

THE LEGACY

Standing at the dawn of a new millennium, “LEGACY” announces its emergence, defying all the hazards like the mounting burden of textual study on the students and the pressure of teaching commitments of the teachers. Without brooding too much on the jeopardy and hindrances of day-to-day life, the inception of LEGACY is another step to keep the tradition of Nava Nalanda alive – a tradition that has been inherited from annual which dates back to the Gupta age.

We have tried to portray an exquisite accumulation of an array of creative thoughts in this introductory edition where the budding poets, promising writers and artists in making, have exposed their adroitness through solicitation of varied aspects of academic curriculum. It will also serve as a source of constructive recreation.

LEGACY is a products of balanced admixture of textual erudition and creativity. Nava Nalanda’s thoughts, since inception, have often traveled off the syllabus, in the world of music, dance, drama, recitation, quiz, debate, eloquution, excursion, games and sports — where the ardour of the students are at its peak. The resultant zeal have played an indispensable role in the felicitous exposure of our students of dozens of extra-curricular activities over the years, be it within or beyond the school.

With full consciousness of the commitments of imparting schemes for the development of physical and mental aptness and the nourishment of progressive ideas, thoughts and sense of values in the juvenile minds, the evolution of extracurricular activities has always been thought amidst healthy competition. LEGACY comes another feather in its cap to detect the creative talent inherent in the child. It tries to expose the concealed fire of productive genius of the students. These assembled thoughts expressed through poems, stories, textual narratives and drawings bring to exposure the artistic excellence of varying age groups from 3⁺ to 8⁺. Though originally and spontaneity have been the main criteria for section, it was a colossal job for the teachers to make the final pick in order to unearth the hidden faculties which is not merely confined to textual learnings. The expressions, the feelings of our teachers are also reflected in the issue, where they too have portrayed their views in black and white.

Over the years, one of our most ardent problems was the provision of adequate and suitable space for our students. This has caused occasional irritation among the guardians, which is very much understandable. Though during the last 2/3 years, this problem has been somewhat solved through implementation of some positive approaches in the form of re-allocation of departments in newly purchased buildings, the requirement has not been totally met and a total annihilation of this inadequacy has not yet been possible. However, efforts in this direction are in progress and we are sure that the coming years will bring increasingly satisfactory results which will in this connection place us in a position of making both our students and guardians happy in a situation of illusory ambience.

We are hopeful that this endeavour called “Legacy” will break the monotony of class-room lessons and will provide thrill and pleasure to all its readers. Needless to say that all the members of the teaching staff have relentlessly worked to encourage and foster the works of the children. Amidst the load of teaching consignment, they have spread no pains to make “LEGACY” as perfect as possible. In spite of our best efforts, we cannot deny our responsibility for efforts, if they have found a place in this issue and hope to be excused for any omission or slip or misprint.

WE EARNESTLY WELCOME ANY CONSTRUCTIVE SUGGESTIONS FROM OUR READERS ESPECIALLY FROM OUR SUPPORTIVE AND PATRONISING GUARDIANS, WITH WHOSE BENEVOLENCE “LEGACY” IS SURE TO EXCEL IN FUTURE ERADICATING ALL THE DEFICIENCIES.

On behalf of all the members of the teaching staff, I wish all the readers a very happy and prosperous 2001.

HAPPY READING.

Arijit Mitra