



FILIX

SCHOOL OF EDUCATION

— *Annual Report* —

2025–26



Para, Purulia, West Bengal | CBSE Affiliation No. 2430246





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Annual Report 2025–26

Abstract



The academic year 2025–26 marks a significant chapter in the journey of Filix School of Education, a rural institution that continues to challenge prevailing assumptions about the relationship between geography and educational quality. Located in Para, Purulia—an area characterised by socio-economic constraints and limited access to quality education—Filix has emerged as a model that successfully integrates equity, excellence, and experiential learning. This report presents a comprehensive account of the school's academic achievements, pedagogical innovations, global collaborations, and holistic development initiatives. It reflects how a carefully designed educational ecosystem can transform not only student outcomes but also community aspirations.

“

EDUCATE
EMPOWER
ELEVATE



Para, Purulia, West Bengal



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FILIX

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Annual Report 2025–26

Introduction: — 

Education in the Margins



To understand the Filix School of Education, one must first understand its context. Purulia, situated in the western part of West Bengal, is often described through its limitations—its laterite soil, erratic climate, and economic vulnerabilities. Educationally, the region faces challenges that are common across many rural landscapes in India: inconsistent schooling, limited infrastructure, and a high proportion of first-generation learners.



Yet, it is precisely within this context that Filix suits its purpose. The school does not attempt to replicate urban models uncritically. Instead, it seeks to reinterpret quality education in a way that is both globally informed and locally grounded. The central question guiding its work is not whether rural students can match urban benchmarks, but rather how educational systems can be redesigned to unlock their inherent potential.





Equity with Excellence: *A Foundational Commitment*



At Filix, the idea of Equity with Excellence is not a slogan but a lived institutional commitment. It challenges a deeply entrenched belief within educational discourse—that increasing access inevitably leads to a compromise in quality.



The school approaches equity not as uniformity, but as responsiveness. Students arrive with varying levels of exposure, linguistic backgrounds, and learning readiness. Instead of imposing a single pace or method, the classroom adapts to these differences. At the same time, expectations remain high. Excellence is not reserved for a select few; it is positioned as an achievable outcome for all learners when supported appropriately.



This dual commitment is visible in classroom practices, assessment systems, and teacher engagement. It ensures that no child is left behind, while also ensuring that no child is held back.

“

Excellence is not a privilege for a few; it is a right for every learner.





The Child at the Centre: *Reframing the Classroom*



One of the most defining features of Filix is its insistence that the child must remain at the centre of the learning process. This principle reshapes not only what is taught but how it is taught.



Learning begins with the child's experience. Concepts are introduced through activities that are familiar, tangible, and meaningful. For younger learners, this might involve play-based exploration; for older students, it may involve problem-solving tasks or real-world applications. The emphasis is on creating an environment where curiosity is not only encouraged but becomes the driving force of learning.



This approach requires a fundamental shift in the role of the teacher. Instead of being the sole authority, the teacher becomes a facilitator—guiding discussions, designing experiences, and supporting reflection. The classroom transforms into a space of dialogue, where questions are valued as much as answers.



Over time, this child-centred approach cultivates a set of dispositions that extend beyond academic achievement: confidence, independence, and a willingness to engage with complexity.

“

When the child is at the centre, learning becomes meaningful, and growth becomes natural.





Academic Excellence: *Evidence through Outcomes*



While Filix prioritises holistic development, its academic outcomes provide clear evidence of its effectiveness. The Grade X Board Examination Results for 2025–26 represent a moment of collective pride for the institution.



With a school average exceeding 86%, Filix continues to perform significantly above regional benchmarks. This achievement is particularly noteworthy given the demographic profile of its students. Many come from households where formal education is a relatively new experience, and where academic support outside school is limited.



The list of top achievers reflects both individual excellence and the strength of the system. Students such as Mainak Maji, Aritra Dhang, and Soumili Kundu have demonstrated exceptional performance, crossing the 96% mark. Others, including Naitik Majumdar and Manisitha Dutta, have also achieved commendable results, contributing to a strong overall cohort performance.



