

Your Purkal Journal

April 2026



***"Side by side, hand in hand, we learn today so we
can lead tomorrow."***

SPIC MACAY: Theatre and Music at PYDS

*"The seven notes mirror the seven chakras. Music is not just art;
it is a path to inner harmony."*

We are grateful to SPIC MACAY, a society working to preserve Indian classical music and culture among youth, for bringing programmes to our students at no cost to PYDS. This is made possible through the dedication of volunteers who have spent 47 years safeguarding and promoting India's cultural heritage.



Shakespeare: A Lesson in Laughter

At the very start of the new academic year, students of Grades VIII and IX were treated to a live theatrical performance by Naya Theatre, a troupe that brings together talented rural performers from Chhattisgarh alongside urban actors.

Mansi Chauhan (X A) and Kavita Arya (IX A) welcomed twenty-three artists to an auditorium full of eager students. What followed was *Kamdev Ka Apna Basant Ritu ka Sapna*, Naya Theatre's adaptation of *A Midsummer Night's Dream*, infused with Bhojpuri and Hindi.

At the heart of the play, Oberon and Titania's quarrel over a child set off magical chaos, further heightened when Puck mischievously transformed a craftsman into a donkey headed figure, drawing loud laughter from the audience. The craftsmen's clumsy yet earnest performance of Pyramus and Thisbe turned tragedy into comedy, while expressive dance and folk music brought the story vividly to life without the need for words.

Providing a unique enrichment beyond the standard CBSE curriculum, this performance offered students an engaging introduction to the humour in Shakespeare's plays. Aarushi (XI A) said, "*It was fun and laughter, but it taught me that an English play is very simple if learned with joy.*"



Sunday Morning and Satvik Veena

In a meaningful and engaging way to spend their Sunday, the hostel students were fortunate enough to meet Pandit Salil Bhatt, a master of the Satvik Veena and Shri Kaushik Konwar, an accomplished Tabla artist, both custodians of a centuries old musical tradition, on April 3.

Struck by the auditorium's natural surroundings, Pandit Salil Bhatt remarked that the setting felt like a rare gift compared to the concrete venues he usually performs in. At the start, he asked the students why they had come, to which Laxmi (VI B) replied that she wished to witness and learn something unique.

Pandit Salil Bhatt began with the foundational theory of vocal music before guiding the students through a hands on practical session. He explained that the seven notes of music correspond to the seven colours of the rainbow and the seven

chakras of the body, illustrating how everything in the universe is interconnected. At his invitation, the students' voices rose in unison as they practised the sequence *Sa, Re, Ga, Ma, Pa, Dha, Ni*, experiencing how each note regulates a specific chakra. He then introduced Raag Parmeshwari, guiding students through its aaroh and avroh, the ascending and descending movement of notes.

He and Shri Kaushik Konwar then performed in Teen Taal, a sixteen beat rhythmic cycle. As the notes rose and fell, students were asked to close their eyes and visualise a moving train, the steady, unbroken beats mirroring the rhythm of a journey.

When the performance paused, the students asked Pandit Salil Bhatt whether music was truly his passion. He answered with a story: years ago, he had been selected as a military officer and would today hold the rank of brigadier, but he chose the Veena over weapons. He added that Shri Kaushik Konwar, despite being an MBA, had chosen music as his career, a powerful reminder that it takes great courage to choose passion over societal norms.

The session drew to a close in a spirit of deep reverence, as music and vocal students came forward to touch the feet of both artists in a gesture of respect, who blessed them with palms resting briefly upon their heads. It was a fitting conclusion to a session that revealed that passion requires sacrifice, mastery takes a lifetime, and the choices we make ultimately shape who we become.

What had begun as a mystery for the students, with the stage, the Veena, the Theatre and the Tabla had, by the end of the session, become a fruitful learning experience for them to carry forward.

