



India's
No. **1**
BOYS' BOARDING SCHOOL by EducationWorld

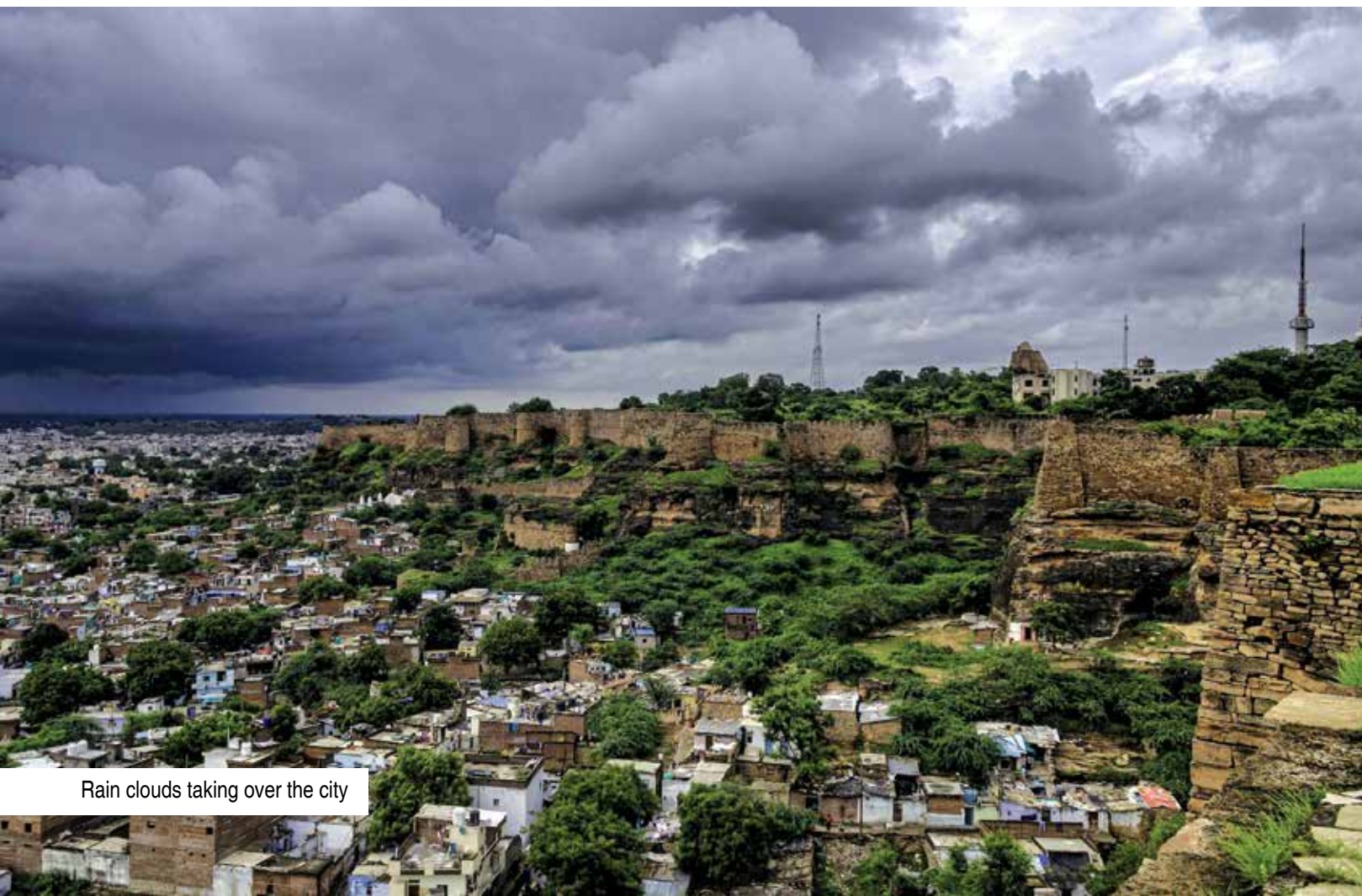


Qila Quotes

Volume 42



Boys raising the toast during Banquet



Rain clouds taking over the city

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Mr Harish Bhojwani	
Mr Amar Jyoti Bindal	
Invited Members	
Mr Shashank Vira (Academician)	
Mrs Darshana Jaini	
Mr Ravi Saund (Expert - Infrastructure Development)	
Ex officio Member, Secretary & Principal	
Dr Madhav Deo Saraswat	
Scindia Old Boys' Association	
President	
Mr Banjul Badil	

Every effort has been made to ensure the accuracy of the information printed in this edition of the Qila Quotes. If an error has occurred, please accept our apology and contact the editor at visheshs@scindia.edu.



Project rewild initiated



Chirag Rathi receiving the Scholar's blazer

PRINCIPAL'S MESSAGE



Dear Readers,

Every year when the School reopens after the summer break, I feel a fresh surge of energy within me. And why not! After spending an insipid summer alone, I once again get absorbed into the rhythmic chatter of the school community as they go on with their 'daily round of duties' albeit online! Yes, you would be happy to know that we have reinvented ourselves and completely transferred the entire boarding school experience online. Not only is our academic vertical thriving in the online mode, but we have also taken our Hobbies, Clubs, Societies, House meetings, Class Teachers' meetings, *Astachal* and Sports online. And not to be missed is our special initiative we call – Counselling Sessions. Three experienced in-house counsellors are regularly in touch with parents and students at an individual level to ascertain and address all the usual issues including mental wellbeing. This initiative also ensures parent engagement in student development which is all the more important when students are home. Counsellors take feedback and conduct different types of surveys to gauge the entire experience of the students. This has helped us in self-assessment, and we are constantly tweaking our offerings for a better and more meaningful experience. With all this in place and opportunities of learning galore, my team seems more energised, as if the hot months of May and June almost solar powered them!

Moving on, I would like to extend a very warm welcome to the 'new Scindians' and congratulate them on becoming a part of the great legacy called The Scindia School. I would like to assure them and their parents that the size and structure of our school and the design of our curriculum allows for each child to be treated as a special individual.

Project 'Rewild' has been initiated on the fort under the aegis of **Mr Harpal Singh**, Member, BOGs. Two experts, **Mr Pradip Krishen** & **Mr Fazal Rashid** along with **Mr Harpal Singh** visited the fort during the last week of June to conduct an exhaustive study of the available land bank on the fort, its ecosystem and the types of plants which can flourish in the climate of this region. While this project has a very long term vision, spadework for the same has begun. This project will officially be launched on the occasion of 125th Founder's Day.

Although showers have been few and far between, yet they have been enough to make the Fort's unique biodiversity come alive. You cannot but be mesmerised by the sight of the stately peacocks as they strut around spreading their glorious plumage. Equally mesmerising is the beauty of the lotuses, the wild purple-white *Karang* flowers and the mildly fragrant yellow bunches of *Amaltas* which abound the Fort and blend against the green backdrop. This seamless amalgamation of sights, sounds and fragrances set me thinking - isn't this exactly how the life of teachers and the students blends to create a unique educational experience in this haloed *Gurukul*.

Dr Madhav Deo Saraswat
Principal, The Scindia School





Aditi Joshi receiving the Scholar's blazer

EDITORIAL

Academics

To bring more variation and innovation in transaction, to ensure 100% attendance and submission of assignments on time, following has been initiated right from the start of this session. School is focusing on better ways of assessing students in the online mode to understand learning outcomes; teachers have been imparted with new strategies to practice inclusive styles of teaching and 'Lesson Plans' have also been tweaked in accordance with National Education Policy to accommodate upgradation in learning process. We also revised our Measurement of Syllabus/ Road Map to include skill-based and competence-based learning outcomes comprising 21st century skills as laid down by the CBSE.