Subject-wise achievements further reinforce this success. Mathematics and Information Technology have seen perfect scores, indicating a high level of conceptual clarity and application. Social Science, with the highest number of students scoring above 90%, reflects strong comprehension and analytical ability. Even in languages, where rural students often face challenges, performance has been consistently high.

GRADE X BOARD RESULTS 2025–26

SCHOOL AVERAGE

86%+

SIGNIFICANTLY ABOVE
REGIONAL BENCHMARKS



TOP ACHIEVERS

Rank	Student Name	Percentage
1	Mainak Maji	97.4%
2	Aritra Dhang	96.8%
3	Soumili Kundu	96.2%
4	Naitik Majumdar	94.7%
5	Manisitha Dutta	93.6%

SUBJECT-WISE HIGHLIGHTS

Mathematics	100%
Information Technology	100%
Social Science	Highest number of students above 90%
English	92%+
বাংলা Bengali	90%+
हिंदी Hindi	88%+
Science	88%+





In addition to the 2026 results, the CBSE School Performance Report for 2024–25 (declared in 2025) further strengthens this trajectory. Filix recorded an impressive overall average of 85.71%, significantly outperforming both state and national averages, with the boys' average emerging as the highest in West Bengal. This consistent academic excellence reflects a stable and deeply embedded pedagogical system.



At the same time, Filix's academic success is complemented by emerging achievements in sports and leadership development. The collaboration with the East Bengal School of Excellence has opened new pathways for students to engage in structured football training under professional guidance. This partnership has not only strengthened sporting excellence but has also contributed to discipline, teamwork, and aspiration among students, many of whom are experiencing formal sports training for the first time.



However, the school is careful not to reduce success to numbers alone. It recognises that each student's journey is unique. For some, achieving 80% represents a significant breakthrough; for others, it is the confidence gained through participation and engagement that matters most. The emphasis remains on growth, not just attainment.



CBSE SCHOOL PERFORMANCE REPORT 2024–25 (DECLARED IN 2025)

OVERALL AVERAGE

85.71%



Significantly above State and National averages



BOYS' AVERAGE
HIGHEST IN WEST BENGAL

PERFORMANCE COMPARISON (2024–25)

Category	Felix School of Education	West Bengal Average	National Average
Overall Average	85.71%	64.32%	60.35%
Boys' Average	86.90%	64.10%	60.83%
Girls' Average	84.41%	64.70%	59.88%

BUILDING LEADERS. BUILDING CHAMPIONS.



In collaboration with
East Bengal School of Excellence



“

Success is not just about where you reach, but how far you grow along the way.





Pedagogical Innovation:

Learning as Experience



The success of Filix cannot be understood without examining its pedagogical framework. At its core is a commitment to experiential learning, where knowledge is constructed through interaction with the environment.



In practice, this means that lessons are designed around activities rather than lectures. A science class might involve experiments and observations; a mathematics lesson might emerge from a real-life problem; a language session might integrate storytelling and creative writing. Students are encouraged to think, question, and apply.



This approach aligns with broader educational theories but is adapted to the local context. For instance, while global frameworks inform the design of activities, local materials and examples ensure relevance. The result is a learning experience that is both rigorous and relatable.



Learning by Doing



Language through Storytelling



Creative Expression



Maths from Real Life

Assessment Reimagined:

The Holistic Progress Card

Traditional assessment systems often prioritise memorisation and recall. Filix, however, adopts a broader perspective through its Holistic Progress Card (HPC).

THE HOLISTIC PROGRESS CARD (HPC)



Holistic Development. Lifelong Success.



The HPC evaluates multiple dimensions of development, including cognitive understanding, creativity, collaboration, communication, and citizenship.



Teachers provide continuous feedback, enabling students to reflect on their progress and set goals.



This approach has several advantages. It reduces the pressure associated with high-stakes examinations, encourages a growth mindset, and aligns assessment with the school's broader educational objectives. Importantly, it also provides parents with a more nuanced understanding of their child's development.