A Global Celebration of Jazz for Young Minds

*"Jazz is not just music, it's a way of life, it's a way of being,
a way of thinking." - Nina Simone*



True expression doesn't need a common language or perfection; it only needs people who are willing to listen. Twenty-three students and two teachers discovered this on the evening of 22nd April, when they attended an international jazz performance at Welham Girls' School, Dehradun. It was organised by Tender Roots, a charitable organisation that brings reputable artistes to perform at schools with the intent.

The Shanti Varma Auditorium was filled with children from various schools, including PYDS, Aasra Foundation, John Martyn School, and Welham Girls' School. As the lights dimmed on stage were five men and two women who then played instruments that our students had only seen in pictures or heard on TV, including the saxophone, trumpet, bass guitar, drums, and piano.

Besides entertaining the children present, the artistes also educated them about two nuances of jazz music - coordination and improvisation. Then the band invited the students to join, making the room alive with the tapping of feet, the whistles of Africa, and claps that the students learned in just minutes. The performers taught the children that rhythm could be made using nothing but their hands and voice. On

that night, the students from various schools, who were meeting for the first time, clapped in unison.

What struck the students most was watching the band communicate without words. Musicians from three different countries, who spoke different languages, created music together as though they shared one mind. Titi Luzipo from South Africa would nod to Alexander Beets from the Netherlands, who would signal Michael Varekamp, and the music would shift direction seamlessly. Mansi Chauhan (X A) said, *"The way they worked together, even though they are from different countries, taught me something. You don't need to speak the same language to understand each other."* The students realised that music is a universal language.

At the end of the performance, the students chanted *"Once more! Once more!"* In response, the musicians picked up their instruments and created a brand new piece on the spot as a tribute to Dehradun.

Vaishnavi (X B) said, *"They were so confident. They made mistakes, but they kept going. They turned those mistakes into a part of the music."*

For students, this was the first time they had seen a saxophone up close, the first time they understood that music could be created in the moment rather than memorised from a page. They realised that expression does not require perfection, that collaboration transcends borders, and that confidence grows not from avoiding mistakes but from moving forward through them.

The Good School Retreat A Journey to Jaipur

"The beautiful thing about learning is that no one can take it away from you." - B.B. King



The Good School Alliance (GSA) is a nationwide network that fosters community among students through its four guiding pillars: Service, Skill, Sport, and Study. Held from the 10th to the 14th of April at Mayo School, Jaipur, the retreat welcomed 12 schools from around the country. Three Grade VIII students, accompanied by their teacher, Ms Aakriti Barthwal, attended the event.

The retreat opened with a focused session led by author Bhairavi Jani, who outlined three guiding ideas, namely: Reading, Reflection and Relationship. To spark new connections, students were grouped and given names inspired by the “twelve powers” from her book, Highway to Swades. Guided by teachers from different schools, these mixed groups helped students move beyond their familiar circles. Aaradhya (VIII B) said, *“The interaction and the ideas from the book were no longer just the words on the page.”*

This spirit of exploration continued as students brought the 'Sport' pillar to life through morning sessions featuring basketball, swimming, and cricket.

On the second day, they attended a Learning Forward session on Wanted Backbencher and a Masterclass on The Courage to Be Happy, which highlighted that every student is unique, that even the children at the back of a classroom can excel if guided with patience and the right support. Mr Kartik Bijoria, GSA partner, spoke on mental health and resilience, and in the Artist in Residence session, students learned to create an unexpected range of colours using only red, blue, and yellow.

In the evening, the Ghumo Jaipur tour led the students into the heart of the City Palace, where they explored its royal galleries and stood among ancient armouries, passing the iconic Hawa Mahal on their way back. Nishav Rana (VIII B) said, *"Walking through the vibrant gates and royal museum made Jaipur's history feel real and truly awe inspiring"* The InMe activities tested them further with rope challenges and coordination games.

A major highlight on the third day was the Talent Show, where our students Aradhya, Nishav, and Peehu performed a lively group rendition of the bhajan '*Raghupati Raghava Raja Ram*', while their individual talents impressed as well. Nishav showed strong technical skill during his solo Pakhawaj performance, and Peehu brought grace and artistry to the stage with her solo dance.