Teachers' Value Addition

In the last four months, almost the entire staff has been involved in courses, seminars, workshops etc. in different areas, namely: Skill development, General Awareness, Well being and Health, Professional Development and Pandemic awareness. Teachers updated themselves technically, learnt new skills, revived old passions, worked on both mental and physical well-being, and finished courses they have been aspiring for a long time. To make online classes more engaging and interactive, entire staff attended a workshop organized by Adobe Spark just before the beginning of the new session.

International engagements

Round Square

During the last few months school was abuzz with more than 10 Round Square International activities in which several students participated online.

Foreign Universities

School engaged with many universities from UK, USA, Canada, Hongkong, Singapore, New Zealand and Australia through virtual fairs, smart classes, student interaction sessions on SOPs etc. which enriched our students and faculty.

International Bodies

School also engaged with international bodies e.g., College Board, USIEF, Embassy of New Zealand, Embassy of Spain, British Council and Australia Trade Commission to further expand the possibilities of international exposure to our students and teachers.

Summer school & internships

Several of our students participated in summer school / Internships offered by: New York Institute of Finance; Columbia Business School – Global Entrepreneurship Program; Harvard Leadership Program; Global Social Leaders Program, London; Python tutorials by the University of California Santa Cruz; UPenn Summer school,

Wharton Global Youth High School Programs, Felsted School Summer program, UK and Virginia Tech University, Uncamp Activities.

International exposure for teachers

Special programme for teachers too were organized - Dr Rebecca from College of Education, University of Arizona, gave a talk on 'Behavioral Challenges in Children'; Cambridge Live Experience – Talk by Exam experts; TOEFEL Certificate Training for teachers; Stock selection and portfolio development by New York Institute of Finance.

Foreign Admissions

23 students from the batch of 2021 have received offers from top universities in Wales, England, Ireland, Canada, USA, and Australia. Several of these offers have come along with substantial scholarships.

Celebrations

The XX Scholars' Banquet and XXVI Sports Banquet for the year 2020-21 was held on 3rd April 2021 at 8.30 pm in the School Dining Hall. The Sports Banquet was attended by the Senior School Prefect, School Games Captain, and 13 Sports Captains while the Scholars' Banquet was attended by 108 scholars. The event commenced with the Senior School Prefect, **Angad Sahni** welcoming the gathering to the celebration. **Chirag Rathi** and **Aditi Joshi** received the Scholar's blazer for exemplary performance in Class XI. **Sher Bahadur Dahal** was appointed as the School Games Captain and **Gautam Agarwal** was appointed as the Horse-Riding Captain. The first toast was raised by the Principal for the health of all. **Sher Bahadur Dahal**, the Sports Captain raised the toast for the outgoing Sportsmen of the school. The evening concluded with a four-course meal.

Prefectorial appointments

A virtual special Assembly was conducted on 8 July 2021. The Assembly recognized the boys who have optimized the benefits that The Scindia School offers to its students. The Principal read the Prefect's Oath which was accepted by the students. **Abhey Khanna**, **Shantanu Yadav**, **Suyash Bansal**, **Pranay Agarwal**, **Keshav Dudhani**, **Siddharth Chandel**, **Yanglem Arjun Singh**, **Gatik Bhonwal**, **Svastik Arora**, **Veer Arora**, **Prashant Agarwal**, **Sujal Jariha**, **Pratik Garg**, and **Dhruv Jhiriwal** took the oath as School Prefects. **Pranav Wadhwa** and **Memoy Mishra** took the oath as Deputy Senior School Prefects. **Ujjwal Mehrotra** took the oath as the Senior School Prefect. The Assembly ended with the School Song.

Microsoft Teams

Recording has started. This meeting is being recorded. By joining, you are giving consent fo... Dismiss

School Prefect

Abhey Khanna

Year of Joining
2015 in class VI in Jankoji House.

Achievements
Abhey has been a consistent performer and has attended the Scholar's Banquet in class VI, VII, VIII and X. Has attended the VP's Breakfast in class VI & X. Abhey was the School Topper in class X board exams.
He is a very Good Cricketer, and Excellent Artist. He has represented School in numerous Events and has won Laurels for School.

Attendees (279)

- JAZBI BAZMI YUNUS
- KAPEESH ARORA
- KESHAV DUDHANI
- KESHAV SINGHANIA
- KHUSH TODI
- KIRTI SRIVASTAVA
- KRISHNA GUPTA
- KUNAL GUPTA
- Kushagra Padia

Oath Taking Ceremony

ADIEU MR GS BAKSHI

Mr GS Bakshi, a name that has become almost synonymous with The Scindia School bid adieu after 43 years of dedicated service. A dyed in the wool Scindian, he was one of the most versatile and energetic teachers on the Fort who served from 1978 to June 2021. In an illustrious career spanning more than 4 decades he donned many hats, chief among them being Master-in-Charge Athletics; Director of Physical Education; Master of Ceremony; Chairman of Games Committee; Dean of Sports; Housemaster Jayaji House and Director Alumni Relations.

An anchor for generations of Old Boys he was loved for his warmth and hospitality and epitomized the finest traditions of the 'Gurukul parampara'. He helped in the establishment of a wonderful symbiotic relationship between the Old Boys and the School facilitating a cementing of ties and helping school and students benefit by the expertise of the alumni. An impresario par excellence, the finesse with which he organized every event is hard to replicate or if one had to borrow an idiom from sports, he simply knocked it out of the park. His wife, Ms Supreet Bakshi too served the school for a long time and is currently the VP of MCGS, Ajmer. His son Jaskaran Singh

Bakshi studied at The Scindia School and graduated in 2014. He studied from the University of Westminster on full scholarship. His impact on the lives of Fort denizens is tremendous and his imprint indelible. On behalf of the Scindian fraternity, QQ wishes him luck for all his future endeavours. Our hearts and homes will always be open for him.



OLD BOYS' NEWS

At the peak of pandemic, Central SOBA started a helpline with all regional chapters providing 3 numbers each for any help required in various cities regarding availability of beds and oxygen.

SOBA Delhi-NCR started an oxygen drive in the NCR Region in which they distributed oxygen concentrators to all Scindians and their immediate families in need, totally free of charge. Similarly, they have also put together a plasma group for the Scindians and their immediate families in need of the same.

An Old Boy, Amit Sharma (Ex-Jp, 1994) recently passed away due to COVID. In his loving memory, Old Boys started a new initiative namely SOBA Laptop Grant Programme wherein socially disadvantaged, and economically weak orphaned kids will receive laptops after their academic data is thoroughly verified. Till date SOBA Gurugram has been able to raise Rs. 850000 (approx.) and with that amount 40 laptops have been procured. SOBA Gurugram recently donated 8 laptops to The Scindia School to be given to those boys who need it. Old Boys would be more than happy to continue this initiative if the first distribution drive is a success. SOBA Gurugram is indebted and thankful to the 60 old boys who have contributed towards this cause and to all other donations pouring in.

The speakers were:

- i) Padmashree Dr Ameen Sayani (Ex-Ja, 1948)
Radio commentator, announcer and Madhav Awardee.
- ii) Mr Raj Zutshi (Ex-Vivekanand, 1977)
Film Actor (presence in approx. 100 films), Character Artist, Theatre Veteran,
- iii) Mr Manmeet Singh (Ex-Ja, 1994)
Music Director, Singer, Composer and Producer

A Scindian get-together was recently held in Melbourne.

