyes.

The oil routes through the narrow sea,
Affect the world's economy.
From distant lands, we feel the strain,
As prices rise with growing pain.

Yet history whispers soft and low,
Of paths of peace we ought to know.
For in our hands, the future lies—
To build a world where peace survives.

By Miss Sharon Robert
Humanities Faculty

कृत्रिम बुद्धिमत्ता [AI]



कृत्रिम बुद्धिमत्ता,भविष्य की शक्ति।
जो सपना वैज्ञानिकों ने वर्षों पूर्व देखा,
आज कृत्रिम बुद्धिमत्ता ने उसे सच कर डाला।

मस्तिष्कहीन, पर प्रबुद्ध मानव को राह दिखाए,
अथक, निरंतर विकट प्रश्नों का उत्तर बताए।

माना सेकंडों में हल ढूँढ हर मुश्किल करे आसान ,
पर मानव पोषित; डेटा; से ही हल ढूँढ बना महान !

चिकित्सा हो या शिक्षा, उद्योग हो या व्यापार,
AI ने कर डाली आज प्रगति की तेज़ रफ्तार।

न आँखें हैं, न भावनाएँ, फिर भी समझ जाए!
मानव की सीमाओं को नए पंख लगाए।

पर याद रहे यह शक्ति, केवल साधन ही रह जाए,
मानवता के मूल्यों को कभी न पीछे छोड़ पाए।

कृत्रिम बुद्धिमत्ता है भविष्य की पहचान,
पर याद रहे न बन पाए ये इंसान से महान!

यदि ऐसा हुआ तो मानवता पीछे छूट जाएगी!
फिर धरती पर इंसानियत नहीं बस पाएगी!

आओ करें हम इसका बुद्धिमता से उपयोग,
तभी दे पाएगी AI हमारे विकास में सहयोग|

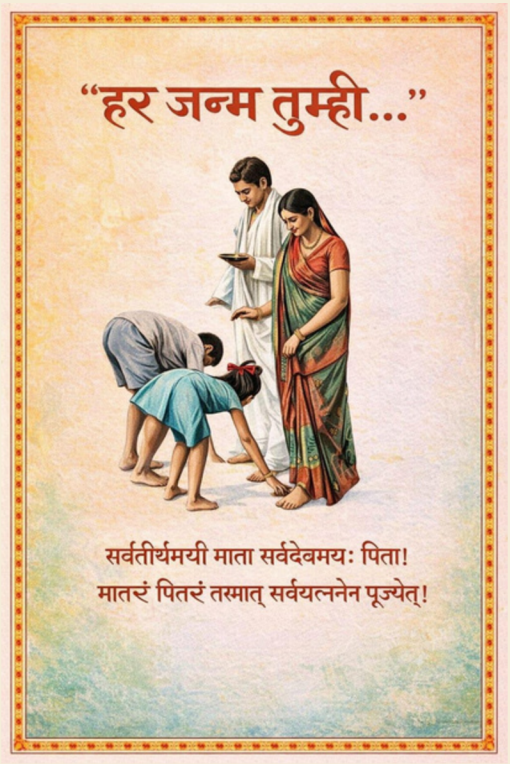
बीना सिंह
हिंदी विभाग







हर जन्म तुम्ही.....



तुम देव रूप ,तुम ईश रूप ,तुम ही मेरे जीवन दाता,
तुमसे कुछ कम ,तुमसे ज़्यादा ,मैं कुछ भी सोच नहीं पाता |

कभी मात मेरी, कभी पिता मेरे ,कभी सखा मेरे बन जाते हो ,
कभी गुरु रूप में जीवन का ,हर मार्ग तुम्ही दिखलाते हो |

कभी स्नेह लिए ,कभी सीख लिए, तो कभी आँख दिखलाते हो,
मुझे जीवन पथ की हर ठोकर से,आगे बढ़ के बचाते हो |

जब –जब जन्मूँ, जब देह मिले ,तुम दोनों का यही नेह मिले,
मेरी यही अरज, बस जनम-जनम, पितु माँ बन तुम ही आओगे ना |
मुझे धन्य -धन्य कर जाओगे ना , मुझे धन्य- धन्य कर जाओगे ना ....|| १ ||



मैं तो हूँ छोटी बुद्धि का , हर चीज़ पे ही मचल जाता ,
दुनिया के अनजाने रस्तों पे, सदा भटकता रह जाता |

मुश्किल कितनी-कितनी आई ,हर बार तुम ही से हल पाता ,
कैसा भी कठिन समय आए, तेरी एक झलक से टल जाता |

मेरा नटखटपन , मेरी चालाकी , हर बार मगर पकड़ा जाता ,
मेरे मात पिता मुझमे बसते , मैं फिर भी समझ नहीं पाता |