On the final day, following a financial literacy session on the importance of saving, our students gave a presentation on how PYDS encourages all of them to pursue the four guiding pillars mentioned earlier. They highlighted the Navjeevan Programme and OTL initiatives for Service, modern innovation and arts labs for Skill, competitive sports and yoga for Sport, and fully equipped science and e-lab for Study.

Peehu Joshi (VIII A) said, *"The My Good School Retreat was an eye-opening experience. I realised how important coordination and communication are, especially during basketball and swimming. My favourite part was exploring the City Palace, where the 345 kg silver pot and the golden weaponry brought history to life. I loved learning to mix primary colours in the Artist-in-Residence session. From performing a Bhajan in the talent show to discussing how last benchers can succeed, the retreat taught me meaningful values and helped me build lasting friendships."*

A River, A Trail, and A Trust

"The best way to find yourself is to lose yourself in the service of others."

- Mahatma Gandhi



Treks for All is an inclusive adventure initiative of initiative of Pankaj Wadhwa, Director of Metores Trust. It is built on the simple belief that the outdoors should belong to everyone, especially people with disabilities. In collaboration with Aquaterra Adventures, a nature and outdoor specialised company, the programme offers safe, guided journeys for participants of all abilities, including those with visual impairment, autism, and physical disabilities. Between the 23rd and 26th of April,

Grade XI students Saurabh Thapli, Rupa Rawat, and Komal joined a Treks for All camp at Bagi, a village on the banks of the Tons River near Mori, District Uttarkashi. Tons is the largest tributary of the Yamuna. It rises in the snowfields of Bandarpunch mountain and runs swiftly and clearly through deep deodar and pine forests around Bagi. For our students, this was their first time in a setting where adventure and empathy were meant to travel together.

Our students travelled by school taxi to the historic town of Paonta Sahib, where they joined the larger group of participants from Delhi and Mumbai for the rest of the journey. The camp had been up on a quiet riverfront, with fourteen tents pitched among the trees and a larger dining tent. Upon arrival, each of our students was paired with a visually impaired buddy who would stay in their care for the days that followed: Saurabh Thapli (XI B) with Shrikant from Mumbai, Rupa Rawat (XI B) with Akanksha from Delhi, and Komal (XI A) with Rinku from Delhi. Though they were the youngest in the camp, the responsibility of guiding had been placed in their hands, as with their older peers. Small acts of guiding began to shape the rhythm of the camp from that first evening. Whenever Akanksha, Rupa's pair buddy, needed to use the washroom, Rupa would rise quietly and guide her along the path, gently calling out each turn and step as they walked.

The second day began with a 6:30 AM wake-up call and the students' first river rafting experience. Guided by local experts, they covered a 5 km stretch of the Tons River, laughing throughout, especially as their visually impaired co-rafters kept trying to jump into the water despite the guide's "forward paddle!" commands. By the time they reached the shore, their initial shyness was gone. Rupa Rawat (XI B) said, "*I learned how to work in a team and talk to strangers without hesitating.*"

In the afternoon, the group walked up to the historic Mahasu Devta temple in Hanol, where they observed the prayer rituals, listened to local folklore, and tried to lift the legendary *Bheem ke kanche*, massive stones said to have belonged to the Pandava prince Bheem. The guide (Prem Bhaiya) told the story of a Gujjar (tribal) woman who lost her life climbing a giant pine to win a bet with a local officer. He then showed the remains of that tree, a trunk that once stood as the tallest pine in Asia and remains a monument to the woman the village still remembers. By sunset, the students had spent a day with people whose courage had begun to shape their own, leaving them with a newfound strength and a deeper bond with their buddies.

The heart of the trip unfolded on the third day. After a short ride to the trailhead, the group embarked on a rigorous 7 km trek to a local waterfall. The trail was steep and challenging, yet the physical climb mattered less than the students' true responsibility: guiding the visually impaired participants.

