

ACTIVITY REPORT A.Y. 2024-2025

(to be submitted to IQAC)

Part A) Information about Organizing Team:

| Name of the Activity: <i>Observance of Partition Horrors Remembrance Day 2024.</i> | | | |
|--|--------------------------------------|------------------------------|--------------------------------------|
| Activity Date | Department | Committee | Coordinator's Name |
| 14 th August, 2024 | MMS, BMS & B.Com. Management Studies | Cultural | Dr. Vaikhari Patil & Ms. Lata Bhide. |
| Duration | Venue | Participants (Nos) | Nature: |
| 10 a.m. Onwards | Physical Mode/Offline | Students: 93 Teachers: 10 | Outdoor/Indoor/Hybrid / Online |
| Faculty Support: | 1. Dr. Vaikhari Patil. | 2. Ms. Lata Bhide. | |
| | 3. Ms. Varsha Dhotre | 4. Dr. Prasad Supeker | |
| | 5. Mr. Shashank Pai | 6. Mr. Pradeep Mali | |
| Student Support: | A. Mr. Vaibhav Mansinge | B. Mr. Anabil Dev | |
| | C. Mr. Atharv | D. - | |
| | E. - | F. - | |

Part B) Brief Information about the Activity:

| Topic of the Activity | Observance of Partition Horrors Remembrance Day 2024, alongside activities like the Har Ghar Tiranga Campaign, poster making, skits, a pledge, and tree plantation (Ek Ped Maa Ke Naam) |
|-----------------------|---|
| Objective(s) | <ul style="list-style-type: none"> ▪ Awareness and Education: To educate people about the tragic events of the Partition of India in 1947, highlighting the human suffering, displacement, and communal violence that occurred. ▪ Commemoration: To honour the memory of those who suffered during the Partition, ensuring that their experiences are acknowledged and remembered. ▪ Civic Engagement: To encourage participation in nationalistic activities like the Har Ghar Tiranga Campaign, fostering a sense of pride and unity among citizens. ▪ Creativity and Expression: To provide a platform for creative expression through poster making and skits, allowing participants to articulate their thoughts and emotions regarding the Partition. ▪ Promoting Environmental Awareness: The tree plantation initiative (Ek Ped Maa Ke Naam) serves to connect historical |

| | |
|----------------------------|--|
| | <p>remembrance with a commitment to the future, emphasizing the importance of environmental stewardship.</p> <ul style="list-style-type: none"> ▪ Fostering Unity and Peace: To promote messages of peace, tolerance, and understanding among diverse communities, reflecting on the lessons learned from the past. ▪ Collective Remembrance: To encourage collective participation through pledges and activities, reinforcing a communal commitment to remembrance and reconciliation. |
| Methodology | Physical Mode/Offline |
| Learning Outcome(s) | <ul style="list-style-type: none"> ▪ Enhanced Historical Knowledge: Participants will gain a deeper understanding of the events surrounding the Partition of India, including its causes, consequences, and the human experiences involved. ▪ Empathy Development: Through engagement in activities that reflect on the suffering of others, participants will develop greater empathy and compassion towards those affected by historical tragedies. ▪ Civic Responsibility: Increased awareness of civic duties and national pride will encourage participants to engage actively in community and national initiatives, fostering a sense of belonging. ▪ Creative Skills: Participants will enhance their creative skills through activities like poster making and skits, learning to express complex emotions and ideas effectively. ▪ Environmental Awareness: The tree plantation initiative will instill a sense of responsibility towards environmental sustainability, emphasizing the connection between historical remembrance and future stewardship. ▪ Promotion of Peace and Tolerance: Participants will learn the importance of peace, tolerance, and understanding among diverse communities, encouraging a culture of dialogue and acceptance. ▪ Collective Identity and Community Engagement: Engaging in collective activities will foster a sense of community and shared identity, reinforcing the importance of coming together in remembrance and reflection. ▪ Critical Thinking: Participants will be encouraged to critically reflect on historical events and their implications for contemporary society, leading to informed discussions about social justice and harmony. |

Part C) Proofs & Documents Attached (Tick mark the proofs attached):

| | | | | | |
|-------------------------------------|----------------------------|-------------------------------------|----------------------------------|--|------------------------|
| <input checked="" type="checkbox"/> | 1. Directions by Authority | <input checked="" type="checkbox"/> | 6. Activity Report | | 11. Account Settlement |
| | 2. Proposal Note | | 7. Brief Profile of the Guest(s) | | 12. News Material |
| <input checked="" type="checkbox"/> | 3. Approval Letter/ Note | <input checked="" type="checkbox"/> | 8. Attendance Record | | 13. Feedback Report |
| | 4. Notice & Schedule | | 9. Certificate, if any | | 14. Any Other |
| | 5. Organising Committee | <input checked="" type="checkbox"/> | 10. Geotag Photographs | | |

Part D) Uploading on Social Media of the Institute:

[Date of Submission (DoS) & Date of Published (DoP)]

| <u>Website</u> Signature & Date | | <u>You Tube</u> Signature & Date | | <u>Instagram</u> Signature & Date | | <u>Facebook / Twitter</u> Signature & Date | |
|------------------------------------|-------|-------------------------------------|-------|--------------------------------------|-------|---|-------|
| (DoS) | (DoP) | (DoS) | (DoP) | (DoS) | (DoP) | (DoS) | (DoP) |
| — | — | — | — | — | — | — | — |

Part E) Final Submission to IQAC:

| Name & Signature of Event Coordinator | Name & Signature of Director | <u>IQAC</u> <u>Documentation</u> | Name & Signature of IQAC Coordinator |
|---|---------------------------------|---|---|
| Dr. Vaikhari Patil & Ms. Lata Bhide. <i>L. K. Bhide</i> | <i>[Signature]</i> | Total No of Pages: 43 <i>Vaikhari</i> | <i>[Signature]</i> 23/12-24 |



Round Stamp of the Institute:

[Handwritten Signature]
For Sheila Raheja School of Business Management & Research
[Signature]
Director.