SOBA Delhi NCR successfully hosted an episode of FG Pearce Symposium on the 20th of March 2021 on the topic - 'My alma mater's contribution to my professional success'. The webinar was a huge success with the moderator being Mr Ravi Kant Mittal (Ex-Jyotiba, 1989). Mr Mittal is a Journalist, Consulting Editor, TV9 Bharatvarsh.



Old Boys donating laptops to school

CREATING OPPORTUNITIES FOR CULTURAL IMMERSION DURING PANDEMIC

Located in Southborough, Massachusetts, St. Mark's School is a co-ed boarding and day school. Our Mission Statement articulates our core values:

St. Mark's School educates young people for lives of leadership and service. Founded in 1865 as an intentionally small residential community, the School challenges its students to develop their particular analytic and creative capabilities by both inspiring their academic and spiritual curiosity and kindling their passion for discovery. We value cooperation over self-interest, and we encourage each person to explore his or her place in the larger world beyond our campus.

As Director of Global Citizenship my focus has been on creating programming that allows students to explore their place in the world beyond our campus. To that end we offer long and short-term travel programs with an emphasis on providing our students with opportunities to interact with students around the world in authentic ways. The goal of the Global Citizenship Program is for our students to see and appreciate the distinctive features and the beauty that exists in the cultures of the world, to appreciate the human universals that make all people more similar than different, and to inspire our students to become global citizens. We seek to help students learn empathy and perspective taking so they can truly appreciate other ways of being and living. Through an exploration of the world students not only gain a deeper understanding of other cultures, but of themselves.

One of our most valued programs is our partner school program. We have partnerships around the world so that St. Mark's students can participate in the daily life of students in different countries. In the winter of 2020, our Global Citizenship Office was excitedly preparing for the start of our March site visit to Scindia. Having been introduced to Scindia by the parent of a current student, our Assistant Director of Global Citizenship, Neil Cifuentes, was eagerly anticipating his time in Gwalior.

However, by February of 2020 the impact of the COVID -19 virus globally became clear and we reluctantly cancelled all March vacation travel plans. Within a few short weeks the United States was under a mandatory lockdown, and we moved all teaching and learning online and became proficient in managing our ZOOM classrooms.

The work of the Global Citizenship Office did not stop, however, but pivoted to considering how to continue our relationships with our partner schools in the virtual world. Members of our office undertook online courses through the Global Education Benchmark Group

and with our travel program provider, Envoys, that focused on the creation of virtual exchanges. We then reached out to our partners to enquire if they would be interested in participating in a virtual exchange during the 2020-2021 school year.

Vishesh Sahai at Scindia graciously agreed to participate in our first virtual exchange. In a series of meetings with Vishesh Sahai and Niharika Kulshrestha we fine-tuned our programming to include class visits, time spent in each of our religious services, and a mindfulness session conducted by Vishesh Sahai. While the adults from both schools were involved in the exchange, much of the students' time during the two-week program was spent in one-on-one conversations with their partners. They were given some prompts, such as to compare their COVID experiences, and to explore each other's culture, but the program was intentionally open so that the students could get to know each other.

Through our exchange we learned many lessons about conducting virtual exchanges. Most importantly, however, we were heartened during our closing session to hear that the students felt that the virtual exchange was a positive and valuable experience. Many commented on how much they had learned about each other's culture, and how much they realized they had in common, despite the many differences that exist between their cultures and schooling. One partner pair ended up talking for over three hours one evening as they discussed the culture of food in their respective countries, and all vowed they would stay in touch with each other.

I am happy to report that a Scindia student, Arjun Singh, subsequently reached out to enquire if a story he had written could be published in one of our St. Mark's School publications. I connected him with a student publication, Lingoscope, that focuses on language and culture, and not only was his story published, but he is now a member of the board of Lingoscope, so the exchange continues!

I want to close by expressing my deepest gratitude and appreciation for the faculty and staff at The Scindia School for their willingness to engage with us in this virtual exchange and for their extraordinary good cheer and friendship as we worked together during a most challenging time. Their collaboration is a true example of what it means to be a global citizen.

Laura P. Appell-Warren



Ms Laura P. Appell-Warren interacting with students



Aerial view of the school

THE OTHERSIDE OF GENERATION GAP

Recently a newspaper reported about a boy who made a computer on his own. Somebody shared the news on Facebook and as usual there were many who praised the boy's extra-ordinary skill. The reporter had given an extra projection to the boy's activity of assembling a computer by using all necessary accessories and components by watching a related YouTube video. We might have seen much sporadic news on TV and in print Medias such as - a three-year-old child able to tell the capitals of countries, a four-year-old child speaking three languages etc. These talents are surprising but if we do a follow up on the performances of these children after their childhood and youth, we may not see any such surprises but an average professional life. It does not mean that the childhood performances and the related glamour must be ignored or neglected. In all such news, more than the reporter, the over enthusiasm of the parents needs to be scrutinised. It is obvious that all the parents are interested to see their children being labelled as talented and genius in certain areas.

I want to share my view which may be a little different. Let me first say that my opinions on this subject are very personal and fully based on some observations and not on any empirical studies. After years of teaching in a school, due to constant interaction with the children and almost 'growing together' with them, I can clearly understand the changing sensitivities and the natural evolution of a child. There are parents who believe by themselves and struggle to make others believe that their children are extra ordinary or a child prodigy. Most often the parents make this kind of analysis without considering the huge gap between the two generations. It is quite natural that a mother who started using smart phone in her thirties, will be pleasantly shocked to see her child locking the smart phone screen. The problem is that the abilities of a child who is born in the middle of a deluge of electronic gadgets and smart devices and with a natural fastness of childhood carefree learning, will be judged by a parent who was born in a period when the electronic era had just begun. Here, one is judging the other with an anachronic skill set.

I have a clear memory of my mother proudly looking at me when I was fixing and rewinding the ribbon (tape) of a newly purchased Tape recorder and its cassette, but the same I, had confidence deficit to give my mobile phone to my primary school going nephew and denied it with an excuse that there were no games in it and by giving me a shock he replied, "I shall download it". All of a sudden, I realised that many of the surprising things of my childhood are no more surprising to the youngsters. To learn riding a bullock cart needs more skill and time than to learn driving a car now days. Presenting children as extra ordinary genius by measuring their skills based on an anachronic yard stick and make children believe that they are genius may not be a correct approach in the long run. This may block the forward growth of a child since he feels already over accomplished.

Children do need to be encouraged and guided. Every teacher faces

questions or doubts on some subjects which is far beyond student's reach at that age. The era of information explosion provides easy sources to the curious children and therefore they can collect basic ideas and terms on any topic they find interesting.

Most often, obtaining information is misunderstood as being genius. The undesirable side of this collection of information is that a proper step by step progress of learning doesn't take place; instead, heavy load of information will be mounted up on a weak foundation. Learning should be a step-by-step progress from simple to complex by constructing realistic base instead of an odyssey through fantasy. There are many students who express their interest in the subject of history just because of thrilling battles which provide green pastures of hero worship but when they start the real learning of the subject, which involves cultural, social, and economic aspects of society and require analytical and critical thinking, initial interest on the subject disappears. Similar things could be seen in science too. After high school, a child who joins science stream due to his great interest in galaxies, nebulae etc, may be identified by the adults as genius. But the same child slowly loses the excitement and surrenders even before the very foundation like 'The Newton's law'.

In short, the curiosity of a child must be encouraged but that should be done by building it is the responsibility of adults- both parents and teachers to identify and nurture their curiosity and address it accordingly, step by step, without neither damaging their childhood curiosity, nor misunderstanding it as their genius and allow them to slip away from the basics.

