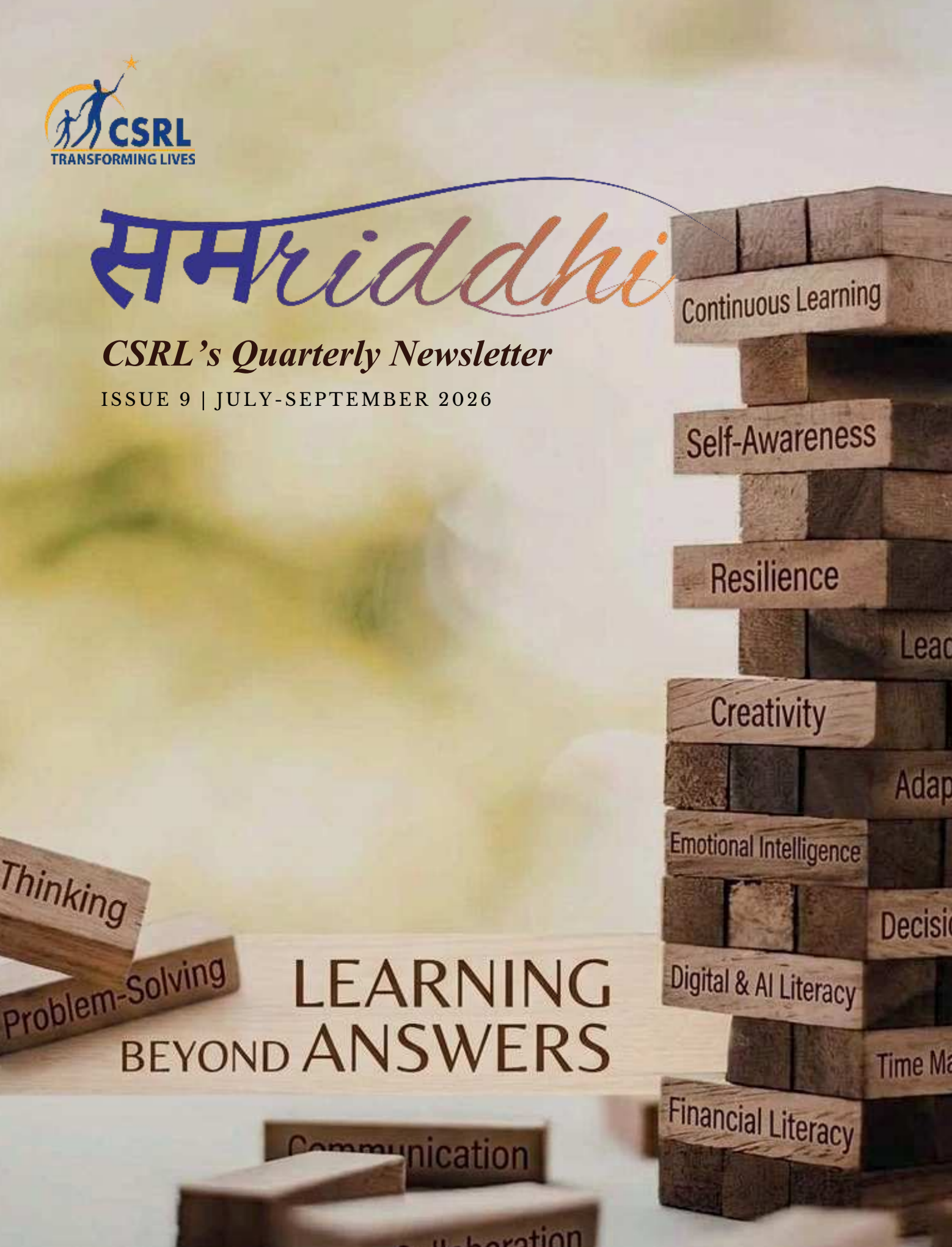
CSRL
TRANSFORMING LIVES

समriddhi

CSRL's Quarterly Newsletter

ISSUE 9 | JULY-SEPTEMBER 2026



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CSRL's Quarterly Newsletter

ISSUE 9
JULY-SEPTEMBER 2026

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Centre for Social Responsibility and Leadership (CSRL) is a registered society, founded in 2008, working for the betterment of society through education and skill development. Established under the visionary leadership of the **Late Mr. S.K. Shahi,** CSRL was created in response to the growing socio-economic inequalities in India, particularly impacting underprivileged communities. CSRL believes that education, discipline, and ethical leadership are the most powerful tools for social transformation. Through structured initiatives in the domain of Education and Skill Development, the organization works to bridge
opportunity gaps and nurture responsible, capable individuals who can contribute meaningfully to society.