Our students guided their buddies across the uneven ground, calling out, "*step up*

here," "small rocks on your way", and "the path turns now." The first hour was hard to coordinate, but soon an unspoken understanding and a steady pace replaced the initial hesitation. The group reached the waterfall, ate their packed lunches while resting on the rocks, enjoyed bathing in the cold spray, and then began the two hour descent. By the time they reached the trailhead, our students were more confident, proud that someone had walked the trail with their support. Saurabh Thapli (XI B) said, *"I have learned how to interact with people, to guide them politely, and to take on the small leadership role the trail asked of me."*

On the fourth morning, the group left camp at eight and arrived at school by evening.

In the four days of trekking through the forest, our students had to steward and look after their disability afflicted buddies. In addition, on the riverbank, at the temple, and during the long walk to the waterfall, they learned to speak with strangers, stay patient, and walk one step ahead for someone who needed them. Komal (XI A) said, *"This was a transformative experience that taught me that a disability does not limit dreams, adventure, or achievement. This experience will forever inspire me to promote inclusion, challenge stereotypes, and appreciate the extraordinary strength within every individual."*

From Soil to Salad

"The greatest fine art of the future will be the making of a comfortable living from a small piece of land." - Abraham Lincoln

The Regenerative Entrepreneurship journey began this March, facilitated by our volunteer Ms Shivaa Rawat, who had introduced our hostel students to the process and benefits of composting late last year. In continuance of her efforts with the support of five of our teachers, as well as the gardener, in April, she launched a project on regenerative growth. The project was designed to help students move from the theory of sustainability to its practice, unfolding across three distinct stages: an immersive field visit, a collaborative teachers' workshop, and hands-on cultivation at PYDS.



Witnessing Sustainability in Action at HemSurbhi Estate

As a first step, on March 31st, the hostel students of Grade VIII and five staff members travelled to HemSurbhi Estate in Mussoorie. This is an Aroma Science Communication Centre whose efforts have been dedicated towards the conservation of Himalayan medicinal and aromatic plants for 25 years. Students were welcomed with the melodic strains of Phool Dei, a Garhwali song that celebrates the arrival of spring as well as the sacred bond between people and nature.

Thereafter, the students embarked on a sensory journey through the Centre's museum, witnessing the evolution of distillation machinery and learning how natural ingredients are transformed into creams and oils. They explored the versatility of local resources, from paintings made of Bhimal fibre to the refreshing taste of buransh (rhododendron) juice. The morning then took a playful turn with a 'Selfie with Plants' competition, where winners Suraj Panwar (VIII B) and Akriti Chauhan (VIII A) took home a book on mushroom cultivation as their prize.

The day long visit concluded with a treat of gulkand and Bournvita laddoos, highlighting delicious, healthy alternatives to processed sweets. This experience, more than just awakening them to facts of nature, awakened the students to the vast entrepreneurial potential hidden within their own Himalayan roots.



