

ANNUAL REPORT

2025-26

A photograph of children in blue school uniforms playing on a yellow swing set. In the foreground, a girl is seen from behind, wearing a blue shirt with a hummingbird logo and the text 'THE HUMMINGBIRD SCHOOL MAJULI'. Other children are visible in the background, some swinging and others standing.

**9 YEARS
OF
HUMMINGBIRD**

**LEARNING WITH
CURIOSITY,
COURAGE,
AND COMMUNITY.**

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PHOTO COURTESY: BRODIE HOPKINS MEDIA

ABOUT THE HUMMINGBIRD SCHOOL

A COMMUNITY-BUILT BEGINNING

The Hummingbird School is the flagship education initiative of Ayang Trust, and its journey began even before the organisation itself was formally established. The school was built from the ground up in the village of Kulamua on Majuli, Assam, through the collective effort of the local Mising community and the vision of the school's founder, Bipin Dhane. Driven by a shared hope for a better future for their children, community members from 19 villages came together to donate land, bamboo, timber, and their labour to construct the school. In January 2017, The Hummingbird School opened its doors with just 70 children.

EDUCATION IN THE CONTEXT OF MAJULI

Majuli, the world's largest river island, is also one of the most flood-prone regions in India. Communities here often face geographic isolation, limited access to educational resources, and high dropout rates. For the Mising community in particular, education has long been constrained by systemic inequities and infrastructural challenges. The Hummingbird School emerged from this context as a community-led effort to create a meaningful alternative, a school that could expand opportunities for children growing up in rural and flood-affected regions.





LEARNING THAT NURTURES LEADERS

The school's approach is grounded in contextual education and guided by the mission of nurturing a community of leaders, lifelong learners, and truth seekers. Learning at Hummingbird encourages curiosity, inquiry, and dialogue rather than rote memorisation. Students are encouraged to ask questions, think critically, develop scientific temper, and grow into compassionate leaders who contribute meaningfully to their communities.

A CHILD-CENTRED EDUCATIONAL APPROACH

The pedagogy at Hummingbird aligns with the spirit of India's National Education Policy 2020, placing the child, their cultural context, and their lived experiences at the centre of learning. The school integrates multilingual education, contextual content, and experiential learning to help students build both strong academic foundations and a deep connection to their identity and environment.



OUR VISION

The Hummingbird School will nurture a community of leaders, lifelong learners, and truth-seekers, who embody courage, compassion, and integrity, to move the arc of the universe towards dignity and fairness.



Students

305



Residential Students

91



Mentors

52

OUR VALUES IN PURSUIT OF

01

Integrity

Integrity means being honest and doing the right thing even when no one is watching.



03

Perseverance

Perseverance means continuing to try and not giving up, even when something is difficult.



05

Freedom with responsibility

Freedom with responsibility means having the right to make informed choices while also being accountable for those choices.



02

Equality

Equality means treating everyone fairly and with the same respect, regardless of differences - of age, occupation, cultural and religious background.



04

Excellence

Excellence means giving our best with efforts, sincerity and curiosity. Whether in learning, creativity or everyday responsibilities. Everyone is encouraged to strive for improvement and take pride in their efforts.

LETTER FROM THE LEADS



SREYA RAKSHIT

Academic Lead

Half a decade ago, I came to this river island to teach and mentor the first batch of Hummingbird students. Every day became a learning opportunity for me. Engaging with students—getting to know their dreams, their realities, and their challenges—deepened my conviction to be part of their journey.

As a teacher, I was searching for autonomy and the space to grow, to move beyond rigid curricula and exam-oriented approaches. My classroom evolved into a space where we brought in texts and ideas from across the world. We discussed not just what was prescribed, but what felt relevant. This strengthened my belief in what is possible for children from one of the most marginalized communities. Five years later, this cohort has completed their Grade 10 examinations and stepped into a world far larger than the one they have known.

Our students are not just thinking about careers—they are chasing their dreams. Prashanta is training to be a bowler at the Chennai Super Kings Academy while continuing his academics. Ranima, now studying in Bangalore, attended the Shikshagraha Conference at Guwahati and confidently moderated a panel of experts in education. When Chumchumi represented her school at the National Conference on Children and Nature, sharing her perspectives alongside peers from far more privileged spaces, it reaffirmed our belief that Hummingbird students are finding their place in the world.

These are just a few stories, but they fill me with immense hope—stories of young people who have journeyed from uncertain and difficult circumstances, where access to education itself was not guaranteed, to becoming confident individuals finding their place in the world. This year, our Grade 9 students hosted the second edition of the Ammo Children's Literary Festival, which brought together over 1500 students from across Majuli. Organizing the event became a rich learning experience—from design and communication to budgeting, fundraising, and event planning. They emerged as thoughtful leaders, creating a platform where children and teachers could come together to experience the joy of art and literature.

As the Academic Lead, I hope to see our school continue to grow as a learning community—one where relationships are nurtured with care, and every member feels a sense of agency and voice in shaping our school practices. I hope each person feels both supported and challenged, as they grow into the best version of themselves.

LETTER FROM THE LEADS



ADITH K.