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READER'S COMPASS

The future won't ask what
they scored,
it will ask what they can
solve.



Dear Readers



After decades of working, learning, observing and occasionally wondering why I chose a particular path in the first place, I have come to realise that some of the most important questions in life rarely come with a specific answer.

As students, we are trained to look for answers. A question is asked, an answer is expected, and the correct answer enables us to score marks. It is a useful system. It teaches us discipline, knowledge and gives us the the satisfaction of getting something right.

But life, on the other hand, is a much less well-organized examination.

There are questions for which answers are not directly found at the back of the book. There are decisions we need to take without having recourse to all the options. Life is an exceptional teacher which trains us to make a choice with incomplete information and learn to live with it.

Over the years, I have found that some of my most valuable learning has come not from getting things right, but from *getting them wrong,* forcing me to reflect on the why and try again. Experience has also taught me that knowing the answer is not always the same as understanding the question.

The world around our young people is changing faster than any syllabus can keep pace with. Technology can now provide an answer to almost anything within seconds. But the ability to ask the right question, recognise what truly matters, think critically and make a thoughtful choice remains deeply human.

Perhaps that is what education must increasingly prepare us for.

At CSRL, we work with young minds who arrive with a very clear objective: to successfully compete and secure a better future. And while that goal matters, I hope their journey gives them something more, the confidence to question, the courage to make mistakes, the patience to persist and the wisdom to know that not every problem has a specific solution. Hope they begin to realise that *'While answers can tell us where we have arrived, questions tell us where we can go next'.* And after years of experience, I find that the questions I continue to carry with me are often more valuable than the answers I once thought I had.

Perhaps that is the real joy of learning: *to know enough to find answers, but remain curious enough to keep asking questions.*

This is the thought behind this issue of Samriddhi- Learning beyond the answer.

Shri NK Bharali
Director General, CSRL

NEXT PHASE IN THE JOURNEY



BATCH 2025-26 ADMISSIONS

IIT	NIT	Other Engg. Colleges
1,704	2,545	3,532

NEET ACHEIVERS (2025-26)







Prabal Army Super 50
Sukna



OIL Pragyan Super 30
Jorhat



OIL Pragyan Super 30
Jorhat



ONGC Super 30
Golaghat



GAIL Utkarsh Super 30
Varanasi



HPCL Super 50
Mumbai

STANDING TOGETHER IN TIMES OF NEED

When communities face adversity, even the smallest act of kindness can bring hope and remind people that they are not alone.





In response to the floods in Assam, the team at OIL Pragyan Super 30, Dibrugarh, joined hands extend relief to flood-affected families in nearby rural areas. The initiative reflected a shared commitment to supporting communities during difficult times and ensuring that those affected felt cared for.

Beyond the immediate relief efforts, the initiative offered a valuable lesson in empathy, compassion, and social responsibility. It demonstrated how collective action, guided by a genuine concern for others, can make a meaningful difference in the lives of people facing adversity.

At CSRL, learning extends beyond academic achievement. It also means nurturing individuals who recognise their responsibility towards society and are willing to step forward when their communities need them.

As the affected families work towards rebuilding their lives, we hope they find the strength and support needed to recover and move forward. Because education is not just about building a better future for ourselves, but also about standing beside others when they need us most.















CELEBRATIONS & EVENTS



WHEN THE ANSWER IS ONLY THE BEGINNING

*Penned by **Ms. Garima Patel***
Alumna, GAIL Utkarsh Super 80 (2025–26),
IIT Mandi

When I joined CSRL, I believed learning meant finding the right answer and scoring good marks. I thought success was about ranks and results.

Over time, my thinking changed.

I realised that an answer can solve one problem, but the ability to think can help solve the next hundred.

CSRL taught me to ask questions instead of simply accepting things. I learnt that mistakes can teach us more than a correct answer ever could. Curiosity, patience and confidence matter just as much as results.

Peer learning became an important part of this journey. We learnt not only from our teachers but also from one another. Explaining ideas to friends, listening to different perspectives and solving problems together helped me understand concepts far better than studying alone.

Every discussion showed me that someone else's question could open a door I had never noticed.