“When learning is an experience, understanding becomes lasting.”

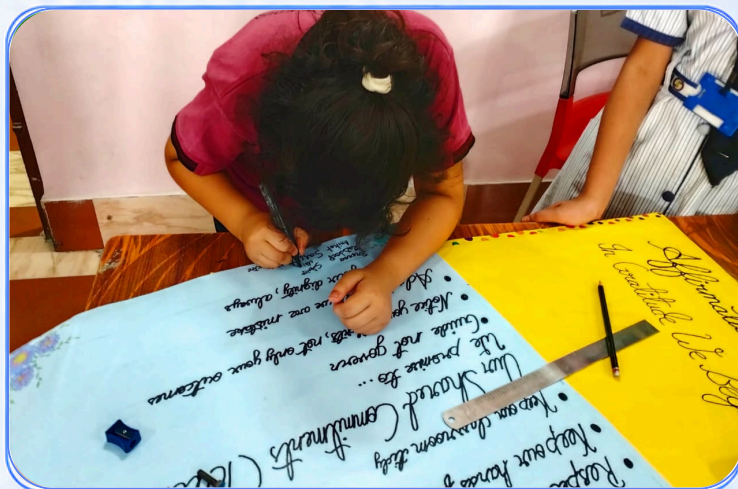




Integrating Global Science: *The Microbiology Programme*



More broadly, it challenges the notion that advanced scientific education is the preserve of elite institutions. Filix demonstrates that with the right support, rural students can engage with and excel in sophisticated domains of knowledge.



In Partnership with
Rowher's Lab



San Diego State
University, USA

Bringing Global
Scientific Excellence
to Rural Classrooms



PROGRAMME HIGHLIGHTS



Hands-on
Laboratory
Experience



Understanding
Microorganisms
& Processes



Experimentation & Scientific Inquiry



Teacher Training
& Capacity
Building



Global Exposure, Local Impact

“ Science knows no boundaries.
Curiosity begins here, discovery has no limits. ”





Finnish Pedagogy:

Rethinking Teaching and Learning



The visit of Ms. Lena Glenmark, an educator from Finland, marked an important moment in the school's pedagogical journey. Her sessions introduced teachers to the principles of Finnish education, widely regarded as one of the most effective systems in the world.



Key ideas included the importance of student autonomy, the value of flexible learning environments, and the need to prioritise understanding over memorisation. For teachers, these sessions provided both inspiration and practical strategies.



The impact of this intervention is visible in classroom practices. Teachers have become more reflective, more willing to experiment, and more attentive to individual student needs.



The integration of Finnish pedagogy does not replace existing practices but enriches them, creating a more dynamic and responsive learning environment.



KEY PRINCIPLES SHARED

	Student Autonomy	Empowering learners to take ownership of their learning journey.
	Flexible Environments	Creating adaptable spaces that support collaboration, creativity and well-being.
	Understanding Over Memorisation	Focusing on deep understanding, critical thinking and real-life application.
	Well-being First	Ensuring emotional well-being as the foundation for academic success.
	Equity and Trust	Building a culture of trust, equity and respect for every learner.



“When we trust teachers to teach, and students to learn, magic happens in classrooms.”

– Finnish Education Philosophy





Learning Beyond Disciplines: *Discover the World of Economics*



One of the most distinctive academic initiatives undertaken by Filix School of Education is the Discover the World of Economics (DWE) programme—an immersive, residential winter school designed to introduce young learners to the world of economic thought, public policy, and real-world problem-solving. Conceptualised as an intellectual bridge between school education and higher academic inquiry, DWE reflects Filix's commitment to expanding the horizons of rural learners while creating a platform for national academic dialogue.



The second cohort of DWE, held from 3rd to 7th January 2026 at the Nanritam campus in Purulia, brought together a diverse group of students from across India. Selected through a Statement of Purpose (SOP)-based process, the programme ensured that participation was driven not merely by academic performance, but by curiosity, critical thinking, and a willingness to engage deeply with ideas.