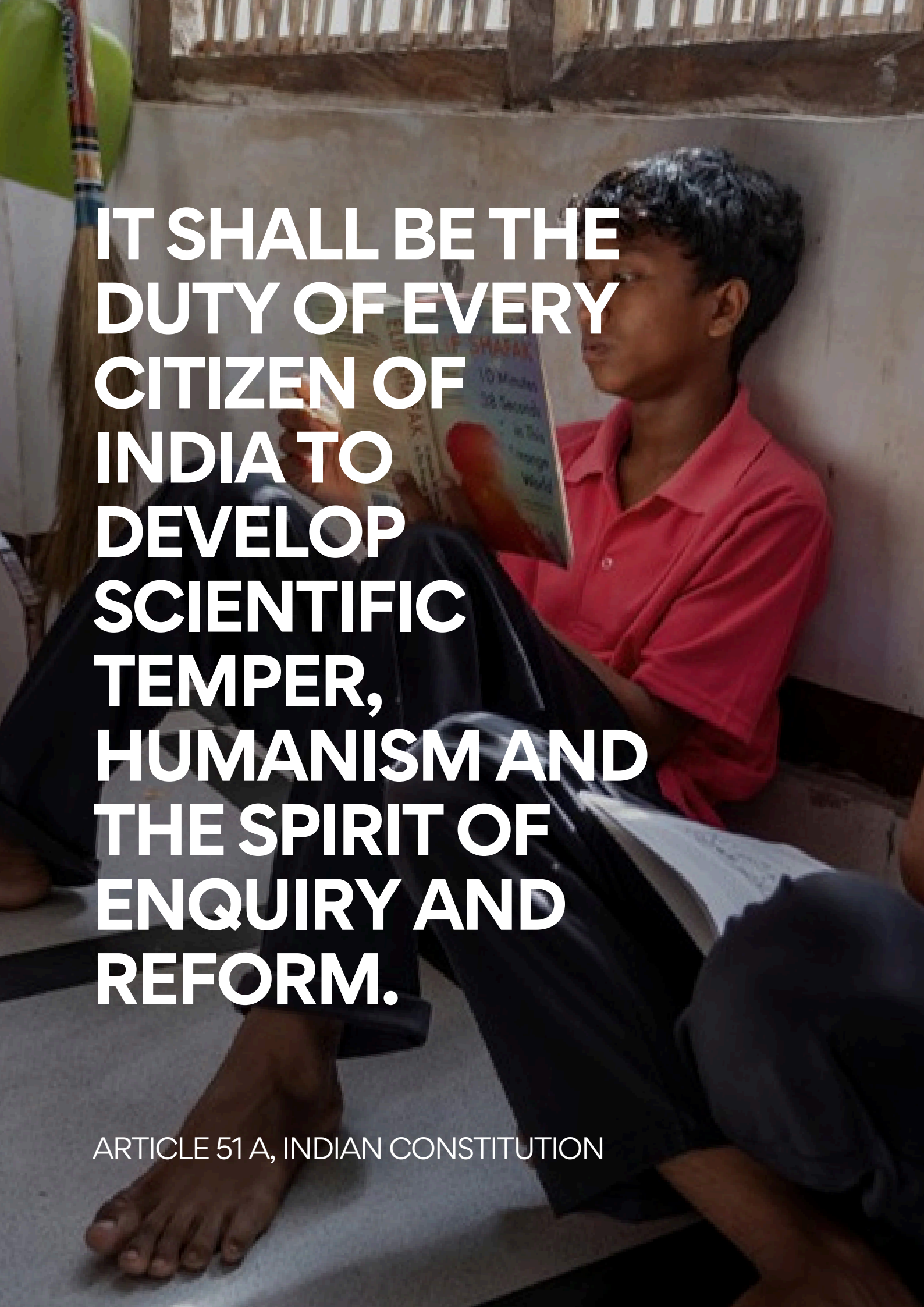
Administration Lead

My journey with The Hummingbird School has been anything but ordinary. The Hummingbird school is not any ordinary space, and anyone who has walked in at any point of the school's journey would see that. I joined the school in 2017 as a volunteer, wanting to teach dance and theater for a few weeks. And today, I write this foreword as a very new school Administrative Lead. The Hummingbird school throughout remains a space where learning has been at the center for all members of the community. What has kept me excited and wanting more from the space all through these years has been the sense of community, shared values, and ownership of the different kinds of people from different walks of life who have walked in and shaped the culture of the space. From the time when we were just a few bamboo walls with a roof getting washed away every year in floods to today, when many of the things that we were only dreaming of 10 years ago are slowly becoming reality.

One such dream of mine when I started off with the school was - children from these remote regions having access to quality art and theatre education as a part of their holistic education, just like any other child in a city would have. My tiny dream of children performing full-fledged musical theatre productions has not only come to realization but has also completed its 5th edition for grade 5 in English and 2nd edition for Grade 8 in Assamese, with different people taking charge and ownership of it.

As we step into the 10th year of Hummingbird School (and mine with the Hummingbird), I see how the community has truly made its pursuit towards creating leaders, lifelong learners, and truth-seekers. This happens in students only when the adults in the space are also on a journey themselves. Two of our teachers, Sarba and Bolin, in the last year have gone on to pursue their MA education and MA ECCE from Azim Premji University, Bangalore. Two of our students, Diya and Moyur, from class IX went for TSAALs leadership program in Rishikesh. One teacher, Rumi, going for a Gender and Inclusion workshop in Madhya Pradesh. Two teachers, Tulika and Nirama going for Facilitation training program in Delhi. The academic lead, Sreya, doing a School Leadership certificate program at APU and me, doing a PG Diploma in Development Leadership from APU.

The Hummingbird school has been a space that has organically grown in a way where each of us as community members have come together and contributed to things we were passionate about as individuals and towards our collective dream— kinder, responsive, and contextual education. This is the Hummingbird we continue to build... where each of us remains a learner, and where that commitment quietly shapes the kind of world we hope our students will step into.



**IT SHALL BE THE
DUTY OF EVERY
CITIZEN OF
INDIA TO
DEVELOP
SCIENTIFIC
TEMPER,
HUMANISM AND
THE SPIRIT OF
ENQUIRY AND
REFORM.**

ARTICLE 51 A, INDIAN CONSTITUTION



PHOTO COURTESY: BRODIE HOPKINS MEDIA

LEARNING AT HUMMINGBIRD



AT THE HUMMINGBIRD SCHOOL, LEARNING GOES BEYOND TEXTBOOKS AND CLASSROOMS.

Instead of focusing only on memorisation, the school encourages children to explore ideas through questions, projects, and real-life experiences. Classrooms become spaces of dialogue where students engage with their environment, their culture, and each other. By combining academic learning with community knowledge and creative exploration, Hummingbird nurtures confident learners who think critically, lead with empathy, and grow into active contributors to their communities. Read on to get a glimpse of what unfolded this year!

EXCERPTS FROM *PROJECT-BASED LEARNING*

At The Hummingbird School, Project-Based Learning is rooted in real-life experiences and encourages students to learn by doing, questioning, and reflecting. It moves beyond textbooks to connect classroom concepts with lived realities, allowing students to engage with meaningful questions and explore the world around them. Through this approach, students build critical thinking, collaborate with others, and take ownership of their learning, making the process both relevant and deeply engaging.



Enhanced real-
world application
of learning



Improved
collaboration and
critical thinking



Increased learner
autonomy and
confidence

HOW CLASS 4 PRESERVED FOOD AND CULTURE

EXPLORING INDIGENOUS FOOD PRACTICES

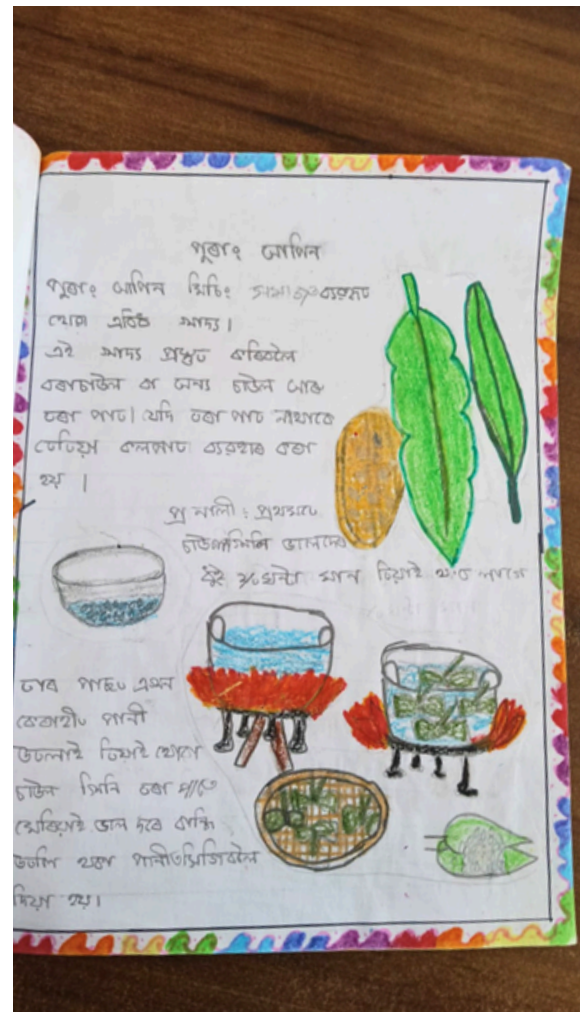
The Recipe Book project introduced Class 4 students to traditional methods of preserving food using local ingredients. Through familiar dishes such as namching and kharichha, students learned how seasonal fruits and household items can be stored and used over time, connecting classroom learning with everyday life.