Today, as an IMBA student at IIT Mandi, I use these lessons every day. Whether I am learning a new subject, working on a group project or facing an unfamiliar challenge, I don't panic. I question, experiment and learn.



Marks can measure what we know.
But learning beyond the answer shapes how we think, how we respond and ultimately, who we become.

THE SKILL OF BEING BORED

*Penned by **Mr. Omdeep Sarkar***
Alumni, OIL Pragyan Super 30, Dibrugarh (2025–26),
IIT Patna



When I look back at my journey of preparing for JEE at OIL Pragyan Suepr 30, I realise that it was never only about preparing for an examination.

Living away from home, following a demanding routine and studying day after day changed the way I looked at hard work and at myself.

THE FIRST WAS PATIENCE

When I started preparing for JEE, I believed hard work should produce immediate results. But there were times when I worked hard and still did not see the improvement I expected. A bad test could make an entire day feel wasted.

Slowly, I understood that improvement does not always arrive immediately.

I learnt to sit with a difficult problem even when the answer did not come. I learnt that one bad result could not erase all the effort that came before it. Sometimes, I simply had to start again.

Patience taught me to trust the process even when the result was not visible.

THE SECOND WAS DEDICATION.

Life in the hostel followed a demanding and repetitive routine: classes, studying, tests, examinations and then studying again.

There were many days when I did not feel like studying. But the routine did not change according to my mood.

"Patience taught me to wait. Dedication taught me to continue. Boredom taught me to stay."

That, for me, was the real meaning of dedication.

It is easy to work when we are motivated. The difficult part is showing up when we are tired, frustrated or simply don't feel like doing anything.

But the skill I value most is perhaps the strangest one:

THE ABILITY TO BE BORED.

In a world where we constantly look for entertainment and distractions, I learnt that boredom is not necessarily a bad thing.

Slowly, I learnt to remain engaged even when the activity itself was not exciting. I realised I didn't always need entertainment to keep myself occupied. I could study, solve problems or repeat the same task without constantly searching for something new.

Boredom became a training ground for concentration, patience and perseverance.

And perhaps that is one of the most useful things I learnt: not every day of hard work will feel productive, and not every effort will immediately give us the result we want.

But every day can teach us something, if we are willing to learn from it.

THE WRONG TURNS THAT LED ME FORWARD



Penned by ***Mr. Sanjay Bania***
Alumni, OIL Pragyan Super 30, Dibrugarh (2025–26),
IIT Roorkee

Much of my journey so far is tied to a place far from home.
During that time, I faced many problems and usually found solutions. But for a long time, I never stopped to ask what those problems were teaching me.
At the beginning of my JEE preparation, my entire day seemed to revolve around a physics question, a difficult mathematics problem or a chemistry reaction I could not remember.
Soon, that idea of preparation began to change.

Initially, every mock test felt like a judgement of my ability. A decent score meant I was doing well. A bad score meant I had done something wrong.
Sometimes I knew how to solve a question but made a silly mistake. Frustrated by not being able to solve a problem, I would repeat the same mistake again and again.
Whenever I looked at the solution, I would tell myself, "I knew this. But how did I still get it wrong?"

Gradually, I realised that my concept was not always the problem.

My attitude towards the problem was.

Our Mathematics faculty, once told us that after making an attempt to solve a problem, we may fail, but "the attempt never fails."
That stayed with me.
Looking at the solution was not enough. I had to ask myself: Where did I go wrong? What did I miss? What could I have done differently?
Sometimes I spent much longer on a problem than I expected. Sometimes an entire day of preparation felt unproductive. But every such experience taught me something that a correct answer alone could not.

JEE preparation taught me how to sit with a problem even when the answer was not immediately visible. It taught me that understanding something deeply is different from simply remembering a formula.

WHAT I CARRIED BEYOND THE CLASSROOM



Penned by ***Mr. Sarat Chandra Deuri***
Alumni, OIL Pragyan Super 30, Dibrugarh (2025–26),
IIT Kanpur

As a student and an aspirant, one question has often stayed with me:
Will I be able to do this?
Will I be able to fulfil what I have dreamt of?
And sometimes, another question followed:
What if it is not meant for me?
No matter how much I tried to push these thoughts away, they remained.
But somewhere along the way, I realised that I had to try anyway.
In that process, I received both correct and wrong answers. Surprisingly, the wrong ones often taught me more.
One example was overconfidence. I made mistakes in examinations because I was too sure of myself. Those mistakes taught me that knowing something is not enough. How we approach a situation matters just as much.