Director's Stamp and Signature



Vaikhari Patil <vaikharipatil@srbs.edu.in>

Fwd: Observance of Partition Horrors Remembrance Day 2024-Regarding

1 message

Dr. Harish Kumar Purohit <director@srbs.edu.in>

Tue, Aug 13, 2024 at 8:37 AM

To: Vaikhari Patil <vaikharipatil@srbs.edu.in>, Lata Bhide <latabhide@srbs.edu.in>, Shashank Pai <shashankpai@srbs.edu.in>

----- Forwarded message -----

From: **AICTE** <no-reply@sampark.gov.in>

Date: Mon, Aug 12, 2024 at 9:59 PM

Subject: Observance of Partition Horrors Remembrance Day 2024-Regarding

To: <director@srbs.edu.in>

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Respected Sir/Madam,

As we are aware that 14th August is observed as "Partition Horrors Remembrance Day". The Partition Horrors Remembrance Day has been envisaged to bring to light the agony, sufferings and pain of millions of people who were sufferers of partition. The Ministry of Education (MoE) has been organising series of activities to observe the Partition Horrors Remembrance Day.

To showcase the suffering of the partition affected people, a play has been curated by National School of Drama (NSD). The script of the play is designed to educate and raise awareness among students about the events of Partition, the impact it had on millions of lives and the importance of remembering this chapter of our history. The script is indicative and can be adapted or modified as per the suitability and creative requirements of individual HEIs. The link to download the play is:

<https://drive.google.com/drive/u/1/folders/1Eakk7hIRSOkIAmkHuytDKuAj4Ig-lbHA>

A copy of the script in English and Hindi is enclosed for reference.

All the Universities and HEIs are requested to disseminate the message and to upload the script and link of the play on the official website for easy access.

We deeply appreciate your time and engagement.

PFA:- <https://drive.google.com/file/d/1YAGrJGUgj9h70CeIXW40EHkE3dYYg5Tm/view?usp=sharing>

Dr. Dinesh Singh
Director- Policy & Academic Planning Bureau
All India Council For Technical Education Head Office,
Nelson Mandela Marg, Vasant Kunj, New Delhi-110070

Share it on Social Media

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This message was sent to director[at]srbs[dot]edu[dot]in from **AICTE** through no-reply[at]sampark[dot]gov[dot]in

If you would prefer not to receive these emails please click [unsubscribe](#)

Thanks and Regards,
Harish Kumar Purohit (Ph.D. - Management)
Director,

Sheila Raheja School of Business Management & Research
(ISO 9001:2015 Certified & NAAC Accredited Institute)
4th Floor, Raheja Education Complex, Kher Nagar, Bandra (East),
Mumbai - 400051. Maharashtra, India.

**For Sheila Raheja School of Business Management & Research**
Director



Vaikhari Patil <vaikharipatil@srbs.edu.in>

Fwd: Har Ghar Tiranga Campaign(HGTC) from 9th to 15th August 2024- Reg.

1 message

Dr. Harish Kumar Purohit <director@srbs.edu.in>

Wed, Aug 14, 2024 at 8:59 AM

To: corefaculty@srbs.edu.in

Cc: ADMIN <ADMIN@srbs.edu.in>

----- Forwarded message -----

From: **AICTE** <no-reply@sampark.gov.in>

Date: Wed, Aug 14, 2024 at 1:41 AM

Subject: Har Ghar Tiranga Campaign(HGTC) from 9th to 15th August 2024- Reg.

To: <director@srbs.edu.in>

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Respected Sir/Madam,

As you are aware that Har Ghar Trianaga Campaign offers a unique opportunity to instil a deep sense of patriotism amongst our students and faculty. This year HGTC is being celebrated with great fervour from 9th to 15th August 2024.

You are, therefore, requested to disseminate the information about HGTC to students, staff and faculty members and undertake the following activities so that we can foster a strong connection with our nation's heritage and inspire the spirit of National Unity: -

1. The pledge 'I swear that I will hoist the Tricolour, respect the spirit of our freedom fighters and brave sons, and dedicate myself to the development and progress of India.' be administered from the link <https://harghartiranga.com/>
2. Students should be facilitated to know/ acknowledged the importance of freedom as well as the struggle by freedom fighters.
3. Veterans of India, i.e., former Military Officers / Army Personnel may be invited to share their experiences in the institutions.
4. Essay competitions, drawing competitions, poster Making/Nukkad Natak/Play/Exhibition Display/ skits/ and singing competitions may be organized in the institutions to build tempo, and foster feelings of patriotism among students.
5. The photos of the activities relating to the programme undertaken may be uploaded on your Institute's website and on various social media platforms.

We look forward to your institution's active and enthusiastic participation in the HGTC.