HANDS-ON LEARNING AND COLLABORATION

Students actively participated in collecting materials, researching at home, and preparing preserved food items like pickles. Working in groups, they discussed tasks, shared responsibilities, and ensured equal participation, making the learning process interactive and collaborative.

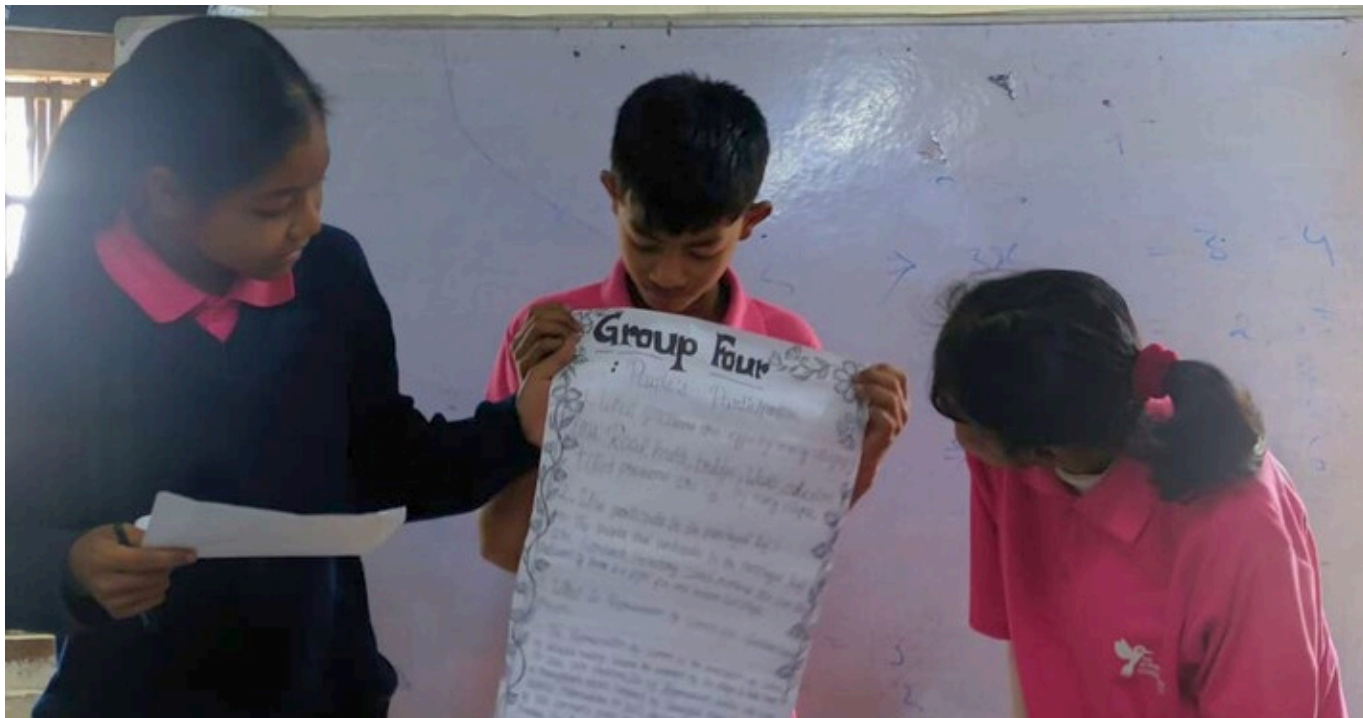
BUILDING SKILLS AND UNDERSTANDING

Through creating and presenting their work using drawings and simple documentation, students developed practical skills, confidence, and creativity. The project also highlighted the importance of teamwork, helping students understand concepts better through shared learning and discussion while fostering cultural awareness.



“When children worked together, their understanding became stronger and the learning process more joyful.

-Mentor reflects on the project



HOW CLASS 6 EXPLORED LOCAL GOVERNANCE

What does local government actually look like in our own villages? This question guided Grade 6 students as they explored grassroots democracy through a hands-on Project-Based Learning (PBL) experience.

The learning began during the holidays, when students independently observed their surroundings, identified local issues, and spoke to community members including Panchayat representatives, teachers, and elders. Through these conversations, they explored how decisions are made, who participates in them, and what role local institutions play in addressing everyday concerns. Some students documented challenges such as road conditions, water access, or waste management, while others reflected on the importance of participation in Gram Sabha meetings and the space for children's voices in democracy.

When school reopened, this individual exploration transformed into collective inquiry. Working in groups, students examined different aspects of the Panchayati Raj system—from village-level governance to district-level structures, as well as questions of participation and representation. They shared their findings, discussed common concerns, and collaboratively created visual presentations that connected their field observations with classroom concepts.

What stood out through the process was not just an understanding of governance structures, but a growing sense of connection and responsibility. Students began to see democracy not as an abstract idea, but as something that shapes their immediate environment—and something they can actively engage with. The project also fostered confidence in speaking, strengthened collaboration, and encouraged critical thinking grounded in real-life contexts. This PBL experience reflects the school's commitment to making learning meaningful, participatory, and rooted in the world students inhabit.

CLASS 7: A JOURNEY OF CHOICE, INQUIRY, AND EXPRESSION

Designed to encourage independence and ownership, the Self Learning Self-Paced Project (SLSP) allowed students to choose from History, Geography, and Political Science, and present their learning across two stages. Each student worked individually to research, analyse, and present their ideas through written work, visuals, and reflection.

What stood out

- Strong student preference for Geography and real-world themes
- Noticeable improvement between first and second presentations
- Active peer engagement through questions and discussions
- Emerging confidence in independent research and expression



Students approached the process with sincerity and care. Many presented their work clearly and responded thoughtfully to questions, while classroom interactions during presentations remained lively and participatory. For several students, this was their first experience of presenting in a structured format, making it a valuable step in building confidence.

At the same time, the process highlighted areas for growth—particularly in voice modulation, body language, and overall confidence while speaking. With continued practice, these skills can be strengthened. Overall, the SLSP created meaningful space for students to take charge of their learning, think critically, and express themselves with increasing clarity and confidence.

Yes, housework is definitely real work. Although it is often called invisible and unpaid labour, it is not considered a job because it is done at home and does not earn a salary. However, it is physically demanding and time-consuming. Tasks like cooking, cleaning, washing clothes, and caring for children are everyday responsibilities. Housework is crucial for the household because it supports working family members and helps the home run smoothly, making it just as important as paid employment.