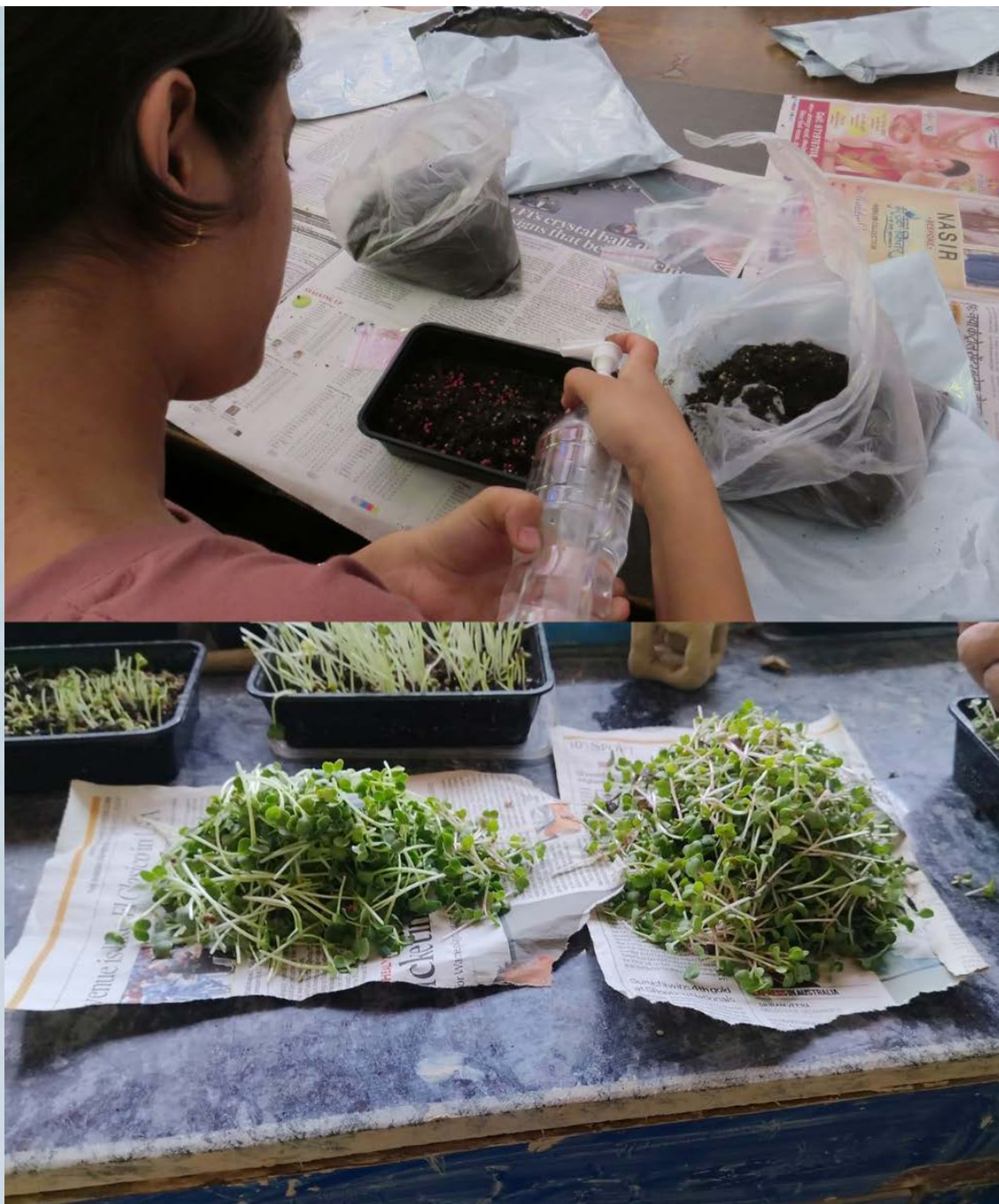
Empowering Educators in Regenerative Cultivation

The next phase began with a three day workshop by Ms Rawat in early April.

This was attended by five teachers, Mrs Rajni Rawat, Ms Pratiksha Rauthan, Mrs Shalini Negi, Mrs Rajvinder Kaur, and Mrs Archana Bisht, along with Madan Bhaiya, the school gardener.

On the first day, they examined the health and environmental costs of adulterated, packaged food and introduced microgreens as a dense source of vitamins, minerals, antioxidants, and Omega-3. Over the next two days, they moved into practical applications. The group learned to seed sunflower, mustard, wheat, carrot, and radish microgreens in small boxes, and were asked to observe the seeds for two to three days and to use the harvest in their own meals.

The workshop opened up a second possibility alongside the nutritional benefits: a small, manageable, and cost-effective setup that could, in time, grow into a modest enterprise. Madan Bhaiya noted, *"I realised that with just a week of care and the right temperature, these tiny seeds don't just provide health benefits to students today; they offer a real path for anyone to grow a business for tomorrow."* Through this workshop, he also discovered how to effectively integrate cocopeat into his own gardening practices.