PFA:- https://drive.google.com/file/d/1oW5arpn4z63_hAq7joshR60C5Z2kKtjL/view?usp=sharing

With Warm Regards,

Dr. Dinesh Singh,

Director

Policy & Academic Planning Bureau

All India Council for Technical Education,

Nelson Mandela Marg, Vasant Kunj,

New Delhi- 110070

Phone no. 011-29581120

Email id - directorpnapp@aicte-india.org

**For Sheila Raheja School of Business
Management & Research**



Director

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Thanks and Regards,

Harish Kumar Purohit (Ph.D. - Management)

Director,

Sheila Raheja School of Business Management & Research

(ISO 9001:2015 Certified & NAAC Accredited Institute)

4th Floor, Raheja Education Complex, Kher Nagar, Bandra (East),
Mumbai - 400051. Maharashtra, India.

visit us at www.srbs.edu.in Contact Admin. Office: 022 - 312 187 77 / 312 187 58

**For Sheila Raheja School of Business
Management & Research**




Director

**For Sheila Raheja School of Business
Management & Research**



Director



Phone : 011-26131577 - 78, 80
011-29581000
Website : www.aicte-india.org



सत्यमेव जयते

अखिल भारतीय तकनीकी शिक्षा परिषद्

(भारत सरकार का एक सार्वधिक निकाय)

(शिक्षा मंत्रालय, भारत सरकार)

नेल्सन मंडेला मार्ग, वसंत कुंज, नई दिल्ली-110070

ALL INDIA COUNCIL FOR TECHNICAL EDUCATION

(A Statutory Body of the Govt. of India)

(Ministry of Education, Govt. of India)

Nelson Mandela Marg, Vasant Kunj, New Delhi-110070

F. No. AICTE/P&AP/Circular/2024

Date: 07th August, 2024

CIRCULAR

To,

All Vice Chancellors of Technical Universities
Directorates of Technical Education (All States / UTs) and
All Directors/Principals of AICTE Approved Institutions

Subject: Observance of Partition Horrors Remembrance Day 2024

Respected Sir/Madam,

As we are aware that 14th August is observed as "Partition Horrors Remembrance Day". The Partition Horrors Remembrance Day has been envisaged to bring to light the agony, sufferings and pain of millions of people who were sufferers of partition. The Ministry of Education (MoE) has been organising series of activities to observe the Partition Horrors Remembrance Day.

To showcase the suffering of the partition affected people, a play has been curated by National School of Drama (NSD). The script of the play is designed to educate and raise awareness among students about the events of Partition, the impact it had on millions of lives and the importance of remembering this chapter of our history. The script is indicative and can be adapted or modified as per the suitability and creative requirements of individual HEIs. The link to download the play is:

<https://drive.google.com/drive/u/1/folders/1Eakk7hIRSOkIAmkHuytDKuA-j4lg-lbHA>

A copy of script in English and Hindi is enclosed for reference.

All the Universities and HEIs are requested to disseminate the message and to upload the script and link of the play on the official website for easy access.

We deeply appreciate your time and engagement.

Yours sincerely,

**For Sheila Raheja School of Business
Management & Research**

Director

Dr. Dinesh Singh

Director-P&AP (AICTE)



Partition: A Catastrophe

Written by Dr. Prakash Jha

Scene: A Community Gathering

[A festive atmosphere, with people singing and celebrating.]

Song: Children, let's celebrate our great nation, India, a land of heroes. Embrace this soil, sacred and pure, Where countless lives were given. India, our motherland, forever to adore.

Song: Children, let's celebrate our great nation, India, a land of heroes. Embrace this soil, sacred and pure, Where countless lives were given. India, our motherland, forever to adore.

Child: Grandpa, listen to everyone singing so beautifully!

Grandpa: Yes, their voices fill my heart with pride. These words, they resonate deep within us.

Child: Why are they singing this song today, Grandpa?

▣ **Grandpa:** They're preparing for the commemorations of August 14th and 15th.

▣ **Child:** I know the 15th is Independence Day, Grandpa. But why do we observe the 14th?

▣ **Grandpa:** The 14th marks Partition catastrophe Remembrance Day. It's a day of remembrance and reflection.

▣ **Child:** Grandpa What does this "catastrophe of partition" mean?

Grandfather:

Do you not understand the meaning of partition? If you don't understand the meaning of partition, how will you understand the meaning of a catastrophe?

Oh children... our country was once very large. But later, it was partitioned.

Child:

You mean it was divided?

Grandfather:

Yes, it was divided, but there's a difference between dividing and partitioning. Let's say you have ten candies. How would you divide them among yourselves? You'd probably divide them equally, five for each. Now, imagine you have only one candy. What would you do?

Child:

I would break it into two pieces.

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[Signature]

Director

Ch

Grandfather: Child... breaking it, shattering it into pieces... that's what partition is. And the pain, the suffering that arises from it, that is a catastrophe.

Child:

Grandpa, I understand partition now... but this catastrophe... partition... catastrophe...

Grandfather:

Let me explain...

Song:

Come children, let us show you, a glimpse of Hindustan. Touch this soil, this land is of sacrifice. Vande Mataram... Vande Mataram...

Child:

Grandpa, please tell us in detail... how this partition happened.

Grandfather:

Yes I will tell you... about the partition... the partition of our country. Pay attention... listen carefully to the historians' perspective on the partition... pay attention and try to understand. Our country was divided into two parts in the name of religion. Millions of people started to flee from one side to the other. There was chaos everywhere. Millions of people became homeless.