हर भूल मेरी तुम करके क्षमा , मुझे फिर से गले लगाओगे ना,
मेरी यही अरज, बस जनम-जनम, पितु माँ बन तुम ही आओगे ना |
मुझे धन्य -धन्य कर जाओगे ना , मुझे धन्य- धन्य कर जाओगे ना ....|| २ ||



मेरा स्वप्न तुम ही, यथार्थ तुम ही, मेरी हर ज़रुरत का जवाब तुम ही |
एटीम तुम ही, मेरा बैंक तुम ही, मेरी हर विश की ,गुल्लक हो तुम ही |

मेरे पंख तुम ही, उड़ान तुम ही, मेरी आशा का आसमान तुम ही,
मेरी जीत तुम ही, पुरस्कार तुम ही, जग में मेरा सम्मान तुम ही |

चुनना हो दुनिया के बदले, हर बार तुम्हे मैं चुन लूँगा,
मिलते हो ईश्वर के बदले, हर बार तुम्हे ही मांगूंगा |

कितना भी बड़ा मैं हो जाऊं ,बालक सा गोद में सुलाओगे ना ?
मेरी यही अरज, बस जनम-जनम, पितु माँ बन तुम ही आओगे ना |
मुझे धन्य- धन्य कर जाओगे ना , मुझे धन्य- धन्य कर जाओगे ना ....|| ३ ||

रेणुका ऋषि उपाध्याय
हिंदी विभाग

==========



RESPECT

À table ! Nos élèves explorent la gastronomie française

La gastronomie n'est pas seulement une question de cuisine, c'est un véritable art de vivre. nos élèves se sont glissés dans la peau de chefs étoilés pour explorer les saveurs de l'Hexagone.
Un voyage culinaire sur papier.

Le défi était de taille : concevoir un menu gastronomique entièrement en français. Des entrées raffinées aux desserts gourmands, chaque étudiant a dû jongler avec le vocabulaire technique et la créativité pour donner l'eau à la bouche de ses lecteurs.
Plus qu'une liste de plats

Travailler sur un menu, c'est aussi comprendre l'importance de la structure d'un repas "à la française" :

- L'équilibre des saveurs.
- La saisonnalité des produits.
- L'élégance de la présentation (l'art de la table).

Pourquoi la gastronomie ?
Inscrite au patrimoine immatériel de l'UNESCO, la table française est un lieu de partage et de conversation. En apprenant à nommer les plats et à décrire les textures, nos élèves ne font pas que réviser leur grammaire ; ils s'approprient une part essentielle de la culture francophone.















ENGLISH TRANSLATION

ENGLISH TRANSLATION

At the Table! Our Students Explore French Gastronomy

Gastronomy is not just about cooking; it is a true art of living. This month, our students stepped into the shoes of star chefs to explore the flavors of France.

A Culinary Journey on Paper
The challenge was significant: to design a gastronomic menu entirely in French. From refined starters to delicious desserts, each student had to balance technical vocabulary and creativity to make their readers' mouths water.

More Than Just a List of Dishes
Working on a menu also means understanding the importance of the structure of a "French-style meal":

The balance of flavors.
The seasonality of ingredients.
The elegance of presentation (the art of the table).
Why Gastronomy?
Recognized as part of the intangible cultural heritage by UNESCO, the French dining table is a place of sharing and conversation. By learning to name dishes and describe textures, our students are not only revising their grammar; they are also discovering an essential part of Francophone culture.

Kunali Piplanai
French Faculty

A Letter to the New Generation

Dear Gen-Z & Gen Alpha Kids,

Hello there! You kids are THE FUTURE! The ones who have the world at their feet, or at their fingertips for sure. Hungry? A click. Miss someone? A click. Need something at your doorstep? A click. It sure has its perks, won't deny that. But you have no idea what you have missed.

Ask your parents what does it mean to wait for a photograph to be developed. Or what it means when you had to shout your friend's name at the top of your lungs to get them down to play with you. Or how exciting it was to go to Nani's house and finally meet your cousins, noticing they've grown tall or lost a tooth. Or how they knew that a single ring on the landline had a secret message. You don't know what it takes to leave the house without a phone, money or even a watch, yet magically getting home in time for dinner. Or how satisfying it felt to slam the phone down on someone who's upset you. You bunch have never felt the utter joy of running to the neighbourhood store (dukaan) and selecting the colour of pepsi-cola you'd share with a friend, guilt-free. You might not know how to memorize phone numbers, birth-dates and addresses even; without mess-ups and back-ups. Sounds archaic, right?

These little joys sound so immaterial and irrelevant to you. You know what, have one tech-free day and you'll know what life really is. Not a detox stint, but a knock at your soul, who is trying to pull you in since forever. A taste of life, a touch of love, a sense of being. Something that words can never describe.

Love,
A lost millennial soul 😊

NehalGala_SamayGala_3Emerald

DISCIPLINE OR PUNISHMENT???

Discipline means teaching our children to behave better in a better way. It is the way to behave in an inspiring way rather than using force and aggression.