Hands On Harvest

In their efforts at discovering the power of regenerative growth, hostel students of Classes VIII and IX were guided by the same four Class XII mentors who led the composting initiative earlier.

On Sunday morning, these students gathered in the dining hall at PYDS and divided into teams.

After breakfast, each student received a kit containing seeds, a packet of cocopeat, and a ventilated box. Kanishka (XII B) explained how they sowed the seeds: *"We laid a thin base of cocopeat, sprayed it lightly with water, and placed the seeds. Then, we covered them with another fine layer of soil and gave them a final sprinkle."*

The boxes were kept in the pottery section, where they received indirect sunlight. They were watered twice each day, by the staff in the morning and students in the evening. A short presentation on biomimicry closed the day, introducing students to the practice of following nature's designs, processes, and systems to solve complex human challenges.

In one week, the microgreens were grown and ready for harvest. The students cut the delicate stems with scissors, washed them, and mixed them into their lunch salad.

Niruta (XII A) said, *"This workshop showed us how to use biomimicry to turn a small microgreen project into an entrepreneurial venture. The most rewarding part was seeing everyone enjoy the healthy salad we grew, leaving us deeply motivated to protect and give back to nature."*

This "Regenerative Entrepreneurship" journey began for the students with an immersive study of Himalayan medicinal plants and culminated in a thriving, student-led microgreen harvest. By transforming simple boxes and cocopeat into a nutrient-dense "superfood" garden, students learned to bypass chemical-heavy growth chains. It proved that, with the right skills, environmental conservation and an entrepreneurial spirit can grow side by side.

Earth Day Celebration

"Earth is our home, so green and bright, filled with rivers, trees, and light."

- Gaurav Saini (VIII B)



On the 22nd of April, to mark Earth Day, the morning assembly commenced with a moving recitation led by Grade VIII. The words were simple, yet they lingered with the audience like an unspoken question: what are we doing to the place we call home? To carry the message forward, the whole day was dedicated to actively cultivating environmental stewardship.

After the assembly, Grades VII and VIII went to the art room for a poster competition, titled 'Our Power, Our Planet'. The students were divided into groups, and each one was handed a large sheet of paper. For the next 45 minutes, the room was filled only with the sound of pencils sketching outlines and voices quietly discussing ideas.

Faiza of Grade VII A drew a straight line down the centre of her sheet. On one side, she painted trees in vibrant green, brightly coloured flowers, and a sky unmarked by smoke. On the other side, she darkened everything: factories with chimneys, grey clouds, and a cracked and dying Earth. The two halves next to each other stood out

in stark contrast to each other, like a forewarning to us all. Across the art room, others were sketching the Earth with thick, muscular arms. Drawing the planet like a person, strong and capable, a way of showing that Earth has power.

A sense of camaraderie filled the room as students leaned over each other's shoulders, suggesting colours and dipping their brushes into shared paint pots. By the time they stepped back to look at what they had made, their shirts were streaked with green and blue, their hands were stained, and their work spoke more powerfully than any lecture could.

Through these vivid strokes of contrast, the students transformed a simple canvas into a call for environmental mindfulness.

In a collaborative initiative between Punaha Aranya, an organisation that works to preserve the environment, Dehradun Zoo, and the Forest Department of Uttarakhand, twenty students from Grades VII and VIII were invited to attend a workshop promoting nature awareness. The session began with a video presentation by Waste Warriors, an organisation dedicated to cleaning and conserving the Himalayas. The video captured their work in clearing plastic waste from mountain trails, revealing that hundreds of kilograms had been collected in just a single month.

Anshika Nautiyal (VII A) was struck by a specific detail: one hundred kilograms of plastic had been collected from the Himalayas in a single hour. She said she would now make sure to always throw her waste in the dustbin.

The workshop included three activities. Students presented the charts they had prepared at school the previous day under the guidance of their art teacher. The theme was 'What Earth Day Means to Me'. A quiz on environmental topics followed, testing the students' general knowledge about the planet. The final activity required students to paint jute bags on the spot and add a slogan related to Earth Day.