Song:

Where love is the eternal custom... I sing the song of that place. I am a resident of India. I tell the story of India. Where love is the eternal custom.

Narrator 1:

The partition of undivided India is a painful dark history of unprecedented human displacement and forced migration.

Narrator 2:

This was an event where millions of people were searching for new homes in completely opposite circumstances, among strangers.

Narrator 1:

Apart from being a story of a violent division based on faith and religion, it's also a story of...

Narrator 2:

How a lifestyle and an era of coexistence for many years ended abruptly and dramatically.

Narrator 1:

Approximately 6 million Hindus, Sikhs, and people from other communities left the areas that later became West Pakistan.

Narrator 2:

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[Signature]
Director

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[Signature]

6.5 million Muslims left Punjab, Delhi, and many parts of India for West Pakistan.

Narrator 1:

2 million Hindus and people from other communities left East Bengal, which later became East Pakistan, and came to West Bengal.

Narrator 2:

In 1950, another 2 million Hindus and people from other communities came to West Bengal.

Narrator 1:

1 million Muslims left West Bengal for East Pakistan.

Narrator 2:

The death toll in this catastrophe is said to be around 500,000.

Narrator 1:

But the estimated figure is between five ten lakh.

Narrator 2:

It's said that this partition probably resulted in the largest number of killings in the name of religion after World War II.

Narrator 1:

Centuries-old social fabric and beliefs were broken.

Song:

These tears of pain flowing from my eyes... Life lost, friends lost...

Child:

Grandpa, their homes, their everything were taken away from them. I'm scared just listening to it.

Grandfather:

It's natural to be scared, child. Imagine the plight of those who were there at that time.

Child:

Grandpa, there must have been children like me there. What must have they faced?

Grandfather:

Yes, there were millions of children like you who saw that scene with their own eyes and still shudder when they recall it.

Child:

Please tell us more, Grandpa.

Grandfather:

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I will. So listen.

Song:

Look at Bengal here, every inch is green. Every child here is ready to die for their country.

*Children, let's celebrate our great nation, India, a land of heroes. Embrace this soil, sacred and pure,
Where countless lives were given. India, our motherland, forever to adore.*

Teacher:

Sit down.

Students:

Good morning, sir.

Teacher:

Good morning.

Students:

Sir, a request. You were telling us about the partition. You said we lost a lot. Now tell us what happened after the partition.

Teacher:

On February 20, 1947, British Prime Minister Clement Attlee announced in the House of Commons...

Student: Sir, please let me tell the rest... I know about it.

Teacher: Yes, go ahead.

Student 1: So, friends... before June 30, 1948, the government...

Teacher: Poonam, not from there. Come here and tell everyone.

Student 2: Yessir. So friends, before June 30, 1948, the government decided to transfer power and leave India.

Student 3: Sir, I...

Teacher: Yes, go ahead.

Student 4: Although, due to Lord Mountbatten, the entire process was completed a year earlier.

Student 5: Yes, sir. Lord Mountbatten returned to New Delhi on May 31, 1947, with the approval of the transfer of power from London.

Student 6: I also remember... in the historic meeting of June 2, 1947, there was a broad consensus on the partition plan.

Student 7: Yes, sir. The decision to partition of India was a precondition, even though there was widespread opposition for the plan of dividing a country like India on religious grounds.

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[Signature]
Director

[Signature] **MRB**

Student 1: It is said that only those leaders were mentally prepared for this partition who saw their own interest and bright future in this partition.

Teacher: Wow, children, you all have so much information. Let's start the next class, but before that, let's take a short break.

Students: ok si

Vande matram vandematram...

Speaker A: Hey, what do you think about the partition?

Speaker B: I think encouraging the partition would improve society. Different communities would get their own rights.

Speaker A: No, no. That's not true at all. Unity is what makes a society develop. We should all come together and progress towards prosperity.

Speaker B: Your points are good, but the reality is that everything is possible only through partition.

Speaker A: No, no... We should all work together to take our country on the path of progress. And we should eradicate the horrors of partition.

Speaker B: What do you think... can we all collectively take on this message?

Speaker A: Why not? For this, we all have to stay united, and this unity is our heritage. We must cherish it.

Speaker B: Okay, but tell me what else happened during the partition of undivided India?

Speaker A: Only those who experienced it can tell you that.

Vande matram, vandematram.....

Students: good afternoon sir,

Teacher: Good afternoon... Sit down... So, let's move on... A meeting of All India Muslim League was held at the Imperial Hotel in New Delhi on June 9, 1947.

Student (I): Because of the inability or inappropriate ambitions of the Congress and many leaders at that time along with the Muslim League, this step could not be strongly opposed. The result of the conflict between Congress leader Pandit Jawaharlal Nehru and Muslim League's Jinnah was that the country had to suffer the partition.

Student (I): ok... Sir... Sir... I know what happened next...

Teacher: Oh, Poonam, you know everything... Anyway, knowledge grows by sharing... please share.

Student (I): Friends, a proposal demanding partition was passed there almost unanimously.

Student : In which 300 votes were in favor and only 10 against.

Student : And just like that, India and Pakistan were divided into two parts.

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Director

"People from Pakistan fled towards Jammu & Kashmir, Punjab, Gujarat, Bengal, Rajasthan in millions
"

Both the elderly couple break down and weep.

Song:

Tears stream from our eyes, these painful currents. A life broken, lost companions.

Child:

"Grandfather, I can't listen to it anymore..."