Somarajan KS
HOD Social Science



Sonam's soulful performance



Relaxing in the Common Room of Madhav House

Tête-à-tête with

Mr Parmanand Balsaver (Ex- Sh, 1974)

Born in Mumbai in 1958, Mr Balsaver graduated from The Scindia School in 1974. During the 7 years he spent at Scindia, he actively participated in all sports and was appointed as the Athletics Captain of the school. His other two passions in school were Drama and Debate, and he was also the House captain of Shivaji House in grade 11. He studied Electrical & Electronics Engineering from BITS, Pilani till 1979, and went on to acquire an MSEE degree from University of Houston, USA in 1981.

In December 1982, he turned into an entrepreneur and started his own company - Laversab, Inc. which has a global presence today. In 1984, married his soulmate Neeta and they are blessed with a son (Rohan) and a daughter (Shibani). In fact, their son married his soulmate (Anushri) in 2013 and they were blessed with a son (Alok) in Dec. 2020, which now makes Mr and Mrs Balsaver the proudest grand parents on the planet!

He loves to travel and has visited 50 countries so far, either for work, pleasure, or both and has 50 more on his bucket-list!

He finds joy in helping those in need. While he pitches in to help many causes in India, he has built a High School in a remote village in Sierra Leone, West Africa which educates hundreds of children in and around the village for free!

He returned to his alma mater to celebrate the 25th and 40th reunion and remains eternally grateful to the school for those precious seven years.

We present before you a candid conversation which our staff editor Mr Vishesh Sahai had with him.

Q. After having lived in the west for so long, what major difference do you feel between the two – east and west?

Quality of life. It is not so much a difference between East and West as much as between developed and developing countries. In a developed country, one's basic needs are quite easily met. Housing, food, electricity, communication, transportation, and air-quality do not pose daily challenges. This allows one to focus on other important aspects of life.

Culturally, the most significant difference is that eastern cultures (and several western ones) tend to be more sociable and have closely-knit extended families.

Q. In the widely explored nature – nurture debate, which one do you think was predominant in turning you into an entrepreneur?

To be honest, I believe it was a near-perfect combination of the two that did the trick. The drive, perseverance and moderate brainpower were certainly inherited. The nurturing of these attributes was predominantly done by Scindia School. Then the ease of starting a business in the USA further nurtured the desire within. At the end, voila – an entrepreneur!

Q. Would you please like to tell us about your firm – Laversab.

Over the past 38 years, Laversab has developed several products that are used in the aviation industry and the oil & gas industry.



Specialized instruments built by Laversab are used to test the avionics and flight-control instruments present on all aircraft – commercial, military, business, helicopters, and UAVs. Our customers include most major aircraft manufacturers, airlines, militaries, and aircraft-maintenance facilities, worldwide.

For the oil & gas industry, our explosion-proof computerized systems and software are used on drilling rigs and production platforms in many oil & gas producing countries.

Although we are a tiny company with just 45 employees, we do have a global footprint, with our HQ near Houston, USA and offices in Canada, Mexico, Brazil, UK, Germany, India and Taiwan.

Our success stems from building high-quality, innovative products and backing them with outstanding customer support. This has earned us thousands of highly satisfied customers over the years. Customer satisfaction will always remain our highest priority.

Q. Please share an experience / incident / personality of the school which still stirs you from within.

There are many incidents, but this one stands out Mr. Bharadwaj was my English teacher in 9th grade. While discussing something with him in class, he suddenly stopped, smiled at me and then very sternly said to me: "Balsaver, you are a very stubborn boy!!". The entire class and I were taken aback, and I felt awful that I had elicited such a rebuke from a teacher I liked and respected. It was many years later that I realized, what he meant to say was, I was "stubborn" because I was persistent and would never give up.

He was absolutely right! It is my stubbornness, my persistence, my tenacity that has helped me overcome many hurdles in life. The only difference now, after gaining a little wisdom over the years, is that I choose carefully what I should be stubborn about.

Q. Having travelled so extensively, what have been your most profound lessons - personally and professionally?

Professionally, I have learnt that it is much easier to do business with developed countries than with developing ones. Customers in some developing countries tend to be more demanding and less trusting. Perhaps it is due to some cultural influence.

Personally, there are two questions that keep gnawing at me.

First question: There is so much natural beauty in this world, but despite being such an intelligent species, why can we humans not figure out a way to stop destroying our planet?

Second question: In all the 50 countries I have visited, people have been very friendly and welcoming; so why is it that there is so much discord in the world?

Q. Would you please tell us about your community service initiatives, particularly the one in West-Africa?

Bumban is a remote village in Sierra Leone, West-Africa. It has no electricity and no running water. Children from Bumban and neighboring villages used to walk 12 km each way, through the bush, to the closest town with a High School. A friend of mine who

was born in that village had migrated to the USA in 1972 was constantly receiving pleas from the villagers to consider building a High School in Bumban. About 12 years ago, he asked me if I could help. Although I knew it would be a daunting long-term challenge, after much consideration, I decided to jump in with both feet.

Within a year, we erected a school building with 6 large classrooms, a science lab, a library and a computer room. We used a generator to provide electricity and we pumped water from a well to provide running water. You had to climb to the top of a nearby hill to get cellular service, but at least you could charge your phone. Over the next few years, we built 10 apartments for the teachers and an assembly hall with some additional classrooms attached. We named the school as Bumban High School.

For each of the past 8 years, the school has catered to about 300 students from 7th through 12th grades. The staff includes 15 teachers and the school's emphasis is on science subjects.

Each school day, lunch is provided for all the students and staff and also to 300 additional students attending an adjacent Primary School that has existed for 70 years.

Although there are ongoing challenges in the school's operation, we hope to prevail. I visited the school with my wife and daughter in Dec. 2019 and the gratitude showered upon us by the teachers, the students, their parents and the entire community, was incredibly fulfilling for our souls. We knew we were doing "the right thing".

Q. Your career and achievements reconfirm the school's brand value, not only because of the flourishing business, but for your character, adaptability and drive that is typically Scindian. What are those values which you think helped you succeed in the world and must be re-emphasized in school even today to further build Scindia as an institution?

Discipline, Integrity, Perseverance, Team-spirit and the willingness to compete.

Q. What brings you happiness?

Simple. Helping those in need. Each time I get the opportunity to help someone in any small manner, it enriches my soul and gives me "Param Anand".

STUDENTS' ACHIEVEMENTS

Keshav Dudhani of Class 12 was a panelist in a webinar titled 'Ways of learning' where he spoke about 'Learning in the digital era and changing roles of self, teachers and parents/family members. This webinar was hosted by Pallavan Learning System and 13 other schools from different parts of Asia also participated in the same.

Sumedh Potdar of Class 11 completed a training course on 'Speed Mathematics' which was a 3-day program organized by NPOCA. He is currently remote volunteering with the Cry- India's biggest NGO for Child Rights.

Abhey Khanna of Class 12 won the first prize in SCI-ART competition that was held in Amity University during the month of March. He won a cash prize of Rs. 11,000.

Krishnam Singhania of Class 12 has successfully completed a Junior MBA in Business Analytics and Strategy with a company project by Samsonite from Clever Harvey in the month of June 2021.

Yanglem Arjun of Class 12 was invited to be a panelist in a meeting hosted by the United Nations in February 2021 to discuss the burning issue of lack of infrastructure for education and healthcare to rural people. He shared his views and thoughts in this panel discussion which included high profile luminaries and businessmen of the country like Dr Nadir Godrej, Mr Boman Irani, Mr Deepak Parekh,

Mr Shantanu Mukherjee, Mr Armaan Malik, Ambassador Prakash Shah, Mr Jamshed Bharucha and Mr Nusli Wadia.