The programme encouraged students to reflect critically, collaborate meaningfully, and apply their learning to real-world challenges—preparing them not just to understand economics, but to use it as a tool for social transformation.

DWE AT A GLANCE

	Dates	3rd – 7th January 2026
	Venue	Nanritam Campus, Purulia
	Participants	Students from across India
	Selection Process	Statement of Purpose (SOP) based
	Focus Areas	Economic Thought, Public Policy, Real-world Problem Solving, Critical Thinking

PROGRAMME HIGHLIGHTS

- ✓ Expert-led interactive sessions
- ✓ Case studies and real-world simulations
- ✓ Collaborative projects and presentations
- ✓ Peer learning and national networking
- ✓ Reflective discussions and feedback from mentors



“ Ideas shape understanding.
Understanding shapes the future.
DWE opens the door. ”





Learning Beyond Disciplines

Discover the World of Economics



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PARTICIPATING INSTITUTIONS



La Martiniere
for Boys
Kolkata



The Heritage
School
Kolkata



Ramakrishna
Mission
Vidyalaya
Narendrapur



Ramakrishna
Mission
Vidyalaya
Purulia



Billabong
International
High School
Pune



Navkis
Educational
Centre
Bengaluru & Mysuru



Klorofeel School
Orissa



Felix School of
Education
Purulia



Diverse minds. Shared curiosity. One platform.

DISTINGUISHED FACULTY



Prof. Kaushik Basu
Chief Mentor
(Cornell University)



Prof. Prabhat Patnaik
(Jawaharlal Nehru
University)



Prof. Mahan Mj
(Tata Institute of
Fundamental Research)



Prof. Abhinandan Sinha
(Ahmedabad
University)



Prof. Anand Kumar
(Azim Premji
University)



Somya Bajaj
(World Bank)



Ideas from experts. Inspiration for life.



“When young minds meet great ideas,
curiosity turns into understanding,
and understanding builds a better world.”





The structure of the programme was carefully designed to balance theoretical grounding with experiential learning. Core sessions introduced students to key ideas in economics—ranging from the history of economic thought and inequality to game theory, behavioural economics, and development studies. However, these were not delivered as conventional lectures. Instead, they unfolded through discussions, case-based learning, simulations, and problem-solving exercises.



A defining feature of DWE was the integration of the “Filix Living Lab”—a field-based component rooted in the socio-economic realities of Purulia. Students engaged directly with local communities, observing patterns of livelihood, access, and resource distribution. These interactions enabled them to connect abstract economic concepts with lived realities, fostering a deeper and more nuanced understanding of development.



“ From ideas to action.
From classrooms to communities.
From learning to transformation.”



PROGRAMME STRUCTURE

Theory. Discussion. Application. Reflection.



Core Ideas in Economics

History of economic thought, inequality, game theory, behavioural economics, development studies and more.



Interactive Learning

Discussions, case-based learning, simulations, and problem-solving exercises.



Collaborative Environment

Peer learning, group projects, and academic dialogue.



Reflect & Apply

Connecting ideas to real-world challenges and solutions.

THE FILIX LIVING LAB: LEARNING IN CONTEXT

Understanding development by engaging with real lives.



Field Visits

Immersive engagement with local communities in Purulia.



Observe & Learn

Studying patterns of livelihood, access, and resource use.



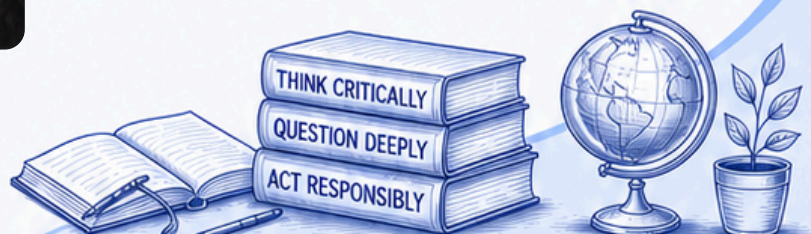
Connect Ideas

Linking economic theories with real-world experiences.