Life at *OIL Pragyan* taught me other lessons too.
Being away from phones and constantly surrounded by people helped me understand the importance of real connections. I learnt that when there is something we cannot understand or solve, having friends around can make the challenge feel lighter.
Living with friends and mentors for a year taught me things that books could not.
Once, my mentor told me not to chase marks or results during an examination. What mattered most was whether I had given my best.
That question stayed with me:
Did I give my best?
It was a question no textbook could teach me.
I also learnt that sometimes it is better to leave a difficult question behind. I have spent a lot of time trying to solve problems that simply would not yield. Eventually, I understood that knowing when to move on can also be a form of problem-solving.
Being around people every day taught me how to listen, speak, understand others and build relationships in a way that being on a phone never could.
I learnt patience. I learnt consistency. I learnt to keep working towards something I had committed to.
And perhaps most importantly, I learnt that the happiness and satisfaction that come from patience and hard work cannot be measured in examination marks.
My friends and batchmates taught me that when patience and hard work come together, they become consistency.
Before CSRL, my question was:
"What if I cannot do it?"
Today, it is:
"I can do it. Let me believe in myself."
And behind that change is one simple question:
Did I give it my all?
Today, I understand that success is not always about getting a great score or entering a great college.
Sometimes, success is simply knowing that you gave your best and being at peace with the effort you made.

A QUESTION MARK IS NOT THE END



Penned by ***Mr. Krishna Bangotra***
Student
Trikuta Super 30, Jammu

When I joined Trikuta Super 30, my goal was to prepare for NEET and secure a place in a good medical college. I measured my progress through marks and correct answers. Gradually, I realised that learning was not just about getting answers right, but understanding the reasoning behind them. At Trikuta Super 30, our teachers encourage us to look beyond solutions, question our understanding and learn from mistakes. I have discovered that a wrong answer can reveal a gap in knowledge, while a difficult question can teach us to think differently.

The journey has also taught me patience and resilience. Adapting to a new environment, managing a demanding routine and dealing with disappointing test scores were not always easy. Over time, I learnt to treat tests as opportunities to identify weaknesses and improve rather than as a judgement of my abilities.

Living and studying with other students has taught me to cooperate, listen and learn from different perspectives. These lessons, though not reflected in a marksheet, are shaping the person I hope to become.
I still aspire to become a doctor, but my journey is preparing me for more than an examination. For me, Learning Beyond the Answer means looking beyond whether an answer is right or wrong and asking what the experience can teach me.

Sometimes, the most important question is the one we ask ourselves after getting something wrong: What have I not understood yet?



LEARNING IS ALSO ABOUT *Unlearning*

Penned by ***Mr. Shriksha Jyoti Boruah***
Student
OIL Pragyan Super 30, Jorhat

When we think about learning, we often think about finding the right answer. But as a student, I have come to believe that the answer is only one part of the learning process.

It is the journey that leads us to the answer that shapes our thinking. It teaches us how to approach a new problem, try different methods and find possibilities beyond the most familiar route.

In today's world, almost every textbook problem can be answered with a quick search or a scan. That makes it even more important for us to nurture our own ability to think, question and solve.

We should not only ask, *"What is the answer?"* We should also ask, *"Why is this the answer?"* and *"Is there another way to reach it?"*

My time at OIL Pragyan Super 30, Jorhat has shaped this way of thinking. I have learnt to ask, infer and solve. As my teachers often say, *"Never run after the solution. Learn the process, and the answer will follow."* I now firmly believe this to be true.

Life in a residential learning centre brings a new lesson every day. There are lessons in resilience, determination, hope and teamwork. There are lessons in thinking beyond the lines of a textbook.

These lessons do more than prepare us for competitive examinations. They help us grow into better and more capable individuals.

Education is often described as the process of learning new things. But perhaps it is also the process of unlearning what we thought we already knew.

And sometimes, questioning an answer with a simple ***"why"*** can take us far beyond the boundaries of marks, equations and examinations.

That is where learning truly begins.

WHEN SUCCESS BECAME MY OWN



Penned by ***Ms. Riya Singh***
Student
Prabal Army Super 50, Pune

Success is a word we hear everywhere: in conversations, stories, TED Talks and poems. Yet, we all understand it differently.

I remember asking my primary school teacher what success meant after she described **Bill Gates** as a *"very successful man."*

"When you do great things," she told me.
As a child, I took those words literally. I thought that if I achieved something big, I would become successful.