Grandfather:

Yes, my child... This dark chapter of our nation's history is so painful that no one can bear to hear it. It's a heart-wrenching event... you are just a child, hearing this even a stone-hearted person would have a change of heart, ... Now, I will tell you something that we must do now.

Narrator 1 & 2:

Where every morning used to dawn with smiles... The sight there turned even tears into blood...

Characters 3 & 4:

Their pain of your weight on the shoulders is not much... When weighed against fear, war, and cruelty...

Character 1:

I offer my deepest respects to millions of Indians who lost their lives in the catastrophe of Partition and suffered the pain of displacement.

Character 2:

To safeguard the unity and integrity of India, we all must learn to strive together.

Character 3:

In the political game of Partition, poison was instilled in the minds of one brother against another.

Character 4:

Because of this poison, humans cut down humans, humans divided humans, humans lost humans. And our undivided India was divided.

Grandfather: let bygones be bygones, let's listen to what our esteemed prime minister has to say.

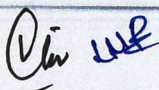
PM's voice

"The pain of the country's partition can never be forgotten. Due to hatred and violence, lakhs of our sisters and brothers were displaced, and many even lost their lives. In memory of the struggle and sacrifice of those people, we have decided to observe 14th August as 'VibhajanVibhishika Diwas'

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Character 1:

"If anyone among us tries to deceive us based on religion or caste, or if anyone tries to mislead us, we must not be swayed."

All:

"We must not be swayed."

Character 1:

"We must keep India united."

All:

"We must keep India united."

Character 4:

"We will not fall for any political trickery now."

All:

"We will not fall for any political trickery now."

Character 4:

"With unity and focus, peace and prosperity, we will develop our Mother India"

All:

"We will develop our Mother India."

All:

"Come, let us all vow..."

All:

"Victory to Mother India! Victory to Mother India!"

Song:

"Vande Mataram... Vande Mataram..." (Glory to Mother India)

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Song: Tears flow from the eyes, these painful currents. Life has ended, friends have been lost.

Character 3: So many people came to Bengal from East Pakistan that there wasn't an inch of space left in anyone's house to accommodate their relatives.

Character 4: The West Bengal government arranged fifteen steamers to bring refugees from Chittagong, Narayanganj, Barisal, and Chandpur to Calcutta.

Character 3: People had fled East Pakistan by waterway. Many boats sank. After a few days, only corpses were floating on the water surface.

Character 3 & 4: What was so special about the land of our share? For which we lost everything.

Character 3: Bengal, Punjab, Gujarat, Sindh, the fire of partition raged everywhere.

Character 4: The people of Sindh were displaced and came here, but we didn't get Sindh.

Narrator 1: Speaking of Sindh, most Sindhi families came to Rajasthan.

[As a Sindhi family]

Sindhi Man: After the partition, millions of refugees came to India from Pakistan, and Rajasthan was one of the states where a large number of refugees came.

Sindhi Woman: for refugees like us arranging relief and rehabilitation in Rajasthan was a big challenge.

Sindhi Man: With our arrival, the cultural fabric of Rajasthan also changed. We started to look different. Our culture, language, and customs all changed.

Sindhi Woman: In Sindh, I had a big business. Here, I couldn't even provide two square meals for my children.

Sindhi Man: All my shops and house were looted.

Sindhi Woman:

"How can we forget that night, my child? When I fled with our children in my arms."

Sindhi Man:

fleeing, we somehow reached a distant relative's place in Bikaner, Rajasthan."

Sindhi Woman:

"Many of our relatives were scattered along the way. We haven't seen them since. Some ended up in Jhunjhunu."

Sindhi Woman:

"How long could they keep us? In the end, we had to come to a refugee camp. Who understands better than us, how a happy family, a village, a city can be destroyed?"

Child:

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Director

Vin

MF

Student : Based on religion, the eastern part of Bengal was also divided and assimilated to Pakistan.

Grandfather: The widespread and cruel communal violence that took place in various parts of India in 1946 and 1947 has been written about in detail in many books. It was March 4, 1947. The police opened fire on a procession of Hindus and Sikhs.

Narrator 2: By morning of March 6th, all cities of Punjab, including Amritsar, Jalandhar, Rawalpindi, Multan, and Sialkot, were engulfed in the flames of riots.

Narrator 1: Compared to Punjab, the displacement and resettlement that continued for decades in Bengal had a completely different form.

Narrator 2: The people of Bengal were very unfortunate.

Narrator 1: Why?

Narrator 2: Because the people of Bengal had to face displacement twice.

Narrator 1: Twice?

Narrator 2: Yes, twice.

Narrator 1: First, they all had to leave their homes and go to East Pakistan.

Narrator 2: Then they had to flee from there and come to West Bengal.

Narrator 2: Brother, the authorities there underestimated the severity of the crisis caused by the partition.

Narrator 1: Thousands of Hindu families fled from Dhaka and its surroundings and reached Sealdah.

Narrator 2: They didn't reach so easily. Women were robbed of their belongings on the way. They were tormented in various ways.

Narrator 1: Women, children, and the elderly were treated inhumanely.

Narrator 2: Whether it was women, children, or the elderly, everyone was mistreated.

Narrator 1: Yes, it's true. Women suffered greatly during the partition.

Narrator 2: Millions of families were separated from their loved ones.

Narrator 1: Not only that, people boarded trains alive, but they arrived here as pile of corpses.

[A child starts crying]

Grandfather: Don't cry... Be quiet...