Nuanced Understanding

Building empathy, awareness, and responsible perspectives.





The programme also emphasised analytical and logical reasoning, introducing students to simplified modelling approaches used in economics. The focus remained on conceptual clarity and application rather than technical complexity, ensuring accessibility for all participants.



Equally important was the culture of dialogue that permeated the programme. Informal evening discussions, peer interactions, and faculty-student conversations created an environment where ideas could be debated freely. For many participants, this was their first experience of engaging with higher-order thinking in such an open and collaborative setting.



From an institutional perspective, DWE serves multiple purposes. It positions Filix as a national hub for interdisciplinary learning, demonstrates the feasibility of hosting high-quality academic programmes in rural contexts, and creates pathways for students—both within and beyond Filix—to access advanced intellectual engagement.



“ Great ideas begin in conversation, but they find meaning in connection. DWE turns curiosity into understanding, and understanding into purpose. ”



DWE: AN INSTITUTIONAL IMPACT



NATIONAL HUB FOR INTERDISCIPLINARY LEARNING

Bringing together students, faculty, and ideas from across India to foster interdisciplinary academic dialogue.



HIGH-QUALITY ACADEMICS IN RURAL CONTEXTS

Demonstrating that world-class academic programmes can thrive in rural settings with vision and collaboration.



PATHWAYS TO FUTURE OPPORTUNITIES

Creating opportunities for students to engage with advanced ideas and build futures beyond boundaries.



One week. Many ideas. A lifetime of impact.





For Filix students in particular, it provides exposure that is often limited to elite urban institutions, thereby bridging a critical gap in opportunity.



The impact of the programme extends beyond the duration of the workshop. Students return with enhanced confidence, sharper analytical skills, and a broader worldview. Teachers, too, benefit from the exposure, integrating elements of the programme into regular classroom practices. In this way, DWE contributes not only to individual growth but to the strengthening of the school's overall academic ecosystem.



Ultimately, the Discover the World of Economics programme exemplifies Filix's belief that education must move beyond disciplinary boundaries. By creating spaces where young learners can engage with complex ideas, connect theory with practice, and participate in meaningful dialogue, the school continues to redefine what is possible in a rural educational setting.



LASTING IMPACT



For Students

Greater confidence, analytical thinking, curiosity, and a broader worldview.



For Teachers

New perspectives and tools to enrich teaching and classroom engagement.



For the Institution

Strengthening Filix as a national platform for interdisciplinary learning and innovation.



For the Community

Creating pathways of opportunity and inspiring future leaders.



“Education is not the learning of facts, but the training of the mind to think.”
– Albert Einstein





Cultural Education: *Expression, Identity, and Discipline*

- ✓ Filix recognises that education must address the whole child, including their creative and cultural dimensions. The collaboration with the Odissi Vision and Movement Centre, led by Guru Sharmila Biswas, is central to this vision.
- ✓ Through regular sessions, students are introduced to classical dance as both an art form and a discipline. They learn not only technique but also the stories and traditions embedded within the movements. The process demands focus, patience, and emotional engagement.
- ✓ Cultural events such as Filix Fest and Palash further extend these experiences. They provide platforms for students to perform, collaborate, and express themselves. In doing so, they reinforce the idea that creativity is not peripheral to education but integral to it.



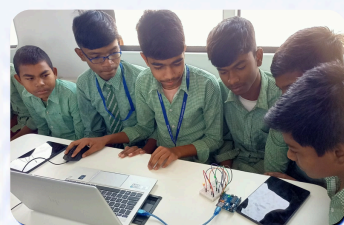
🏆 Moumita Mahato, a student of Filix, was selected for the prestigious Prerna Utsav 2026 (Batch-6) held in Vadnagar, Gujarat. Significantly, she was the only girl candidate selected from the entire state of West Bengal, marking a moment of immense pride for the institution.

Her selection reflects not only individual merit but also the school's emphasis on leadership, confidence, and holistic development beyond academics.