Punishment is external force that is imposed from outside. Punishment is short term. Punishment is forceful. Punishment is easy. It damages the parent child relationship.

It takes patience and lot of efforts to discipline our children. Discipline is difficult but it is long lasting and internally driven. Discipline is short term pain and long term gain. Whereas Punishment is short term gain and long term pain.

For example:
Punishment: "You broke the rule, no TV for a week!" (anger-driven, disconnected from behavior)
Discipline: "You didn't follow the rule, so you'll lose TV today. Let's talk about what you can do differently next time." (clear, related, teaching-focused)

The goal isn't just obedience today, but character tomorrow.

MeghnaManeck_KrishivManeck_Grade4Ruby

Nurturing Scientific Temper from an Early Age

The other day, my daughter lost her first tooth. There were tears, a little fear, and many questions. Like countless parents, we placed a small gift under her pillow that night. By morning, her eyes sparkled with wonder. The "tooth fairy" had come. The pain had softened into magic. And yet, as I watched her joy, a quiet question stayed with me: should we let our children grow in these gentle, comforting illusions, or should we slowly guide them towards truth – towards understanding the world as it is?

We are living in an extraordinary time. Our children are growing up in a world shaped by technology, artificial intelligence, uncertainty, and rapid change. In such a world, what will anchor them? Perhaps, not just stories, but the ability to question, to reason, and to seek truth with courage.

Imagination is beautiful. It is what makes childhood so luminous. But scientific temper does not take away that light; it gives it depth. It teaches a child not just to wonder at the stars, but to ask what they are made of, how far they are, and why they shine.

I once read about the scientist Carl Sagan who spoke to his young child about his own approaching death -- not with fear, nor with comforting myths, but with honesty and quiet love. It was a reminder that even life's hardest truths can be shared in ways that deepen trust, strength, and humanity.

To nurture scientific temper is not to harden a child. It is to prepare them gently for reality, while preserving their sense of wonder. It is to help them grow into individuals who are not only curious and thoughtful, but also deeply human – capable of understanding the world, and embracing it with both reason and compassion.

Bira-Chandra-Singh_Nandini-Singh_Grade1-Emerald

Just Five Minutes with You (Imagined

Dear Mum & Dad,
I know you're very busy. You have so many important things to do every day, and I know you work hard for me. I may not say it often, but I notice it, and I'm really proud of you.

But sometimes… I miss you.

I don't always need new toys or treats. I just want to sit with you, tell you about my day, and hear you laugh at my silly stories. I want to show you my drawings, even if they're not perfect, and hold your hand just for a little while.

When you hug me, even for a few seconds, it makes me feel safe and happy. When you listen to me, I feel important.

I know you're busy, but can we have a little time together? Maybe a short chat, a quick game, or just sitting side by side.

Because my favourite moments are not when I get something new…they're when I get time with you.

Love,
Your tiny human

Ruchita_HridithShah_Grade 3 Emerald



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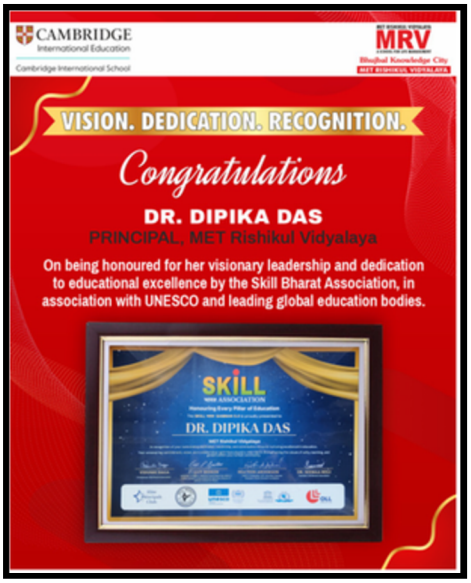

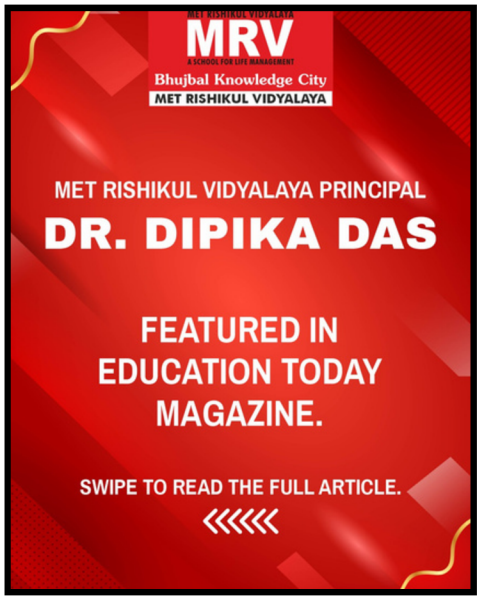





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