Child: Grandfather... What happened to those people who came from Dhaka? Whose everything was looted

Grandfather: It's a strange story, child. As they say, neither at home nor on the shore.

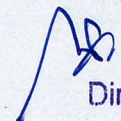
Child: Why is that?



Grandfather: When they left their homes and came back to this country, they became refugees in their own homes.

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विभाजन एक विभीषिका

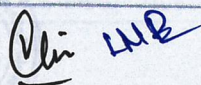
आलेख : डॉ. प्रकाश झा

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| दृश्य : | एक आयोजन चल रहा है... |
| गीत : | आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की... इस मिट्टी से तिलक करो, यह धरती है बलिदान की... वंदे मातरम... वंदे मातरम... आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की... इस मिट्टी से तिलक करो, यह धरती है बलिदान की... वंदे मातरम... वंदे मातरम... |
| बच्चा : | दादा जी... दादा जी आपने सुना ये लोग कितना अच्छा गा रहे हैं । |
| दादाजी : | वंदे मातरम... वंदे मातरम... शब्द ही ऐसा है, |

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| | जिसे बार बार गाने का, सुनने का मन करता है । |
| बच्चा : | दादा जी... ये लोग आज ये गीत क्यों गा रहे हैं ? |
| दादाजी : | ये लोग 14 और 15 अगस्त के आयोजन के लिए तैयारी कर रहे हैं । |
| बच्चा : | दादा जी 15 अगस्त तो मैं जानता हूँ कि स्वतंत्रता दिवस है पर 14 अगस्त के लिए क्यों दादा जी ? |
| दादाजी : | 14 अगस्त को हमारा देश विभाजित हुआ था, तो हम लोग उसे 'विभाजन विभीषिका स्मृति दिवस' के रूप में मनाते हैं । |
| बच्चा : | हाँ दादा जी, ये 'विभाजन की विभीषिका' क्या है दादा जी ? |

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| दादाजी : | विभाजन का मतलब नहीं समझते ? जब विभाजन का ही मतलब नहीं समझते तो विभीषिका का मतलब कैसे समझोगे ? अरे बच्चों... यह देश हमारा पहले बहुत बड़ा था । पर, बाद में इसका विभाजन हो गया । |
| बच्चा : | मतलब बाँट दिया गया ? |
| दादाजी : | हाँ बाँट दिया गया लेकिन बाँटना... विभाजन अलग अलग होता है । मान लो तुम्हारे पास दस टॉफी है । उसे तुम्हें आपस में बाँटना है तो कैसे बाँटोगे ? पाँच – पाँच बाँट लोगे... अब सोचो कि तुम्हारे पास एक ही टॉफी है... तो क्या करोगे... |
| बच्चा : | मैं उसे तोड़कर दो हिस्सों में बाँट दूँगी । |
| दादा जी : | बच्चे... तोड़ना... उसे खण्डित खण्डित कर देना कर... यही विभाजन होता है । और इससे जो |

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| | पीड़ा उपजती है... जो तकलीफ होती है वही विभीषिका है । |
| बच्चा : | दादा जी... यह विभाजन तो समझ में आ गया... लेकिन यह विभीषिका... विभाजन ... विभीषिका... |
| दादा जी : | चलो बताता हूँ... |
| गीत : | आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की... इस मिट्टी से तिलक करो, यह धरती है बलिदान की... वंदे मातरम... वंदे मातरम... आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की... इस मिट्टी से तिलक करो, यह धरती है बलिदान की... वंदे मातरम... वंदे मातरम... |

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| बच्चा : | दादा जी... हमें अच्छी तरह से बताइये न... कि यह विभाजन कैसे हुआ था । |
| दादा जी : | बताता हूँ... बताता हूँ... विभाजन के बारे में... अपने देश के विभाजन के बारे में बताता हूँ... ध्यान से सुनो... विभाजन के बारे में इतिहासकारों का जो दृष्टिकोण है, उसे गौर से सुनो... ध्यान देकर सुनो और उसे समझने की कोशिश करो... । हमारे देश को धर्म के नाम पर दो हिस्सों में बाँट दिया गया । लाखों लोग इस पार से उस पार भागने लगे । चारों तरफ भगदड़ मच गयी । लाखों लोग बेघर हो गए... |
| गाना : | है प्रीत जहाँ की रीत सदा है प्रीत जहाँ की रीत सदा मैं गीत वहाँ के गाता हूँ भारत का रहने वाला हूँ भारत की बात सुनाता हूँ |

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| | | है प्रीत जहाँ की रीत सदा |
| सूत्रधार एक | : | अखण्ड भारत का विभाजन अभूतपूर्व मानव विस्थापन और मजबूरी में पलायन की एक दर्दनाक काला इतिहास है । |
| सूत्रधार दो | : | यह एक ऐसी घटना है, जिसमें लाखों लोग अजनबियों के बीच एकदम विपरित परिस्थिति में नया आशियाना तलाश रहे थे । |
| सूत्रधार एक | : | विश्वास और धार्मिक आधार पर एक हिंसक विभाजन की कहानी के अतिरिक्त इस बात की भी कहानी है कि... |
| सूत्रधार दो | : | कैसे एक जीवन शैली तथा वर्षों पुराने सह – अस्तित्व का युग एकदम नाटकीय तरीके से समाप्त हो गया । |
| सूत्रधार एक | : | लगभग 60 लाख हिन्दू, सिख और अन्य सम्प्रदाय के लोग जिन क्षेत्र से निकल आए, जो |