STEM Outreach: *Extending Impact Beyond the Campus*

- ✓ Filix's commitment to equity extends beyond its own students through initiatives such as the Maker's Lab on Wheels. By bringing STEM resources to neighbouring schools, the programme addresses disparities in access and creates opportunities for a wider community.
- ✓ The response has been overwhelmingly positive. Students who had previously encountered science only through textbooks are now engaging with hands-on activities.
- ✓ Teachers in participating schools are also exposed to new methods, creating a ripple effect.



Teacher Development: *Building a Culture of Reflection*

- ✓ At the heart of Filix's success is its investment in teachers. Professional development is not treated as a one-time activity but as an ongoing process.
- ✓ Workshops, mentoring sessions, and collaborative planning enable teachers to refine their practice.
- ✓ Importantly, they are encouraged to reflect on their experiences, share insights, and learn from one another.
- ✓ This culture of reflection ensures that innovation is not imposed but emerges organically from within the institution.





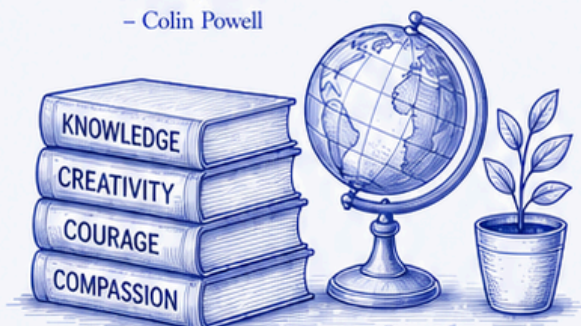
Challenges and Future Directions

- Despite its achievements, Filix continues to navigate challenges. Resource constraints, varying levels of parental awareness, and the complexities of scaling innovative practices require constant attention.
- Looking ahead, the school aims to strengthen its outreach programmes, deepen its integration of technology, and expand its global collaborations.
- At the same time, it remains committed to its core principles, ensuring that growth does not come at the cost of its identity.



“ Success is not an accident.
It is the result of preparation,
hard work, and learning
from failure.

– Colin Powell



STUDENT ACHIEVEMENTS AND RECOGNITION



International & National Academic Recognition



Queen's Commonwealth Essay Competition



**GOLD
AWARD**

Ujma Parween



**SILVER
AWARD**

Zainab Khatoon



**BRONZE
AWARD**

Umesh Chandra
Kumbhakar



**BRONZE
AWARD**

Zeeshan
Hussain



**BRONZE
AWARD**

Soumili
Sengupta



A proud testament to their hard work, creativity, and global vision.



Science, Innovation and National Competitions



National Space Kalpana Competition

Three Filix students, **Surabhi Chakraborty, Subhradip Dutta and Arnab Gorain** secured Top National Positions.



I Build for Bharat
(National Innovation Challenge)

Filix Innovators ranked among the **Top 80 teams** in India.



Dreams nurtured. Talent recognised. Futures inspired.





INSTITUTIONAL & STEM RECOGNITION



Infosys
Springboard
Summit 2025

Makers Lab
on Wheels
*received
Special Recognition*

ACADEMIC ENRICHMENT AND LANGUAGE EXCELLENCE



Spell Bee Achievement



Surjadeep Dutta



Manishita Dutta



English Speech Recital Competition



Surjadeep Dutta

SPORTS EXCELLENCE



Purulia District Chess Championship 2026



Ankita Mukhopadhyay
1st Place
(U17 Girls)



Monali Mahato
2nd Place
(U13 Girls)



Manaswita Kundu
2nd Place
(U9 Girls)

LEADERSHIP & CHARACTER DEVELOPMENT



Prerna Utsav Recognition



Moumita Mahato
Selected



Rick Choudhury
Selected

★ Leaders today, changemakers tomorrow.



CLOSING THOUGHT



“ In a landscape where limitations are often the starting point, Filix chooses to begin with possibility—and builds everything from there. ”



POSSIBILITY. PURPOSE. PROGRESS.