-Students reflect on invisible labour in everyday life, through SLSP



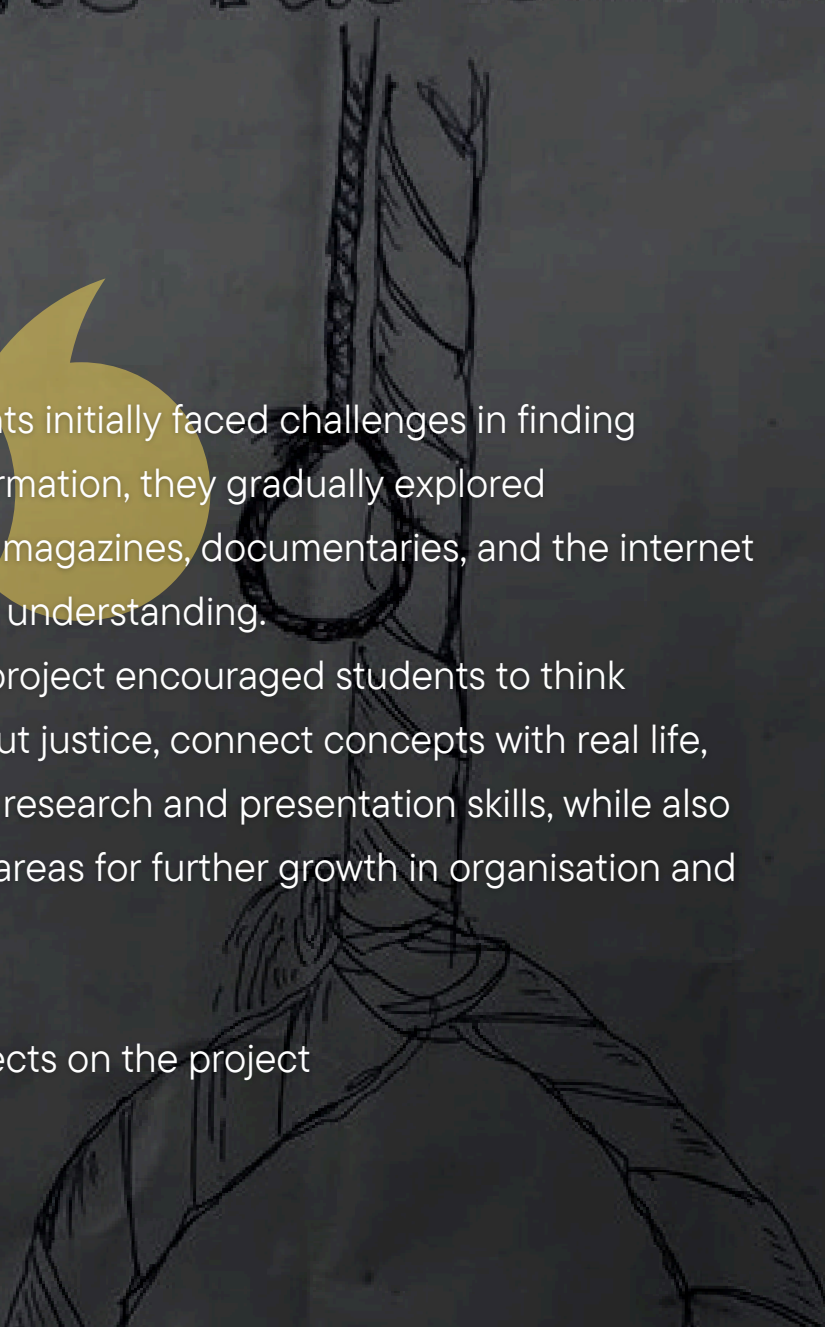
QUESTIONING JUSTICE: A CLASS 8 INQUIRY



CAN LEARNING ABOUT JUSTICE BEGIN WITH REAL STORIES INSTEAD OF DEFINITIONS?

For Grade 8, this question shaped a Project-Based Learning (PBL) journey on “The Judiciary”, where students explored the system through real-life cases. Individually, they analyzed cases by identifying key elements such as the type of law, court level, and judgement, while also reflecting on the fairness of decisions. This understanding deepened through group work, where students collaboratively presented their cases using charts and discussions, explaining court structures, the role of the judiciary, and the idea of judicial independence.

JUSTICE FOR NIRBHAYA



While students initially faced challenges in finding relevant information, they gradually explored newspapers, magazines, documentaries, and the internet to build their understanding.

Overall, the project encouraged students to think critically about justice, connect concepts with real life, and develop research and presentation skills, while also highlighting areas for further growth in organisation and confidence.

-Mentor reflects on the project

At the heart of the project:

- Real-life cases as entry points to learning
- Independent research using diverse sources
- Collaborative presentations and discussions
- Reflection on fairness, access, and delays in justice



PHOTO COURTESY: BRODIE HOPKINS MEDIA

ACTIVITIES

Beyond the classroom, students participated in a variety of activities that fostered creativity, collaboration, and connection with their surroundings. These experiences played an important role in shaping a joyful and holistic learning environment.

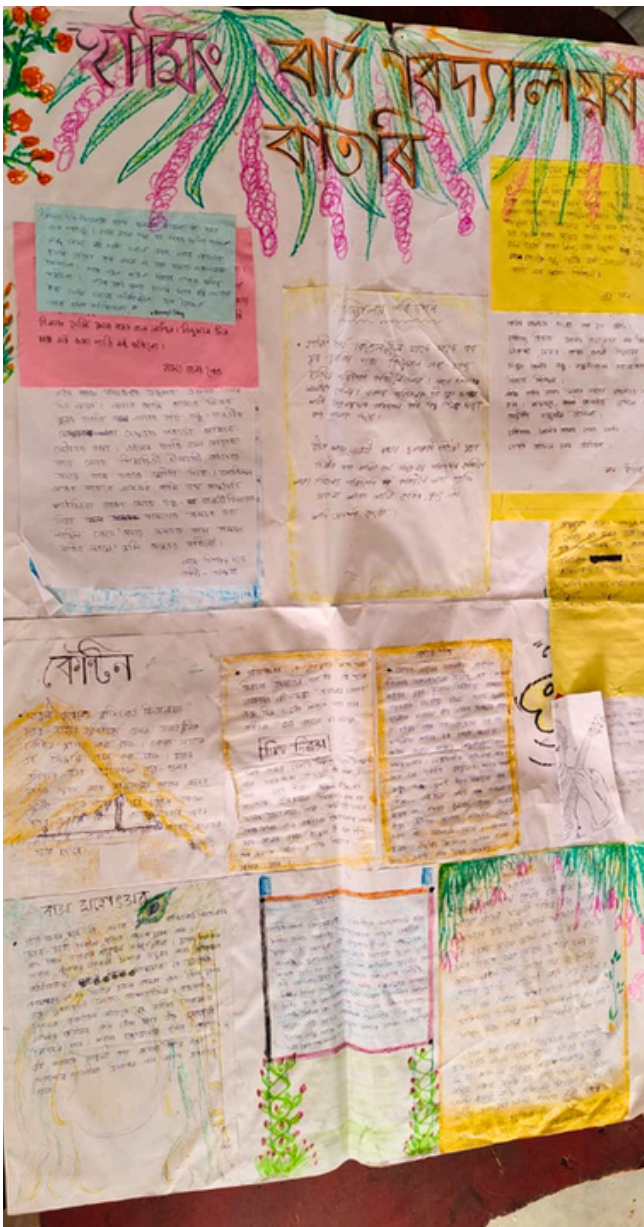


LEARNING AS YOUNG REPORTERS

Class 7 students took on the role of young reporters through the Hummingbird News project, documenting and publishing school events every three months.