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| | | बाद में पश्चिमी पाकिस्तान बन गया । |
| सूत्रधार दो | : | 65 लाख मुसलमान पंजाब, दिल्ली और भारत के अनेक हिस्सों से पश्चिमी पाकिस्तान चले गए थे । |
| सूत्रधार एक | : | 20 लाख हिन्दू और अन्य सम्प्रदाय के लोग पूर्वी बंगाल, जो बाद में पूर्वी पाकिस्तान बना, उसको छोड़कर पश्चिम बंगाल आए । |
| सूत्रधार दो | : | 1950 में 20 लाख और हिन्दू और अन्य सम्प्रदाय के लोग पश्चिम बंगाल आए । |
| सूत्रधार एक | : | दस लाख मुसलमान पश्चिम बंगाल को छोड़ कर पूर्वी पाकिस्तान चले गए । |
| सूत्रधार दो | : | इस विभीषिका में मारे जाने वाले लोगों का आँकड़ा लगभग 5 लाख बताया जाता है । |
| सूत्रधार | : | लेकिन अनुमानतः यह आँकड़ा पाँच से 10 |

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| एक | लाख के बीच का है । |
| सूत्रधार दो : | कहा जाता है कि द्वितीय विश्व युद्ध के बाद संभवतः सबसे बड़े पैमाने पर इस विभाजन के फलस्वरूप धर्म के नाम पर हत्याएँ हुईं । |
| सूत्रधार एक : | सदियों पुराने सामाजिक ताने – बाने और विश्वास का संबंध टूटा । |
| गीत : | आँखों से बहते, ये दर्द की धारें आँखों से बहते, ये दर्द की धारें छुटी हुई जिंदगी, खोई हुई यारें । छुटी हुई जिंदगी, खोई हुई यारें । आँखों से बहते, ये दर्द की धारें आँखों से बहते, ये दर्द की धारें छुटी हुई जिंदगी, खोई हुई यारें । छुटी हुई जिंदगी, खोई हुई यारें । |
| बच्चा : | दादा जी... इन लोगों का घर बार सब छीन |

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| | लिया गया है। मुझे तो सुनकर ही डर लग रहा है। |
| दादा जी : | यह डरने की बात तो है ही बच्चे... सोचो जो लोग उस वक्त रहे होंगे उन पर क्या गुजरी होगी ? |
| बच्चा : | दादा जी... वहाँ तो मेरे जैसे बच्चे भी रहे होंगे... उनका क्या हाल हुआ होगा ? |
| दादा जी : | हाँ... तुम्हारे जैसे लाखों बच्चे थे, जिन्होंने उस दृश्य को अपनी आँखों देखा था और आज भी उस दृश्य को याद कर वे सिहर उठते हैं। |
| बच्चा : | हमें और बताइए ना दादा जी... |
| दादा जी : | बताता हूँ... तो सुनो बच्चा... |
| गीत : | ये देखो बंगाल यहाँ का, हर चप्पा हरियाला हैं यहाँ का बच्चा-बच्चा, अपने देश पे मरनेवाला |

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| | <p>है</p> <p>आओ बच्चों तुम्हें दिखाएँ, झाँकी हिंदुस्तान की...</p> <p>इस मिट्टी से तिलक करो, यह धरती है बलिदान की...</p> <p>वंदे मातरम, वंदे मातरम</p> <p>वंदे मातरम, वंदे मातरम</p> |
| शिक्षक : | सिट डाउन... |
| बच्चे : | गुड मॉर्निंग सर... |
| शिक्षक : | गुड मॉर्निंग |
| बच्चे : | सर... सुनिए न... आप विभाजन के बारे में कुछ बता रहे थे... आपने कहा था कि बहुत कुछ गँवा दिया... अब आगे बताइए ना विभाजन के बारे में क्या हुआ... |
| शिक्षक : | 20 फरवरी, 1947 को ब्रिटिश प्रधान मंत्री |



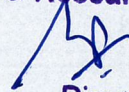


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| | | क्लेमेंट एटली ने हाउस ऑफ कॉमंस में यह घोषणा की थी... |
| बच्चा : | | सर... इसके आगे तो मैं बताती हूँ... मुझे भी मालूम है ... |
| शिक्षक : | | हाँ... बताओ... |
| बच्चा 1 : | | हाँ... तो दोस्तों... सरकार ने 30 जून, 1948 से पहले... |
| शिक्षक : | | अरे पूनम... वहाँ कहाँ... यहाँ आकर बताओ न सबको.. |
| बच्चा 2 : | | जी सर... हाँ... तो दोस्तों... सरकार ने 30 जून, 1948 से पहले... सत्ता का हस्तांतरण कर भारत को छोड़ने का फैसला किया है । |
| बच्चा 3 | | सर मैं.. |

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| शिक्षक : | हाँ बताओ... |
| बच्चा 4 : | हालाँकि पूरी प्रक्रिया को लॉर्ड माउंटबेटेन की वजह से एक साल पहले कर लिया गया था । |
| बच्चा 5 : | हाँ सर... लॉर्ड माउंटबेटेन 31 मई, 1947 को लंदन से सत्ता के हस्तांतरण की मंजूरी लेकर नई दिल्ली लौटे थे । |
| बच्चा 6 : | मुझे भी याद आया... 02 जून, 1947 की ऐतिहासिक बैठक में विभाजन की योजना पर मोटे तौर पर सहमति बनी थी । |
| बच्चा 7 : | हाँ सर... भारत के विभाजन का निर्णय एक पूर्व शर्त की तरह था । भारत जैसे देश का विभाजन धार्मिक आधार पर हो इस योजना का व्यापक विरोध हुआ । |
| बच्चा 1 : | ऐसा कहा जाता है कि इस विभाजन के लिए वे ही नेता मानसिक रूप से तैयार थे, जिन्हें इस |