NYIF (New York Institute of Finance) has awarded Ujjwal Mehrotra of Class 12 the G2020 Young finance Scholar (YFS) South Asia Scholarship (high school), 2021. The scholarship has a tuition fee value of US\$ 3500. Many congratulations to Ujjwal!

7 students represented our school in a competition organized by MSU Shah Alam, Malaysia in the international category for which the theme was 'Secret Recipe of My Country'. Our school secured 2nd Position for the year 2021 for 'Street Food' presented by Sidhant Singh (Panipuri) & Harvardhan Himanshu Wadher (Vada Paw).

Abhey Khanna has received a certificate of merit from the CBSE for outstanding academic performance and for being among the top 0.1% students category across the country in secondary school exam 2020 in social science. Many congratulations to Abhey!



Scindian cuisines recognized internationally!

RIDE LIKE THE WIND

Imagine a young, thin lad doing the rounds of the vast playing fields at Scindia School, religiously day after day. That's a memory that takes me back to how I discovered my love for running - that feeling of liberty, independence and pure adrenaline. I was not naturally gifted with a strong built or the flair to compete for the 'first eleven'. But I was clear in my mind that I would not be caught sitting out on a bench watching others perform and play. So, I channeled all my energies in running and was often referred to and cheered as the 'Marathon Man' at school. Thus, began my deep love for running which has continued to stick with me for the last 50+ years of my life.

Running is addictive in nature, it creates the feeling of euphoria. Being an aerobic activity, it releases endorphins in the body; the same chemical responsible for relieving stress and pain. It is hardly surprising that over the years, people derive pleasure from subjecting their bodies to running long distances, also termed as 'Runners High'. Once I tasted that high, there was no looking back!

Leaving Scindia School brought with it a complete shift in my routine and lifestyle. Maintaining a diligent running schedule became harder and harder. From pursuing higher education to finding the right career path, several active hours were spent dedicated to studying. My father, a professional banker, had steered a path for me to pursue Chartered Accountancy and that required the utmost level of time commitment to perform successfully.

After qualifying as a Chartered Accountant, I decided to take the route of entrepreneurship which further depleted the chances of me having a predictable routine, time off or even enough hours in the day sometimes! Amidst challenges of capital, investments, travel and expansion, running took a complete back seat. My running schedule was erratic but I made sure I grabbed every opportunity to take out time as it was therapeutic to my senses.

With age, come new challenges. As one's body grows old, it starts to slow down over short distances, so I set out to push myself to take on longer routes - from 5k to 10k to half marathons (21k) and finally, full marathons (42k). I would jump at every possible opportunity to participate in long distance races, not only in India but also internationally.

It was only much later in life that I realized that while my love for long distance running was going strong, my approach to overall fitness was limited. The truth is that if you are running for long periods, there's hardly a way to avoid injuries. And, with each injury, it gets tougher to get back to one's best form. That can be demotivating to say the least. As time went by, I realized that my running distances and timings were deteriorating.

It was only in my early fifties that I realized having a holistic view to my overall fitness and wellness was imperative if I wanted to enjoy this activity for the rest of my life as compared to mindlessly running and clocking miles. Switching my attention to wholesome fitness, I started to focus on muscle strengthening, muscle endurance training,

flexibility, mobility and last but not the least, nutrition. As a result, I became stronger, faster and recovered quicker.

They say inspiration can come from anywhere. I recall an encounter with a group of cyclists who were riding from Manali to Leh on one of my motorcycle rides up north. I was convinced at that moment to prepare and come back the next year to cycle the distance from Manali to Leh. With my running background and improved muscle strength, I realized cycling long distances was right up my alley. Little did I know that this incident would be the start to a new chapter in my sporting life. During my 50s, I cycled ultra-distances; Manali to Leh, Desert 500 (covering 500k in 24 hours) to name a few. In between all the running and cycling, I also tried my hand at high altitude climbs and treks.

It was in 2016, I was turning 60 and a desire to take on a landmark ride was brewing actively in my head and I made that happen - I cycled a distance of 4000 kms in 29 days - starting from the peaks of Leh to the shores of Kanyakumari. My batchmates of 1974 Scindia School and other friends were there to cheer me on and without their support this venture would not have been possible!

Through various highs and lows, I also came to realize that without the right nutrition, it is impossible to maintain optimum levels of sporting performance. In this area, I am blessed to have been married to Ishi, an acclaimed Clinical Nutritionist who has taught the family to eat right. I personally follow her 5P formula to eating right - plan well, eat protective foods like vegetables and fruits, know my peak hunger moments during the day, give protein adequate importance and finally, pair foods correctly to avoid any kind of inflammation in the body. Keeping my gut healthy has had a profound impact on not only my sporting journey but also my overall well-being, mood, emotional strength, and sleep.

What's next for me? A journey like no other.

Later this year, I have planned to undertake another milestone ride but this time for a very strong purpose-led initiative. I want to cycle across the Golden India Quadrilateral, Delhi - Kolkata - Chennai - Mumbai - Delhi, a distance of 6000 kms to raise funds for a COVID-related cause. God willing!

Mr Gagan Khosla
Ex-Je, 1974



Hit the road



Practice. Practice. Practice.

मिथिला की सांस्कृतिक लोक-चित्रकला 'मधुबनी पैंटिंग'