Skills learnt

- Observation and information-gathering skills
- Writing and structured communication
- Collaboration and teamwork
- Confidence in expression and presentation



Beginning with simple reflections, they gradually learned to observe, gather information, and present everyday experiences in a structured and engaging manner. Working collaboratively, students shared responsibilities and supported one another, building confidence and clarity in expression.

The process not only strengthened their writing and communication skills but also fostered a sense of ownership in capturing and sharing their school's stories.

LEARNING THROUGH A CLASSROOM MARKET



A STUDENT-LED INITIATIVE INTEGRATING MATHEMATICS AND LIFE SKILLS

Class 3 students transformed the school into a lively village market by bringing local items such as vegetables, bamboo crafts, and handmade goods, and setting up their own stalls. Taking on roles as shopkeepers and cashiers, they applied mathematical concepts like addition, subtraction, multiplication, and calculating change in real-life situations. Beyond academics, the activity strengthened communication, teamwork, and problem-solving skills as students interacted with customers and managed their stalls. It also reinforced environmental awareness by encouraging the use of reusable bags. The experience created a joyful and engaging learning environment, with students showing confidence and pride in their work, supported by the enthusiastic participation of parents and staff.



LEARNING THROUGH THE SENSE OF SMELL

This activity brought together storytelling, sensory exploration, and cultural context to create a deeply engaging learning experience for UKG students. Centred around the story *I Can Smell*, children moved beyond listening to actively experiencing the concept through a hands-on cooking activity, where they prepared kheer with their teacher.

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CLASSROOM HIGHLIGHTS

GRADES

BAMBOO CRAFT

Students engaged in hands-on bamboo craft, learning to create everyday utility items while developing patience, coordination, and an appreciation for local craftsmanship.

4

5

ENGLISH THEATRE

Students explored storytelling and performance through English theatre, building confidence, language skills, and creative expression.

ENTREPRENEURSHIP

Students experienced real-world entrepreneurship by planning events and running stalls, gaining practical skills in budgeting, teamwork, and decision-making.

6

GRADES

7

PUNSANG

Students led the creation of a bi-monthly wall magazine, curating and editing content across grades while strengthening writing, collaboration, and organisational skills.

ASSAMESE THEATRE

Students engaged with regional language and culture through Assamese theatre, enhancing communication skills and cultural understanding.

8

AMMO

Students conceptualised and led Ammo, a children's literary festival, demonstrating leadership, collaboration, and ownership in organising a large-scale creative event.

9

Classroom Highlights represent a set of distinctive, grade-specific learning experiences designed to extend learning beyond the formal curriculum. Each class engages in a focused activity that is experiential, creative, and rooted in real-world contexts. These include hands-on work such as bamboo craft and entrepreneurship, as well as expressive platforms like theatre and student-led publications.

Through these initiatives, students are encouraged to take ownership of their learning, collaborate with peers, and apply their knowledge in meaningful ways. Classroom Highlights reflect the school's commitment to providing a holistic learning environment that integrates practical skills, creativity, and cultural relevance.

CLASS 4 : EXPLORING BAMBOO CRAFTSMANSHIP

Class 4 students engaged in bamboo craft activities during the academic year 2025–26, gaining hands-on experience in working with locally available materials. Through this process, they created items such as round dryers, bamboo buckets, brooms, and small sheds, developing an appreciation for indigenous craftsmanship and practical skills.

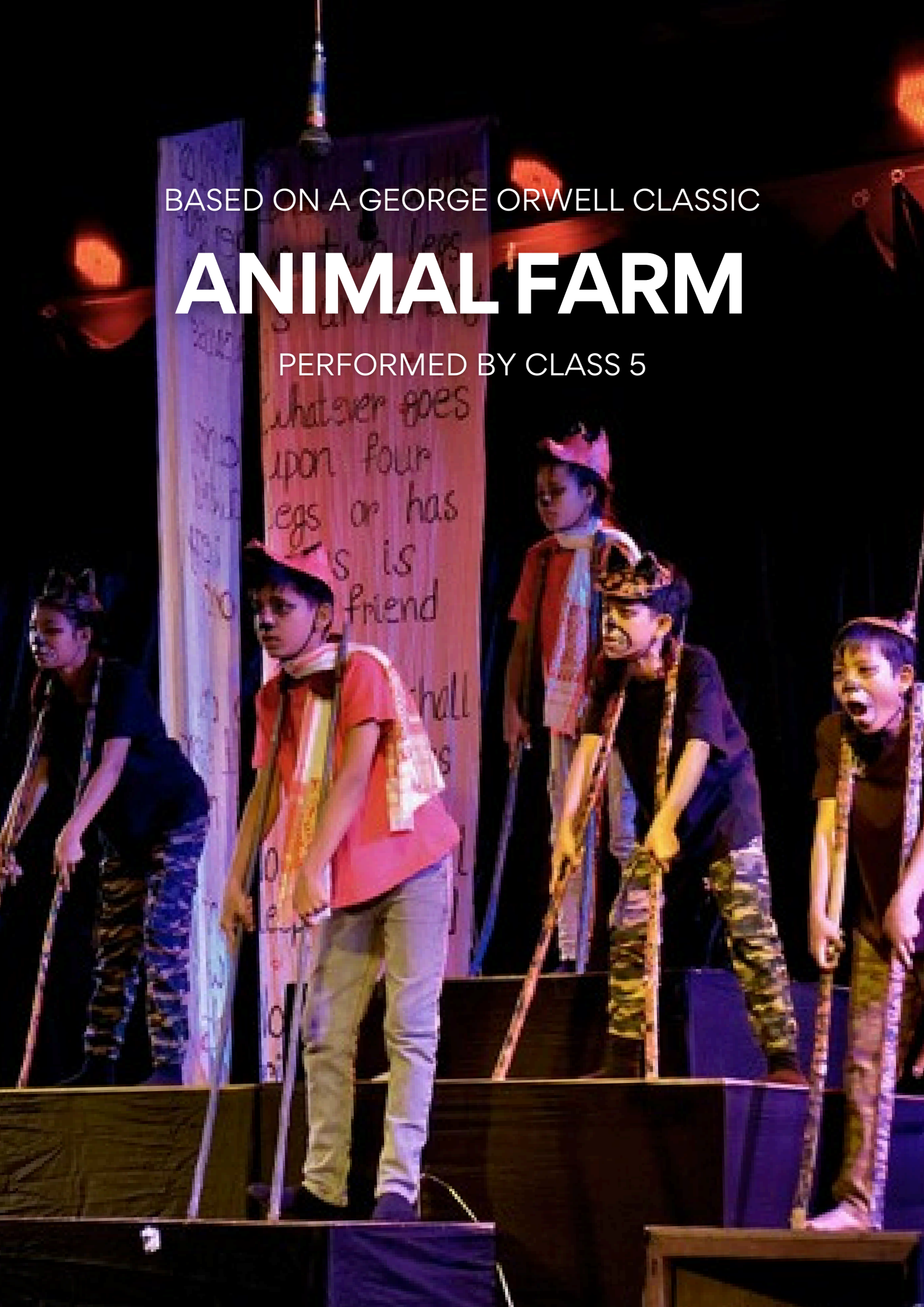
Initially, students faced challenges, particularly in handling and cutting bamboo due to its toughness. However, by working in small groups and learning through guided examples, they gradually built confidence and improved their skills. Over time, they were able to complete their work more efficiently. The activity fostered teamwork, patience, and perseverance, while giving students a strong sense of achievement and connection to local practices.