The Grade VII team secured the runner-up position in the oral presentation category. Vaidika Sharma (VII B) received a special prize for answering the most questions correctly during the quiz. Aradhya Bhardwaj (VII A) won third prize in the jute bag painting competition, and Dipanshi (VIII B) received a consolation prize in the same category.

Back at school, the younger students celebrated their own version of the day. Grades I to V sat in their science classes with drawing sheets in front of them. They drew what they thought the Earth needed: more trees, cleaner rivers, and animals safe in forests. Their drawings were taped to the notice boards.

The day concluded with a growing understanding that the planet does not heal itself, that care is not a celebration but a practice, and that the future is shaped by the small choices made by all of us every day.

An interview with Mrs Aditi Gupta

Holding Up the Mirror: Embracing observations to help us grow.



Mrs Gupta, a clinical psychologist from Pune who works with women and children in cases of abuse, spent six days at the school in early April, observing our work up close as a matter of interest. During this time her 12 year old daughter, Zayn Gupta, volunteered full time with the primary section, teaching the little children and engaging them in learning activities.

Mrs Gupta spent time observing the students of Grades I to V and made a note of several points. The students' discipline and manners stood out to her, particularly their respect for food and their gentle, ungreedy way of sharing when extra sweets were offered and the like. She appreciated how the physical education teacher allowed a disappointed student to express competitive grief safely after losing a relay race, showing an understanding of child psychology in sports. The school timetable also impressed her with the manner in which academic sessions were interspersed with creative and physical activities, thus keeping the students fresh and engaged throughout the day.

She also observed some gaps in our efforts, which she pointed out to the Principal. Illustratively, she pointed out that some slower learners were not getting the

requisite attention, not out of neglect, but because of them being placed in separate sections, making it harder to give them individualised attention. Her advice has been taken note of, and remedial steps are being taken.

Aditi's visit felt like a mirror held up, not to judge but to help. What stood out most for her was the school's openness to feedback and its genuine willingness to introspect and improve.

Chapters of Change A talk by Mr Sushil Ramola

"The future belongs to those who believe in the beauty of their dreams." -

Eleanor Roosevelt



A career is rarely a straight line; it is a collection of chapters, pivots, and 'innings.' To deepen this awareness among the students of Grades XI and XII, the school invited Mr Sushil Ramola, Chairman of B-ABLE Foundation, to address them on April 21. He was introduced to the students not as a distant success story, but as a live case study. A person who grew up in a small village in Tehri Garhwal district, Uttarakhand, in a joint family dependent on agriculture, and who, through sheer determination and hard work, built a successful career path that these students could emulate.

Mr Ramola spoke about how his father's determination to educate his children and his own unwavering focus on studies earned him national scholarships at both

Panjab University for a bachelor's degree in chemical engineering and later an MBA at IIM Ahmedabad. He described his professional journey in three innings. The first was a corporate career, as his education enabled him to earn, advance, and work globally. By his mid 40s, earning alone felt unfulfilling, and the second innings brought him to the social sector, founding B-ABLE, which has trained over thirteen lakh school dropouts for meaningful work successfully. He also returned to his remote village, refurbishing his ancestral house to pioneer community led tourism. Now, in his third innings, he dedicates his time to mentoring institutions and individuals committed to creating social impact. Drawing from his own long and complex journey to understand life's deeper purpose, he strives to make that path clearer and more accessible for the next generation.

Choosing conversation over the format of a formal lecture, Mr Ramola opened with a provocative question: *'What advantages do you (PYDS) have over students in other schools?'* The students responded with remarkable clarity, citing their capacity for unconventional thinking, a minimal fear of failure, and a deep sense of gratitude. Mr Ramola wove these insights together, highlighting the perspective of Aashi Pundir (XII A), who observed that challenging backgrounds often prepare individuals for future leadership. Starting with limited resources so as to reduce the fear of losses, and overcoming early hardships builds the resilience needed to navigate real world uncertainty, she said.