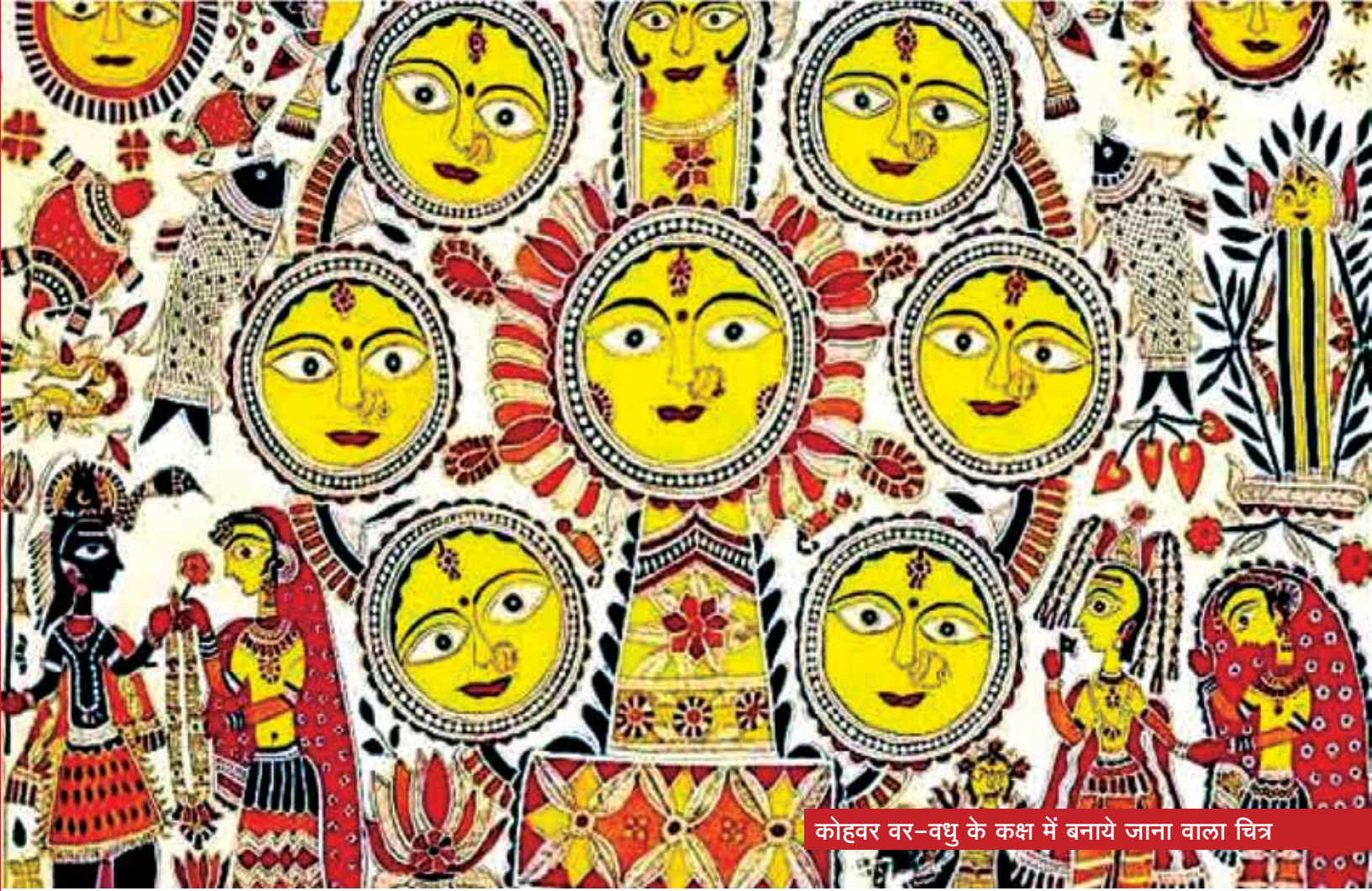
प्राचीन भारतीय संस्कृति और सभ्यता को जीवंत बनाए रखने में भारतीय लोक कला अपना महत्वपूर्ण योगदान देती रही है। इनमें भी लोक चित्रकला का प्रमुख स्थान है। इस चित्रकला का संदर्भ और आधार अलग-अलग हो सकता है। इनमें से हम भू और भित्ति चित्रकला की ही चर्चा करेंगे। वैदिक साहित्य में अल्पना अर्थात् भूचित्र का कोई निश्चित संदर्भ नहीं मिलता परंतु कुछ संदर्भों से यह अवश्य प्रतीत होता है कि उस समय इस कला से लोग परिचित नहीं थे और कहीं न कहीं यह वैदिक युगीन ऋषियों, ज्ञानियों की विलक्षण प्रतिभा और कलात्मक सृजनात्मकता से जुड़ी हुई थी। प्राचीन काल से अब तक निरंतर चली आती हुई वैदिक रेखाकृति में मिथिला की लोक सांस्कृतिक चेतना और चिंतन के रहस्यमय तथ्यों को चित्र रूप में स्पष्ट देखा जा सकता है। धीरे-धीरे यह कला शक्तिपरक तंत्र शास्त्र से जुड़ी और इस समय तक यह पूर्ण विकसित होकर एक निश्चित रूपाकार में ढल चुकी थी। यह ईसा पूर्व तक अपने पूर्ण विकास पर थी परंतु तत्पश्चात् भी लौकिक होने के कारण यह स्पष्ट रूप से समाज में अस्तित्व में रही। वैसे मिथिला चित्रकला केवल भू या भित्ति चित्रकला तक ही सीमित नहीं थी, मिथिला के विभिन्न अनुष्ठानों संस्कारों और उत्सवों में चित्रकला के विभिन्न रूप देखे जा सकते हैं चाहे वह मिट्टी के घड़े पर बना चित्र हो या स्त्रियों के कपाल पर बने चित्र (जिसे पसाहनि भी कहते हैं) सभी अपने आप में विशिष्ट होते हैं।

भित्ति चित्र के द्वारा घर को सजाने की परंपरा बड़ी प्राचीन रही है। आज जितने तरह की चित्रकलाओं का विकास हुआ है लगभग सभी दीवारों से ही कागज, कपड़े या धातु पर उतरे हैं। प्रारंभ में राजकीय प्रश्रय में रह चुकी यह कलाएं कालक्रम से व्यावसायिक होती चली गईं और उपयोगितावाद के घेरे में फंस गईं। दूसरी ओर विभिन्न आदिवासियों के कलाओं पर दृष्टि डालें तो उनके कला का परंपरागत स्वरूप यथावत दिखता है संभवतः इसका कारण उनका किसी विशेष समाज में ही प्रचलन या किसी राज्याश्रय को न पाना है। आज मिथिला चित्रकला के व्यावसायिक होने के पीछे यही राज्याश्रय क्रियाशील है।

मिथिला की चित्रकला लोक और शास्त्र दोनों से संदर्भित है। अब यहाँ लोक और शास्त्र को समझना उचित होगा। साधारणतया ज्ञान दो प्रकार का होता है एक तो लौकिक या सांसारिक जगत से संबद्ध तथा दूसरा अलौकिक या दिव्य जगत से संबद्ध। वैदिक साहित्य दिव्य जगत से संबद्ध ज्ञान का भंडार है क्योंकि इसका कोई लौकिक रचयिता नहीं है। बाद में ऋषियों, ज्ञानियों द्वारा

वेदों की व्याख्या की गई जो शास्त्र अर्थात् जिसके द्वारा शासित किया जाए, कहलाया। इन शास्त्रों की रचना अलौकिक जगत को अलौकिक जगत से जोड़ने के लिए की गई। इस प्रकार इन तीनों का स्थान क्रमशः वैदिक साहित्य, शास्त्र तथा लोक है। शास्त्र का आधार और संदर्भ दोनों ही लोक हैं अतः तात्त्विक रूप से अलौकिक और शास्त्रीय में कोई भेद नहीं है।

मिथिला की संस्कृति प्राचीन है, वहाँ की चित्रकला भी उससे कम प्राचीन नहीं क्योंकि इसका आधार भी मिथिला की संस्कृति ही रही है इसके प्रारंभ के संबंध में किम्वदंती है कि मिथिला के राजा जनक ने अपनी पुत्री देवी सीता के विवाह-उत्सव में अरिपन या अल्पना चित्रकला की वर्तमान परिपाटी को चलाया। अनुमानतः भित्ति-चित्रकला का प्रचलन भी यहीं से हुआ होगा। अतः इसकी अंतर्वस्तु पौराणिक है। अधिकांश विषय रामायण तथा कुछ महाभारत से लिए गए हैं। मिथिला में शक्ति की उपासना प्राचीनकाल से ही होती रही है। अतः शक्ति भी चित्रों में वर्णित है। मिथिला चित्रकला की रेखाओं, बिंदुओं और रंगों



कोहवर वर-वधु के कक्ष में बनाये जाना वाला चित्र



मधुबनी स्टेशन पर की जा रही चित्रकारी

का कोई न कोई महत्व अवश्य होता है। मिथिला-चित्रकला में यथार्थ, संस्कृति, कला, जीवन और समाज का अद्भुत मेल है। यहां की भू-चित्रकला तंत्र से तथा भित्ति-चित्रकला अधिकांशतः कथाओं से संबद्ध हैं।

पुराणों में वर्णित चौंसठ कलाओं में आलेपन या अरिपन भू-चित्रकला का एक विशेष रूप है। यह गुह्य सूत्रों, शास्त्रों और निबंधों में मंडल की संज्ञा से अभिहित है। कुछ विद्वान इसे केवल चित्र मात्र नहीं बल्कि संप्रेषण का साधन मानते हैं। ऐसा कहा जाता है कि प्राचीन काल में विभिन्न दुखों और कठिनाइयों से रक्षा के निमित्त इन चित्रों के द्वारा पृथ्वी की आराधना करके शक्ति को जगाया जाता था।