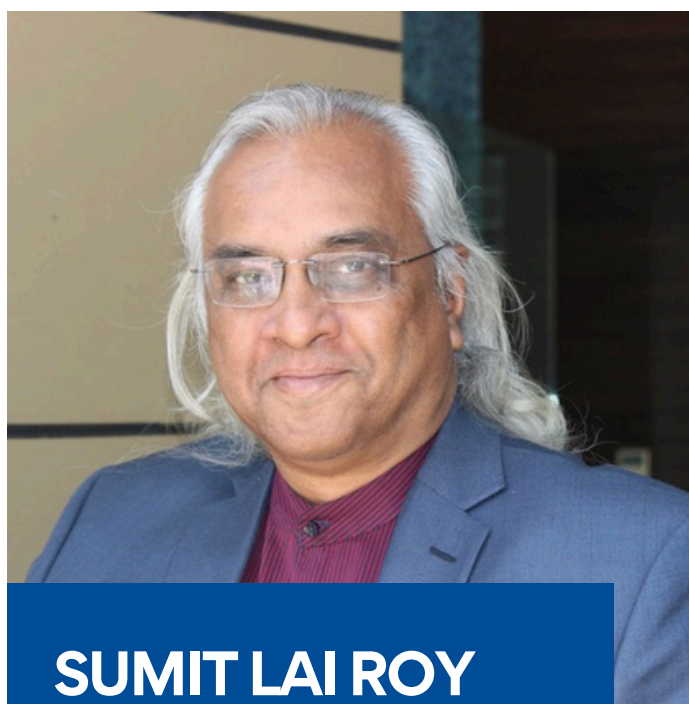
BASED ON A GEORGE ORWELL CLASSIC

ANIMAL FARM

PERFORMED BY CLASS 5



MENTOR SPEAKS



SUMIT LAI ROY

Founder, The Red Curtain
International

These experiences give them the confidence to grow, lead, and carry their learning forward beyond the classroom and the stage. In December 2025, Grade 5 students of The Hummingbird School presented the results of a year-long effort with an hour-long musical adaptation of George Orwell's "Animal Farm", directed and produced by Red Curtain International. The production was a resounding success, attracting an audience of over 800 on the opening day of the AMMO Children's Literary Festival 2025.

At The Hummingbird School, every year Grade 5 students present an annual English theatre production as part of their school curriculum. This initiative focuses on performing arts and life skills, helping children build confidence, express themselves, work as a team, and develop crucial skills like communication and problem-solving, while also encouraging them to improve body language and learn stage discipline. At this age, it is especially important because children are discovering their voice and learning how to communicate with the world around them. Theatre helps them overcome stage fear early, build self-belief, understand emotions, and learn teamwork in a real and meaningful way.

24

Grade 5 Students

100+

Hours of learning

800+

Members in the audience



HOW CLASS 6 LEARNT ENTREPRENEURSHIP THROUGH REAL-WORLD PRACTICE

Class 6 students engaged in a year-long entrepreneurship journey that brought together creativity, planning, and real-world application. One of the key highlights was the organisation of a movie screening of MIRO 2, where students managed ticket distribution, promotions, and event execution.

The event generated a total collection of ₹79,850, with expenses including ₹55,000 for the production team and ₹12,543 for logistics, resulting in a net profit of ₹15,677. Additionally, during the Ammo festival, students set up stalls selling handmade items such as bracelets and earrings, earning ₹5,000.

Through these experiences, students gained hands-on exposure to budgeting, profit calculation, teamwork, and customer interaction. More importantly, the process encouraged them to reflect on how ideas can be translated into action, the importance of shared responsibility, and the value of careful planning. The project not only strengthened practical skills but also fostered confidence, initiative, and a deeper understanding of entrepreneurship as a lived experience.





PUNSANG: WALL MAGAZINE

CURATED BY GRADE 7

As part of the Classroom Highlight Programme, Grade 7 students led the publication of Punsang, a bi-monthly wall magazine that created space for creative expression and collaboration across the school. Over the academic year, three issues were published, with students working in groups to engage different grade clusters and manage the entire process—from selecting themes to preparing the final display.

Themes such as Animals, Hobbies and Future Dreams, Village Life, and School Life guided contributions, which were invited in both English and Assamese. Students took responsibility for collecting entries, editing submissions, and organising content that included poems, short write-ups, drawings, and reflections.

While challenges arose in meeting deadlines and adapting content for different age groups, these were addressed through discussion and guidance. The process offered students valuable experience in planning, coordination, and teamwork, while strengthening their ability to curate and present ideas thoughtfully.

BASED ON A CLASSIC CHILDREN'S NOVELLA

SIYALI PALEGOI RATANPUR

PERFORMED BY CLASS 8





Building on the success of its debut in 2024, the Annual Assamese Theatre Production by Grade 8 has become a key milestone in the school's performing arts curriculum.

This 'classroom highlight' serves as a powerful medium for language comprehension in Assamese, helping students strengthen their linguistic roots while also developing confidence and stage presence in front of a large audience. This year's production was truly memorable for its energy, creativity, and the way it drew the audience into the story.

On December 20th, 2025, during the second evening of the AMMO Children's Literary Festival, Grade 8 students of The Hummingbird School staged a remarkable adaptation of 'Siyali Palegoi Ratanpur', a classic children's novella by the prominent Assamese novelist Nabakanta Baruah.

The play was deeply engaging and entertaining, drawing a full house of over 800 audience members from children to community members with students bringing every character to life with confidence, humor, and charm.



AMMO: CHILDREN'S LITERARY FESTIVAL

AMMO is a children-led literary festival rooted in the belief that young people are not just learners, but creators, thinkers, and leaders in their own right. The word “AMMO” means “seed” in the Mising language, and the festival lives up to this meaning by creating spaces where ideas can be planted, nurtured, and shared. Conceptualized, curated, and executed entirely by students of Class 9, AMMO is a powerful example of what becomes possible when children are trusted with responsibility. From designing the programme and inviting speakers to raising funds and managing logistics, students take ownership of every aspect of the festival. In doing so, they learn not just about literature, but about leadership, collaboration, negotiation, and accountability.