I dreamt of going to the moon, studying the stars, becoming a superhero, a pop star or a great scientist. I imagined doing something extraordinary enough to see my name in the headlines, next to the word success.

Then I became a teenager, and life began to feel more real. My dreams started meeting my insecurities.

I am not good-looking enough to be an actress.
I don't have enough IQ to be a scientist.
Maybe I will never understand the stars and galaxies.
I don't have superpowers.

The possibilities that once seemed endless suddenly felt limited. I became vulnerable to the thought that perhaps I would never be successful.

One day, while I was sulking over the same question, I asked my mother, *"What does success really mean?"*

She looked at me for a moment, as if trying to understand everything going on in my mind.
"When you finally achieve what your heart truly wants," she said. *"Success won't come to you in one go. It may take many trials and many failures. But when it does come, it will be so sweet that you will remember its taste."*

That was when my definition of success changed.

I realised that success did not have to be something extraordinary or out of reach. It could be as simple as doing something I genuinely wanted to do and finding satisfaction in it.

It could take many trials, failures and setbacks. It might not bring money, fame or a place in the headlines. It might not even look "great" to someone else.

But if it mattered to me, it would still be success.
My success.

CHOOSE BEFORE YOU KNOW

*Penned by **Ms. Anjali Rai***
Student
Prabal Army Super 50



We live in a world where certainty is comforting. We want to know where a decision will lead, whether we are choosing the right path and whether there will be light at the end of the tunnel.
If I could tell my younger self one thing, it would be this: it is okay not to be certain.
It is okay to take an overgrown path. It is okay not to follow the exact trajectory others have imagined for you.

Sometimes, parents encourage us to choose a particular field because they know it well. They have seen where it can lead. But what if you want something different? Something they have no instructions for, no familiar roadmap and no tried-and-tested outcome?
You may be scared. You may be unsure. That is okay. The future is not ours to know.
But there is a difference between uncertainty and indecisiveness.

An uncertain path can still be yours to walk. Even a wrong choice can teach you something, because you chose it.
But what happens when you fall into a choice that was never yours? What happens when you allow someone else to decide simply because you were too afraid or too indecisive to make the decision yourself?

So, make a choice.

It may turn out to be wrong. It may lead somewhere unexpected. But it will be your decision. And sometimes, knowing that you chose to be where you are is enough to keep you moving.

THE QUESTION THAT CHANGED HOW I THINK…



Penned by ***Ms. Deepansi***
Student
Prabal Army Super 50, Pune

"When did I stop loving the thing I once loved?"

There was a time when a book was my life, when a blank page was never blank for me.
It was a doorway.
The moment I picked up my pen, I could create anyone, I could create a character, send them on adventures. I would write until my hand hurt.
I LOVED WRITING BOOKS.

Not because I thought I would become an author. Not because I thought it would look impressive.
Then my mom said something that seemed small at that time
"Writing books is a waste of time".
I remember opening my notebook after that and staring at the unfinished story inside it. The characters were still there. The plot was still waiting. I still had so many ideas in my head.
But suddenly, I felt guilty for writing them.
I told myself I had grown up
I told myself that maybe writing had only been a childish hobby.
But I wasn't honest with myself.
I hadn't stopped loving writing.
Then realization hurt more than I expected.

Because when did happiness become something that needed to be justified? Writing didn't give me marks.
It gave me something different.
It gave me a *VOICE.*
It taught me how to turn thoughts into words and feeling into stories.

Most importantly it gave me a place where I could be completely myself.
So, I started writing again.
At first it felt strange.
The blank pages that once felt like a doorway, now felt like a test. I worried whether my words were good enough?
Then I remember something.

My younger version would have never asked those questions.
So, I decided to write for her.
I didn't know whether I will publish a book. Maybe I will. Maybe I won't.
But I know that something doesn't have to be become a career to be meaningful.
Maybe the real question isn't "when did I stopped enjoying the thing I once loved"
Maybe it is
"When did I start believing that the things I love need to be useful?"
I don't want to make that mistake again.
Because sometime things are not meant to make you successful.

Some things are simply meant to make you feel alive.



THE FRIEND I MET IN MY YOUNGER SELF

Penned by ***Mr. Dhrubajyoti Chowdhury***
Student
ONGC Super 30 Agartala

Through the ether portal, where I entered the past in 2011.

I saw my younger self playing with sand. Flowers bloomed beside the fence in front of which he was building his sandcastle. The shade of the tree offered shelter from the summer heat.