He then posed the same question to the teachers, who spoke about the satisfaction of teaching first generation learners, the freedom to innovate, and the privilege of contributing to the upliftment of communities.

Reinforcing this perspective, Mr Ramola shared how his middle school Hindi teacher tirelessly supported struggling students while continuing his own studies. The message resonated deeply: a school's true foundation lies in its teachers; it's built on passion rather than infrastructure. Anshika Bisht (XI C) shared that she came to understand *"the role of teachers; the importance of focusing on studies; persistence in completing tasks; and never giving up or losing hope."*

Looking ahead, Mr Ramola addressed a sobering reality. With graduate unemployment near 40%, the traditional path of securing a job is becoming increasingly limited. He urged students to rethink their futures by exploring entrepreneurship and self employment as meaningful and viable alternatives. Closer to home, as an example, he pointed to Purola's high density apple orchards, where farmers, supported by corporate partnerships, are increasing their incomes tenfold even on small plots of land. He also highlighted the untapped potential of rural tourism in their own backyards, waiting to be realised by those willing to see opportunities differently.

He closed with the Four Cs: Critical Thinking, Creativity and Innovation, Communication, and Collaboration. Learning, he reminded them, is lifelong-learning, unlearning, relearning. Divyansh (XI C) understood that *"true entrepreneurship demands the hard work to compete and the courage to take calculated risks in any career path."*

What stayed with students was not a list of Mr Ramola's career accomplishments, but something more profound. They left with the understanding that their circumstances are not limitations but foundations. The path ahead need not follow one template. Entrepreneurship is not reserved for the privileged. The skills they are building, adaptability, collaboration, and thinking beyond the obvious, are exactly what the future requires. For students who often measure themselves by what they lack, the day's most valuable lesson was learning to recognise what they already possess.

We are proud of Deepa Prasad (PYDS batch 2022)

"Every step forward begins with believing you deserve to take it."



Deepa Prasad, a 2021–22 alumna, comes from a family of four who live in Gangol Panditwadi, a small nearby village. Her father is a construction worker, and her mother is a homemaker. Supported by PYDS through its On To Life (OTL) programme, she secured a 100% scholarship to pursue a BBA in Banking and Insurance at Shoolini University. Post completion, she is employed as an Assistant Manager at Veranda Higher Education, an organisation engaged in the field of educational technology (EdTech) and executive training.

Deepa describes her journey as follows:

"I feel my time at PYDS shaped who I am today. As part of Yellow House (Amaltas), I explored pottery, dance, and sports, which helped me step out of my comfort zone. Swami Sir's constant motivation always inspired me to participate and give my best in everything.

I made some of my best memories through school visits, club activities, and trips like the Kumaon visit with my classmates, which helped me build strong friendships and confidence.

College life was a new and exciting phase for me. Living in a hostel, taking part in

co-curricular activities, and managing academics taught me independence and discipline. Maintaining a CGPA of 8+ and being among the top performers boosted my confidence in my abilities.

I began my professional journey as a Business Development Associate at PlanetSpark and, through consistent effort, was promoted to Assistant Manager at Veranda Higher Education. These experiences taught me that growth comes through persistence and self-belief, and that following your passion turns work into a path towards fulfilling your dreams.

Looking ahead, I aspire to become a Senior Manager in the next five years, leading a team and gaining strategic exposure. I also plan to pursue an MBA to further enhance my knowledge and skills.

To my juniors at PYDS, I would encourage you to make the most of every opportunity, follow your passion, and trust yourself. PYDS provides you with a platform to flourish, and your growth depends entirely on your own efforts.

Today, as I continue to grow in my career, I feel deeply grateful to PYDS for shaping who I am and giving me a strong foundation for life."

Donate to spread smiles!



With the onset of summer, the campus is alive with anticipation for another rewarding academic year. We extend our heartfelt gratitude to our patrons, whose steadfast support makes this journey possible. Wishing you all a safe, healthy, and wonderful season ahead.

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