A ONE OF A KIND FESTIVAL, ENTIRELY STUDENT-LED

In 2025, the second edition of AMMO marked a significant expansion in both scale and impact. Led by the Grade 9 cohort, students independently mobilised over INR 5 lakhs through sustained outreach to community partners, patrons, and well-wishers. This process became a critical learning experience in communication, financial planning, and collective decision-making.



The three-day festival brought together students from more than 20 schools and community libraries across the region, with an average daily footfall of over 800 participants. The programme featured a diverse range of activities including storytelling sessions, author interactions, performances, readings, exhibitions, and open conversations. The immersive photo exhibition Window to the Wide Wide World created a visual dialogue that connected young participants to lives, landscapes, and ideas beyond their immediate surroundings.



Across the festival grounds, children engaged with books, stories, and each other in ways that extended far beyond the classroom. Many young participants carried books home for the first time, signalling not just access, but a growing culture of reading and curiosity. What makes AMMO especially significant is the context in which it exists. Majuli, one of the world's largest river islands, is often associated with floods, erosion, and displacement. In this setting, AMMO asserts a different narrative, one that centres imagination, creativity, and the intellectual lives of rural children.

AMMO 2025 reinforced the idea that when children are given space to lead, they do not just participate, they transform the spaces around them.

More than a festival, AMMO continues to grow as a movement advocating for meaningful child participation, equitable access to creative platforms, and a reimagining of education as something children actively shape.



AMMO AT A GLANCE

We extend our sincere gratitude to our sponsors ONGC (Assam Asset, Nazira), Mising Autonomous Council (MAC), Srimanta Sankardev Group of Hotels, and the Majuli District Administration for their support in making Ammo possible. We are equally thankful to the friends of Hummingbird from across India whose generous contributions helped bring this children-led festival to life.

20
25





PHOTO COURTESY: BRODIE HOPKINS MEDIA



A SPECIAL VISIT!

We were honoured to welcome renowned actor Adil Hussain to The Hummingbird School during his visit to Majuli. His presence brought a sense of excitement and curiosity across the campus, as students eagerly gathered to interact with him.

The visit featured a series of curated student performances, including traditional Assamese Borgeet, Assamese poetry, Mising Oi: Nitom, and the vibrant Gumrag dance. These performances reflected the rich cultural identities of the children and the spirit of the school. During an interactive session, he engaged warmly with students, responding to their questions about his work and sharing insights on pursuing a career in acting. His thoughtful and encouraging words left a deep impression, inspiring students to imagine possibilities beyond their immediate surroundings and to pursue their aspirations with confidence. The visit was a meaningful and memorable experience for the entire school community.



REPRESENTING VOICES FROM THE GROUND

As part of Shiksha Samvaad 2025, organised by Shikshagraha in Guwahati, The Hummingbird School contributed meaningfully to conversations on the future of education in the Northeast. In the panel discussion on “Childhood in Crisis – Challenges & Solutions,” Sreya Rakshit (Academic Lead, The Hummingbird School) represented the school, bringing attention to the everyday realities faced by children, including issues of access, inequality, and continuity in education.

Complementing this, a fireside chat titled “Painting the Vision for Education in the Northeast” was moderated by Ranima Pegu, a student from The Hummingbird School, who confidently facilitated a dialogue on building inclusive, joyful, and equitable learning spaces. Together, these contributions reflected the school’s commitment to engaging with critical educational challenges while amplifying student voice and leadership in shaping conversations around meaningful change.



PHOTO COURTESY: BRODIE HOPKINS MEDIA

EVENTS AT HUMMINGBIRD



MISING HISTORY WEEK

The Mising community of Majuli, shaped by both the beauty and challenges of life along the Brahmaputra, came together in 2017 to build The Hummingbird School as a space for dignified, culturally rooted education. This year, Mising History Week offered a moment to reflect on these roots. Over five days, the campus came alive with songs, dances, storytelling, and dialogue. Students engaged with folktales, traditional attire, and the lives of community leaders, while also reflecting on the challenges of preserving culture in a changing world.



POETRY RECITATION

The Annual Poetry Recitation Competition provided students with a vibrant platform to engage with language, rhythm, and expression. Through powerful recitations, students brought poems to life, exploring themes of identity, nature, hope, and resilience. The event witnessed enthusiastic participation across grades, with students showcasing confidence, voice modulation, and emotional depth. It encouraged not only an appreciation for poetry but also the courage to speak, perform, and connect with an audience.

SPORTS WEEK

From races to team games and new sports, the annual Sports Week was full of energy. Students participated with enthusiasm, showcasing not just strength and speed but teamwork, determination, and joy. Growing up in Majuli's open landscapes, children bring a natural confidence in their physical abilities. The event highlighted this instinct while reinforcing the school's commitment to nurturing it through guidance, discipline, and opportunity.

It marked the beginning of a promising journey towards greater participation in sports and wider platforms.



STUDENT ELECTIONS

Our students actively participated in a week-long democratic election process, unfolding a new chapter of student leadership. From campaigning with posters to presenting their agendas, and from casting votes on ballot papers to a transparent counting process, students experienced leadership in action. The process culminated in the oath-taking ceremony of the Student Union Body 2025, marking the beginning of a new term of student-led governance. The school community also expressed deep gratitude to the outgoing student leaders for their sincerity, care, and commitment.

REFLECTIONS FROM MID-YEAR STEP BACK

As a newly joined Hummingbird, it took me a while to understand that a step back was called that because it is the action one takes before they sprint off into the distance. It is the calm one needs before they face the storm. That is exactly what the mid-year step back was – it was a space of active and collaborative reflection where we could challenge our assumptions, redefine our expectations of ourselves and of children and discover new ways of working together.

Over the three days, I felt like I was part of a team of people that really cared about children's academic and mental wellbeing – and the discussions we had are what really showed me that. We began with a reinforcement of the school's vision and values – which were just a little more than simply words to me up until that point – and ended the day with a review of our system of escalation for disciplinary measures. Both these sessions brought up several meaningful questions and I remember us all going down a few rabbit holes discussing the differences between intent and action.

The second day was especially important to our work as teachers, since it allowed us to consider a variety of behavioural expectations of children and some grade-appropriate strategies to manage a classroom. We also discussed a great deal about differentiated instruction as a universally inclusive pedagogic tool and actively engaged with our specific subjects in such a framework through a thought experiment. We analysed and reflected on trends of scores across the grades in smaller key-stage groups to consider how differentiation and individualized attention could be ensured in every subject.

On the final day, we also reviewed key learning modes and assessments such as the SLSP and the PBL modes in the middle years. All of these discussions gave us very sharp glimpses of what we all need to work on and work towards. I think that without the step-back positioned where it was in the school year, I would not have the kind of drive and commitment to teaching-learning that I have now. It also really brought me closer to some teachers as fellow teammates.

-Abhishek Sam, Student Wellbeing Associate





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CELEBRATIONS AT HUMMINGBIRD

This year, celebrations at The Hummingbird School created joyful spaces where learning, culture, and community came together.