कर्मकांडीय शुभ अनुष्ठानों में सर्वतोभद्र, स्वास्तिक, षोडशदल, अष्टदल आदि अल्पना इसी के प्रभेद हैं। सर्वतोभद्र, स्वास्तिक की प्रथा तो योगादि क्रियाओं में वैदिक काल से ही प्रसिद्ध है। मिथिलांचल की स्त्रियाँ विभिन्न पर्वों पर चित्रित किए जाने वाले अरिपनके पृथक-पृथक आकारों से परिचित हैं। यह चिरंतन संस्कृति के प्रभाव का ही साक्षात् रूप है, इसी कारण इसके लिए किसी विधिवत दीक्षा का प्रावधान नहीं है। पुरुषों का इस कला से कोई संबंध नहीं होता जबकि स्त्रियाँ इस कार्य में कुशल होती हैं। अरिपन के आकारों में भिन्नता विभिन्न पर्वों के संबंध में प्रचलित कथाओं या तथ्यों से संबंध रखते हैं, जैसे पृथ्वी पूजा में त्रिकोणयंत्राकार, सत्यनारायण पूजा में चतुरवर्ग साधक, शरद पूर्णिमा कोजागरा में अष्टदल या शतदल, छठ देवी की पूजा में कमलाकार आदि अरिपन विशिष्ट संकेतों के कलात्मक वाहक हैं। इनमें स्थूल जीवन के क्रियाकलापों और पदार्थों के साथ जीवन की सूक्ष्म अनुभूतियों एवं आध्यात्मिक धाराओं को प्रदर्शित किया जाता है।

प्राचीन भारतीय सभ्यता और संस्कृति का नेतृत्व करने वाली देवात्मक यंत्र स्वरूप इस भू चित्रकला को किसी न किसी रूप में भारत के प्रायः सभी प्रदेशों में लिखने की परिपाटी रही है। भारतीय लोक-चित्रकला में अधिकांश जातियाँ चित्रों को लेखन कार्य ही मानती रही है अर्थात् 'पेंटिंग इज राइटिंग'। इसे बंगाल में अल्पना, महाराष्ट्र में रंगोड़, गुजरात में साथिया, राजस्थान में नंदना तथा हिंदी क्षेत्रों में रंगोली आदि नामों से जाना जाता है। इन क्षेत्रों में यह हल्दी कुमकुम और केसर के द्वारा चित्रित किया जाता रहा है जबकि मिथिला में गीले पिसे चावल के घोल से चित्रित रेखाओं पर सिंदूर बिंदुओं को लगाकर यह बनाया जाता रहा है। यह रेखाएं दोहरी या तिहरी होती हैं। तीन या दो रेखाओं वाला चित्र शुभ संस्कारों के समय तथा एक अंगुली की सहायता से बनाया जाने वाला एकल रेखा अशुभ या शोक संस्कारों के समय बनाया जाता है। किसी की मृत्यु के बारहवें दिन आंगन के दक्षिण भाग में एक वृत्त बाएं हाथ के केवल एक उंगली की सहायता से बनाया जाता है। यह वृत्त परब्रह्म का सूचक है। इसी में सृष्टि तथा विनाश होता है। सभी

प्राणी का अंतिम लक्ष्य इसी शून्य को पाना है। इसी प्रकार यह चित्र गूढ़ तात्विक चिंतन से संबद्ध है।

वैज्ञानिक तथ्यों पर आधारित मिथिला के प्रत्येक कार्य में सामाजिकता के संग धर्म के रूप में आध्यात्मिक भाव छुपे हैं। अनुष्ठान संपन्न होने पर इन्हें मिटा दिया जाता है जो संभवतः सृष्टि और विनाश की सूचक है। यह सभी चित्र स्थान और काल यानी स्पेस और टाइम से संचालित होते हैं। किसी भी आकृति को किसी भी दिशा में, किसी भी स्थान पर, किसी भी समय नहीं बनाया जा सकता है बल्कि उसके लिए दिशा, समय और स्थान निर्धारित है।

भित्ति चित्रों का इतिहास बड़ा प्राचीन रहा है। संभवत मानव ने जब समाज बनाना प्रारंभ किया होगा तभी से गुफाओं की दीवारों और शिलाओं पर चित्र लिखने की परिपाटी प्रारंभ हुई होगी। भारत में भीमबेटका के शिला चित्र तथा ऑस्ट्रेलियाई आदिम जातियों द्वारा पूजित पवित्र गुफा-चित्रों का इतिहास हजारों वर्ष पुराना है। भारत में अजंता तथा चीन के तुंगहान के गुफा-चित्र चित्रकला के चरम विकास के बिंदु हैं इसी क्रम में परंपरागत रूप से चली आती हुई मिथिला चित्रकला अस्तित्व में कब आई थी कहना तो असंभव है किंतु जैसी किंवदंती अरिपन के संबंध में है संभव है इस चित्रकला का भी प्रारंभ तभी से हुआ हो अर्थात् मिथिला के राजा जनक की पुत्री देवी सीता के विवाह के उपलक्ष्य में कोहबर में वर-वधू की सुरक्षा और कल्याण के लिए यह चित्र बनाए गए हों। आज भी इस चित्रकला का महत्व विवाह के अवसर पर अत्यधिक होता है इसमें सांकेतिक रूप से सूर्य, चंद्र, कुमुदिनी के पत्ते, बाँस, कछुआ, चटाई, वर-वधू तथा कोहबर के चारों कोनों पर चारों दिशाओं में रक्षा के निमित्त बनाई नैना-योगिनी अपना विशिष्ट अर्थ रखते हैं। इसी प्रकार नाग पंचमी में विभिन्न प्रकार के सांप व देवोत्थान या प्रबोधिनी एकादशी में शंख, चक्र, गदा, पद्म, हल, हलवाह, संदूक, सूप, चलनी झाड़ू, पादुका इत्यादि बनाए जाते हैं। इन चित्रों को बनाते समय उस संस्कार या अनुष्ठान से संबंधित गायन भी होता है। यह कला संस्कारगत होती है। अब तक इस कला पर स्त्रियों का एकाधिकार था परंतु व्यावसायिक हो जाने पर पुरुष चित्रकारों ने भी तूलिका पकड़ी। मिथिला के घरों की साज-सज्जा में भी इस चित्रकला का योगदान रहा है। दीवार हो या तुलसीचौरा, देहरी होया आँगन, सभी पर लाल, हरे नीले, पीले आदि चटकीले रंगों से भरा यह चित्र दर्शनीय लगता है।

यह मधुबनी चित्रकला के नाम से भी जानी जाती है उसका आधुनिक इतिहास 70 के दशक से प्रारंभ होता है। केन्द्रीय रेल मंत्री स्वर्गीय बाबू ललित नारायण मिश्र ने इस कला के विकास में महत्वपूर्ण पहल की। मधुबनी और दरभंगा रेलवे स्टेशनों पर चित्रकला के उदाहरण देखे जा सकते हैं मधुबनी को बिहार का पिछड़ा इलाका घोषित किया गया। इसी संदर्भ में हैंडलूम हैंडी क्राफ्ट एक्सपोर्ट अध्यक्षा श्रीमती पुष्पुल जयकर ने मधुबनी