"Hey. It's me!"

Birds chirped above us as the wind brushed past.

"Sorry, do I know you?"

"Yeah, you do."

He was crouched beside a pile of sand and sticks, with a green plastic mug filled with muddy water beside him.

"What are you making?"

"A castle."

I wondered how I could have known the word "castle" back then.

"I like the fence you made with the sticks."

"I like it too, but I can't get the tower up."

I looked at his little structure and knew what might help.

"Here, put some sand around the base like this."

I added sand around the bottom of the tower he was trying to build. He joined me with his little hands, scratching at the sand and pouring it where I pointed.

Once the base was firm, he swiftly placed one stick into the sand, then another. Before long, there it stood: a wonderful little castle, complete with a tower and a fence.

My younger self had learned to devise a solution to a problem.

We played until evening. By then, the sun was almost setting, and the two of us had become as comfortable with each other as brothers.

He told me how he had always wished for friends like me. He would imagine them beside him.

Then I told him:

"Now you know what it is like to have a friend."

"Yeah."

"And now you know what it is like to be a friend."

"Yes."

"Do you want to know more?"

"Please."

"For that, you need to make friends yourself."

"You need to show them that you care. And when you see them struggling, you must put sand around the tower they are trying to build."

His mother called him, and we went our separate ways. We would never meet again, and yet, somehow, we would remember what we had learned forever.

A friend in need is a friend indeed.

Perhaps every child should be taught not only how to make friends, but how to be one.

BEYOND THE MARKS: WHAT RESULTS REALLY TELL US

Penned by ***Mr. Jaswant Virat***
Manager
Department: Academics



In academics, learning is often measured through marks, ranks and the number of correct answers. These numbers matter, but they are only the starting point. Real learning begins when we ask why the result was what it was.

A low score does not always mean that a student has not studied. The reason could be an unclear concept, difficulty in applying it, repeated calculation errors, poor question selection or simply a gap in revision. Similarly, a good score does not necessarily mean that every concept has been understood well.

This is why, in our academic reviews, we look beyond the marks. *We analyse question-wise performance, identify repeated mistakes, review syllabus coverage and understand where students are facing difficulties.* Discussions with Project Teams and faculty help us connect these observations with what is actually happening at the centre. The purpose is not simply to report a result, but to understand what needs to happen next.

The same approach applies to doubt sessions and additional academic support. If students repeatedly struggle with a particular topic, conducting another test may not solve the problem. We first need to understand the gap and then provide the right support. *Sometimes the answer is more practice. Sometimes it is revision, discussion or a different way of explaining the concept.*

Peer learning also reminds us that learning does not happen through a teacher alone. When students explain a solution to one another, they have to think clearly and communicate their understanding. In many cases, explaining a concept becomes a test of how well a student has understood it.

Our responsibility is to create the academic framework, review performance across projects and work with Project Teams and faculty to continuously improve the learning process. This also requires us to review our own decisions: whether a test is giving us useful information, whether an academic plan is practical and whether the support being provided is addressing the actual need.

For us, learning beyond the answer means not stopping at, "What is the answer?" but asking, "Why is this the answer? Where did we go wrong? And what can we learn from it?"

The answer tells us what happened. The learning process tells us what to do next.

LESSONS FROM THE OTHER SIDE OF THE TABLE

*Penned by **Mr. Anmol Campbell***
Operations Department, Head Office



When I began my journey, like most young professionals, I believed that learning meant acquiring knowledge, finding solutions, and completing the tasks entrusted to me. Over time, however, my experience taught me that some of the most meaningful lessons come not from finding the right answers, but from learning to ask the right questions.

Working closely with the top management has given me a perspective on learning that extends far beyond textbooks, training sessions, or defined responsibilities. It has shown me that every decision has a context, every challenge has multiple dimensions, and every solution requires more than just technical knowledge.

One of the most valuable lessons I have learned is that understanding the 'why' behind a task is just as important as knowing 'how' to complete it. A seemingly routine assignment can involve coordination, planning, resource management, communication, and, most importantly, an understanding of the larger organisational objective. Observing how experienced leaders approach complex situations has taught me to look beyond immediate requirements and consider the long-term impact of decisions.

Working in an environment where priorities evolve & responsibilities often extend beyond one's defined role has also taught me the importance of adaptability. There are moments when a ready-made solution does not exist, when information is incomplete, or when a situation demands a fresh approach.