Children's Day turned the campus into a Harry Potter themed world of imagination, with students stepping into the magic of play, curiosity, and wonder. Teacher's Day was a heartfelt, student-led celebration where all 310 of our students participated through performances, decorations, and expressions of gratitude, joined by parents who added warmth with traditional Mising food.

Ali-Aye-Ligang, the traditional harvest festival of the Mising community, marking the beginning of the sowing season, brought the community together through ritual, dance, music, and shared meals.

Through these moments, Hummingbird continued to nurture joy, cultural pride, and a deep sense of belonging among its children.



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APPUN'S STORY

I am part of the first batch of students to graduate from Class 10 at The Hummingbird School in 2025. Looking back, there was a time when continuing my education felt almost impossible. At home, I had many responsibilities, from household work to helping during the paddy field season, which made it difficult to attend school regularly. I often missed classes, could not ask questions, and slowly lost confidence. There was a point when I failed in every subject and began to feel that my future was dark.

There were also moments when I felt unsure if I would be able to continue studying at all. Health challenges and the way people around me spoke about them made me doubt myself even more. I began to believe that I might not be able to move forward in life, and that my path would remain limited to what I was already experiencing.

Joining The Hummingbird School became a turning point. Although I was scared at first, I found a space where I could speak freely and not feel inferior. With the support of my teachers, I slowly gained confidence, started asking questions, and began to believe in myself. I learned to raise my voice, take responsibility, and imagine a future beyond what I had once thought possible.

After graduating, I moved to Poorna Learning Center in Bangalore. There, I conducted my first psychology experiment on how doodling affects focus in class. It was a powerful experience, as I was not just learning from books but applying my knowledge in real life.

Today, I dream of going to a good university and studying psychology. When I think about where I started, I realise how much has changed. I am deeply grateful to everyone who supported my journey and believed in me.



ALUMNI ARCHIVES

PRASHANTA FLYING HIGH

Prashanta Kuli's cricketing journey, which began in the village of Kulamua in Majuli, has now reached a significant milestone. From playing in local and inter-village tournaments to representing his district and competing in the U-19 Assam Premiere Club Championship (APCC) in 2025, he steadily built his skills and confidence as a bowler.

Today, he has earned the opportunity to train at the Chennai Super Kings Academy—a proud moment that marks his transition from grassroots cricket to a professional training environment. Inspired by MS Dhoni, this step brings him closer to his dream of becoming a professional cricketer and reflects his dedication, discipline, and consistent effort.





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ANNUAL TEACHERS RETREAT

Reflecting on practice, strengthening our path forward



The year ended on a refreshing note as the Hummingbird School conducted a three-day teacher retreat, bringing together educators across ECCE, Primary, and Middle School to reflect on the past academic year and strengthen practices for the year ahead. The retreat created a space for honest dialogue, collaborative learning, and renewed alignment with the school's vision and values.

Through a series of interactive sessions, teachers engaged in activities around vision and values, classroom engagement, management strategies, and school culture. Role plays, group discussions, and reflective exercises enabled teachers to critically examine their practices, identify challenges, and share strategies that work. Sessions on scaffolding and detailed unit planning further strengthened understanding of structured and inclusive teaching approaches.

Dedicated time in key stage groups allowed teachers to discuss student progress, identify learners needing additional support, and plan targeted interventions. Important school structures and processes were also revisited to ensure stronger coordination and consistency across teams.

The retreat concluded on a note of connection and celebration, with teachers coming together to appreciate one another through a cultural evening. This shared experience strengthened relationships and reinforced a sense of collective purpose.

Overall, the retreat served as a meaningful pause to reflect, realign, and move forward with clarity and commitment, shaping a stronger and more cohesive approach to teaching and learning at The Hummingbird School.

KEY HIGHLIGHTS



Reflection on
vision and values
through real
classroom
practices



Identification of
strategies to
improve student
engagement and
classroom
management



Strengthening of
planning processes
through Detailed
Unit Planning
(DUP)



**THE WAY
FORWARD**

LEARNING THAT STAYS, JOURNEYS THAT GROW.

As we reflect on the year gone by, we are reminded that learning at The Hummingbird School has lived far beyond classrooms, in village markets run by children, in bamboo crafted by hand, in stories written on walls, and in voices that have slowly found their strength. From our youngest learners to our first graduating batch, each journey carries resilience, curiosity, and a deep connection to place.

We remain grateful to our students, families, educators, and well-wishers whose trust and support continue to shape this work. As we move forward, we do so with a stronger commitment to building learning spaces that are joyful, rooted, and responsive, where every child not only learns, but begins to imagine and create their own path forward.

OUR PARTNERS



TO ALL OUR FRIENDS OF HUMMINGBIRD, THANK YOU FOR YOUR KINDNESS AND BELIEF IN OUR CHILDREN, YOUR SUPPORT HAS HELPED TURN THEIR DREAMS INTO REAL POSSIBILITIES.

Abhijith Preetha Jayakumar
Abhishek Jain
Aditya Mangal
Aditi Olemann
Akhil Dua
Akshat Mathur
Aman
Aman Gupta
Amar Narishetty
Amita Chaudhary
Amit Umarye
Anand Pallavi (Amit Anand)
Anant Maheshwari
Anant Patil
Angana Sengupta
Anil Srinivas
Ankita Phalle
Ankit Sreen
Anuj Kamble
Arti Bareja (Dhiren Suares)
Aastha Mathur
Ashish Navalakha
Ashwin Prashant
Atanu Rakshit
Bijesh Chenna Kandathil
B Naveen
Bhushan Taskar
Chanakya
Chavi Sengar
Chhandak Bandyopadhyay
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Mandeep Singh
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Manu Sharma
Mayank Kaushik
Monika Koppula
Narasimha Sripad Panyam
Neelam Babel
Neelam Pandita
Niha
Nikhil Samanthula
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Rahil Parikh
Rahul Agrawal
Rahul Dalmia
Rahul Kumar Singh
Rahul Srivastava
Ravi Gautam
Raj Miniyar
Rajesh and Dhara
Rajesh Panchal
Richa Mehta
Riju Dutta
Rishabh
Rishu Bhushan
Robin Raj

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Saloni Doshi
Sanat Ghosh
Sangeeta Patel
Sanjeet Kathuria
Sanjana S
Sarath Kumar
Saurabh Aggarwal
Sayantan Sarkar
Sejal Nevatia
Shikha Savio
Shilpa Urhekar
Shivam Shashikant
Shubham Jain
Shubhamkar Vijay Murar
Shumita & Gaurav Deveshwar
Shravya Reddy
Siddharth M Sawjani
Sisir Koppaka
Snehal Samant
Soumya Surabhi
Sruthi Chekuri
Subhash Shekhar
Subrata Paul
Suhas Katpuri

Sushovan Mandal
Swapnil Kumar Shanu
Tharuvai Srinivasan
Vaibhav Singhal
Vaishnavi Sawant
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Vishesh Saxena
Vivek Dattatraya Phalle
Yashwardhan Nevatia

AND MANY MORE...



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