और उसके आसपास के गांवों का दौरा किया और यहां की चित्रकला को देखा। सादगी और रंगों के संयोजन वाले इस कला ने उन्हें बहुत प्रभावित किया। तभी से इस कला की विकास-यात्रा प्रारंभ हुई या अब यह दीवारों, तुलसी चौरों या आंगन तक ही सीमित नहीं रही, यह कागज और कपड़े पर भी उतर आई। 1985 में फ्रांस में हुए भारत महोत्सव के पश्चात इस कला में अंतरराष्ट्रीय ख्याति प्राप्त कर ली। इसमें अब तक छः पद्मश्री पुरस्कार प्राप्त कर इस क्षेत्र में अपना महत्वपूर्ण इतिहास बनाया है। मधुबनी चित्रकला ने अब अंतरराष्ट्रीय ख्याति प्राप्त कर ली है। पिछले वर्ष जब अमरीकी राष्ट्रपति भारत आए तो उन्हें मधुबनी चित्रकला ही भेंट की गई।

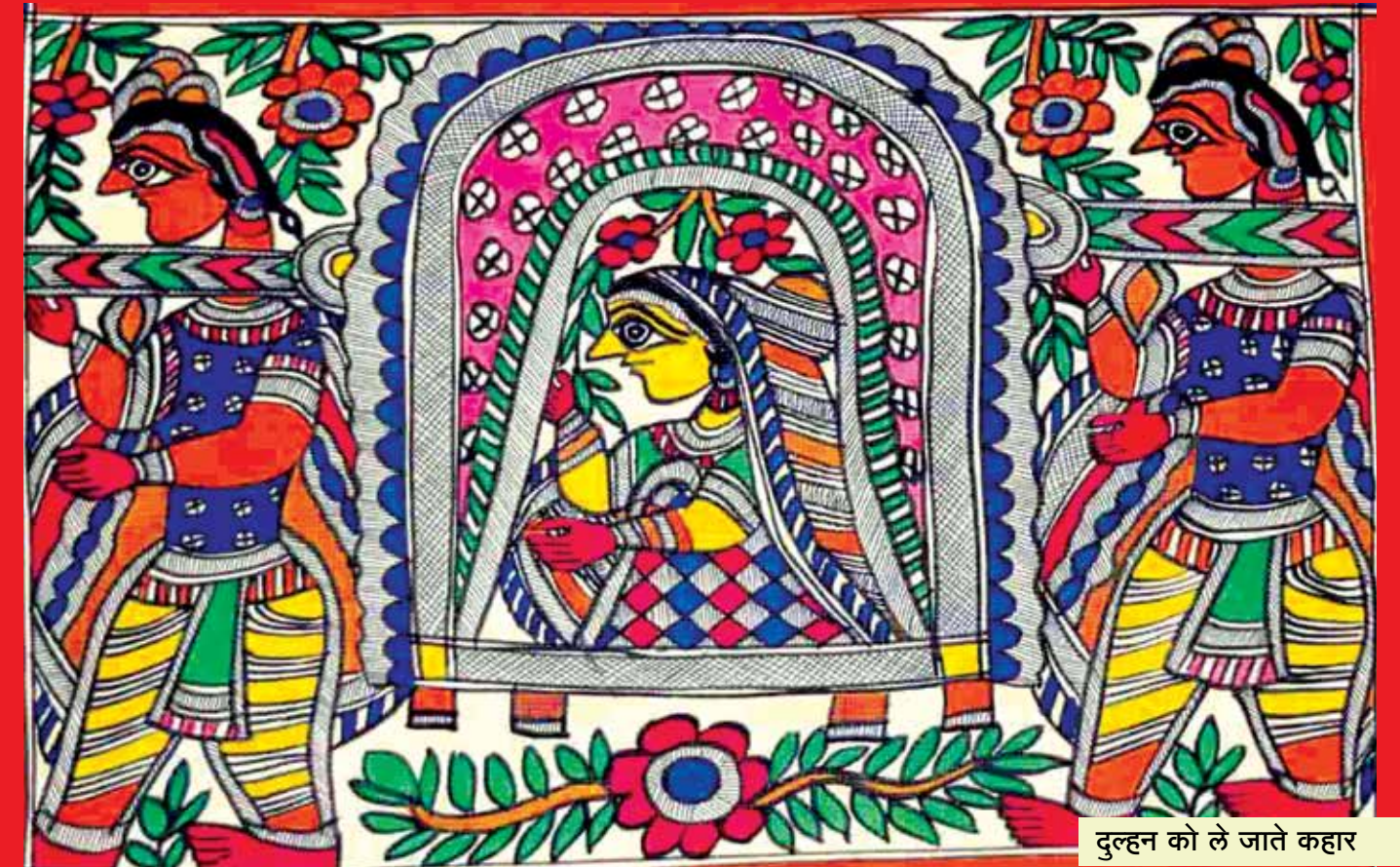
प्रारंभ में इन चित्रों को लिखने में प्रयोग किए जाने वाले रंगों का निर्माण मिथिलांचल की स्त्रियाँ स्वयं करती थी। यह रंग प्राकृतिक होते थे जो कई तरह के पेड़ों के फलों, फूलों, छालों, पत्तियों और जड़ों आदि से मिले रंग को बकरी के दूध में घोलकर रूई के फाहे से अथवा कपड़े को लपेट कर उसकी तूलिका बनाकर ही घर की दीवारों पर लिखे जाते थे। आज कृत्रिम रंगों के चलन के कारण अब प्राकृतिक रंगों का प्रयोग बहुत ही कम हो गया है जो अधिकाधिक धन कमाने की इच्छा का परिणाम है।

इस कला में नवीनीकरण की प्रक्रिया यहीं से प्रारंभ हो जाती है क्योंकि इसके विधिवत प्रशिक्षण की व्यवस्था नहीं रही। इस कला के प्रशिक्षण की कोई अवधि निर्धारित नहीं है। मधुबनी में सेवा मिथिला गृह उद्योग की भांति काम कर रहा है।

व्यावसायिक हो जाने पर कला में जो खामियां आने लगती हैं वह मिथिला चित्रकला में आनी प्रारंभ हो गई है। चित्रकला का विषय पौराणिक ही नहीं रह गया बल्कि आधुनिक विषयों पर भी तूलिका उठने लगी है। समाज के कई लोगों का मानना है कि नए को ग्रहण करना उत्तम है परंतु इससे परंपरागत वैशिष्ट्य के समाप्त होने का भय बना रहता है। प्राकृतिक रंगों के निर्माण की कला हो या रूई के फाहे से तूलिका निर्माण की कला, सभी नष्ट हो रहे हैं और ग्राम प्राकृतिक रंगों का स्थान अब कृत्रिम रंगों ने ले लिया है और रूई के फाए का स्थान अब कृत्रिम तूलिका ने ले लिया है।

कला में आधुनिक तत्वों को अपनाने पर यही होगा कि लोक कला रूपी पेड़ की टूट भर रह जाएगी। परंतु यदि इसे प्रश्रय दिया जाय, विद्यालयों में सिखाया जाय तो इस कला के मूल रूप को बचाया जा सकता है। सिंधिया स्कूल के कला संकाय ने भी इसी को ध्यान में रखकर परंपरागत व समकालीन कला के साथ-साथ विभिन्न लोक कलाओं पर भी ध्यान दिया है जिससे इन कलाओं को जीवंत रखा जा सके। कला में नवीनता सभी को स्वीकार करना चाहिए परंतु अपनी परंपरा का भी पूरा ध्यान रखना चाहिए क्योंकि वही हमारी पहचान है इसीलिए मधुबनी चित्रकला विभिन्न संस्कारों में लिखित होने के साथ-साथ आज झ्रङ्गरूम की शोभा भी बाढ़ा रही है।

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The Scindia School
The Fort, Gwalior 474008, MP, India
Telephone: +91-751-2480750
Fax: +91-751-2480650
Email: office@scindia.edu
Website: www.scindia.edu

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galaxyprinters22@gmail.com
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