These experiences reinforced my belief that learning is not about knowing everything, it is about remaining curious, asking questions without hesitation, and having the willingness to learn from mistakes.

These learning carries a deeper significance because our work ultimately contributes to creating opportunities. Behind every operational decision, meeting, review, or process lies a larger purpose. Understanding this connection between everyday responsibilities and the organisation's mission has helped me

appreciate that efficiency is not merely about getting things done; it is about ensuring that they are done meaningfully.

Perhaps the greatest lesson has been understanding that leadership is not learned merely by holding a position. It is learned by observing how people handle responsibility, listen to differing perspectives, navigate uncertainty, and remain accountable for their decisions. Equally, growth requires the humility to recognise what one does not know.

As I continue my journey, I have come to realise that professional growth is not measured only by the responsibilities we acquire or the answers we provide. It is also reflected in the quality of questions we ask, the perspectives we develop, and our ability to turn everyday experiences into lasting lessons.

Learning beyond the answer means recognising that every answer can open the door to another question, every challenge can become an opportunity, and every experience can teach us something new, if we are willing to learn.



Mr. Ayush Gupta | Director – HR, GAIL at GAIL Gas Super 30, Ranchi

Every student's journey has a story of hard work, hope, and determination. Mr. Gupta visited GAIL Gas Super 30, Ranchi, to engage with students and learn about their experiences, aspirations, and preparation journey.



Mr. K. S. Shetty | Director – HR, HPCL at HPCL Super 50, Mumbai

A visit that brought leadership closer to young aspirations. He interacted with students as they work towards their dreams of entering premier engineering and medical institutions.



Ms. Anupama Pushkar | Regional President, Southern Star AWWA at Prabal Army Super 50, Pune

Celebrating the aspirations of young women in uniformed families. Mrs. Pushkar interacted with the aspiring medical students, recognising their dedication as they prepare for the next chapter of their academic journeys.



Mr. Rahul Chandra Das, ACS | Secretary, Assam State Youth Commission at Tezpur Super 100 Project

Investing in young people means investing in the future of Assam. Mr. Rahul Chandra Das visited the Tezpur Super 100 Project, connecting with students and underscoring the importance of nurturing their potential through education.



CSRL Leadership with the Chief Minister of Assam

L to R: Mr. Krishnamurti Singh, Director (Operations), CSRL; Mr. N. K. Bharali, Director General, CSRL; Shri Himanta Biswa Sarma, Chief Minister of Assam; Ms. Sukanya Bharadwaj, Deputy General Manager, School Projects; and Mr. Hariom Trivedi, Manager, IT.

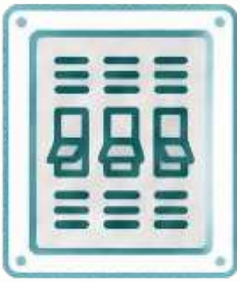


SETU Bandhan CSR Award 2026 for contribution to CSR & positive community impact through the education initiative.



Students of **HPCL Super 50 Mumbai** participated in the **India Energy Week 2027 Curtain Raiser** through a live telecast at Sardar Vallabhbhai Patel College, Andheri, Mumbai. The session provided an opportunity to gain insights into India's evolving energy landscape, emerging innovations, energy security, and the transition towards cleaner sources of energy.

THE THREE SWITCHES



You are standing outside a closed room. Outside are three switches. Inside the room is a single bulb. Only one switch controls the bulb.
You can operate the switches as many times as you like, but you may enter the room only once. Once inside, you cannot return to the switches.

How will you identify which switch controls the bulb?

CRACK THE CODE!

Think you know the values that drive success? Unscramble the words below and discover the ideas that make a difference. Put your brain to the test!

1. NOITACUDE
What opens doors to a brighter future?

2. PIHSRDAEL
The ability to guide and inspire others.

3. ENILPICSID
The habit that keeps you focused on your goals.

4. KROWMAET
Working together to achieve a common goal.

5. YTINUTROPPO
A chance to learn, grow or succeed.

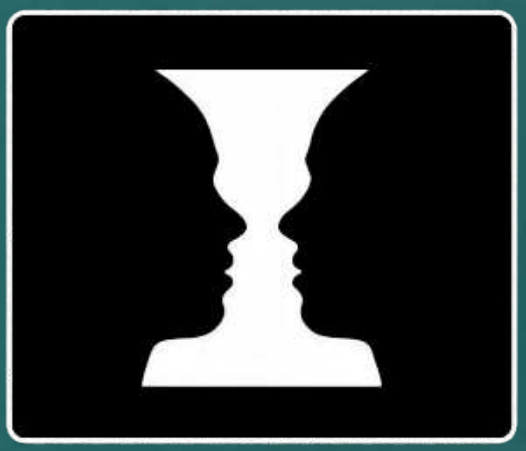
6. ECNELISER
The strength to bounce back from setbacks.

7. TCAPMI
The positive difference you make.

8. ECIVRES
Putting others' needs and the community first.

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WHAT DO YOU SEE FIRST?



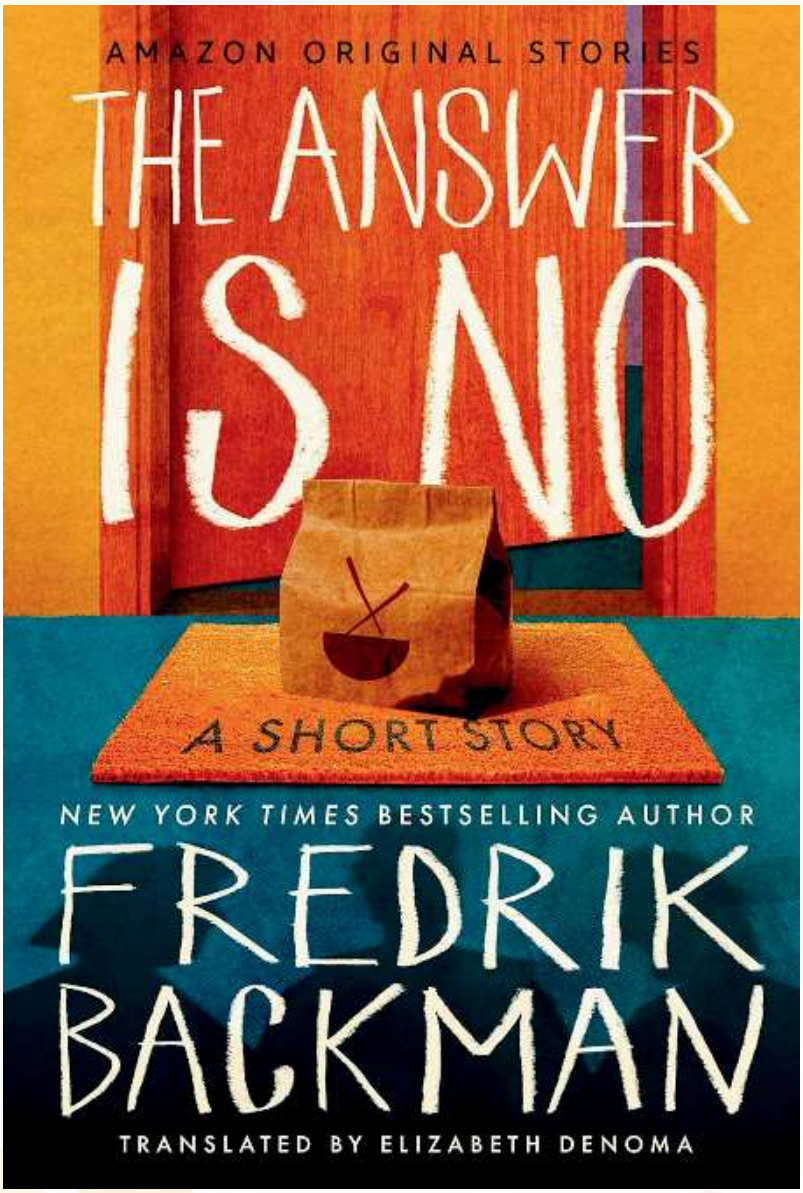
At first glance, you may see a vase. Look again, and you may see two faces looking towards each other.

The image has not changed. Your interpretation has.

Think about it: How often do we mistake our first impression to the complete picture? What might change if we paused long enough to consider another perspective?

THE ANSWER IS NO

"If you ask people what they think, they start thinking, and that's how wars start."



Fredrik Backman's The Answer Is No features memorable and witty quotes exploring themes of happiness, modern society, and human nature. The book touches on satirical observations about consumerism, the illusion of social media happiness, and the humorous antisocial tendencies of its protagonist, Lucas, who finds peace by minimizing human interaction. Other notable reflections tackle the burdens of decision-making, the frustrations of bureaucracy, and the surprising motivational power of spite over love.



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