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
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| | विभाजन में अपना हित और उज्ज्वल भविष्य दिख रहा था । |
| शिक्षक : | अरे वाह बच्चों... आपको तो बहुत सारी जानकारीयाँ हैं... अब आगे की क्लास हम शुरू करें, उससे पहले हम एक छोटा सा ब्रेक ले लेते हैं... |
| सभी बच्चे : | ठीक है सर... |
| गीत : | वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम |
| सूत्रधार 1 : | भाई, तुम्हारा विभाजन को लेकर क्या खयाल है? |
| सूत्रधार 2 : | भाई, विभाजन को बढ़ावा देने से समाज में सुधार होगा । विभिन्न समुदायों को अपने- |

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| | | अपने अधिकार मिलेंगे । |
| सूत्रधार 1 : | | नहीं नहीं, विभाजन से ऐसा कुछ भी नहीं होगा, अरे एकता से ही समाज का विकास हो सकता है । हम सब को एक होकर समृद्धि की राह पर आगे बढ़ना चाहिए । |
| सूत्रधार 2 : | | तुम्हारी बातें अच्छी हैं, लेकिन वास्तविकता यह है कि विभाजन से ही सब कुछ संभव होता है । |
| सूत्रधार 1 : | | नहीं नहीं... हम सबको मिलकर देश को प्रगति के पथ पर ले जाना चाहिए । और विभाजन की विभीषिका को मिटाना ही चाहिए । |
| सूत्रधार 2 : | | तुमको क्या लगता है... हम सब मिलकर यह संदेश अपना पाएंगे ? |
| सूत्रधार 1 : | | क्यों नहीं अपना पाएँगे... इसके लिए हम सबको एकजूट होकर रहना पड़ेगा और यह |

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| | |
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| | एकजूटता ही हमारी धरोहर है, इसे संजो कर रखना पड़ेगा । |
| सूत्रधार 2 : | ठीक है, पर मुझे अखंड भारत के विभाजन के समय और क्या क्या हुआ वो तो बताओ... |
| सूत्रधार 1 : | इसके बारे तो वही लोग तुम्हें बताएँगे, जिन्होंने इसे भोगा है... |
| गीत : | वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम वंदे मातरम, वंदे मातरम. |
| बच्चे : | गुड आफ्टर नून सर... |
| शिक्षक : | गुड आफ्टर नून... सिट डाउन... हाँ तो आगे चलें... तो आगे सुनो... ... अखिल भारतीय मुस्लिम लीग की बैठक 9 जून, 1947 को नई दिल्ली के इम्पीरियल |

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Director

Qin MR



| | |
|-----------|--|
| | होटल में हुई थी । |
| बच्चा : | भारतीय मुस्लिम लीग के साथ साथ उस समय कांग्रेस और अनेक नेताओं की अक्षमता या अनुचित महत्वाकांक्षाओं के कारण इस कदम का पुरजोर विरोध नहीं सो सका । कांग्रेस के नेता पं. जवाहर लाल नेहरू और मुस्लिम लीग के जिन्ना के आपसी द्वन्द का नतीजा देश को विभाजन के रूप में भोगना पड़ा । |
| बच्चा 1 : | अच्छा... सर... सर... इसके आगे की बात फिर से मुझे मालूम है... |
| शिक्षक : | अरी पूनम तुम को तो सब कुछ मालूम है... वैसे भी ज्ञान बाँटने से बढ़ता है... बाँटो ज्ञान... |
| बच्चा 1 : | दोस्तों... वहाँ विभाजन की माँग वाला प्रस्ताव लगभग सर्वसम्मति से पारित हुआ । |

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| | |
|-----------|--|
| | होटल में हुई थी । |
| बच्चा : | भारतीय मुस्लिम लीग के साथ साथ उस समय कांग्रेस और अनेक नेताओं की अक्षमता या अनुचित महत्वाकांक्षाओं के कारण इस कदम का पुरजोर विरोध नहीं सो सका । कांग्रेस के नेता पं. जवाहर लाल नेहरू और मुस्लिम लीग के जिन्ना के आपसी द्वन्द का नतीजा देश को विभाजन के रूप में भोगना पड़ा । |
| बच्चा 1 : | अच्छा... सर... सर... इसके आगे की बात फिर से मुझे मालूम है... |
| शिक्षक : | अरी पूनम तुम को तो सब कुछ मालूम है... वैसे भी ज्ञान बाँटने से बढ़ता है... बाँटो ज्ञान... |
| बच्चा 1 : | दोस्तों... वहाँ विभाजन की माँग वाला प्रस्ताव लगभग सर्वसम्मति से पारित हुआ । |

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| बच्चा 2 : | जिसके पक्ष में 300 और विरोध में मात्र 10 मत पड़े । |
| बच्चा 3 : | देखते ही देखते भारत और पाकिस्तान दो हिस्सों में बँट गया । |
| बच्चा 5 : | धर्म के आधार पर बंगाल का पूर्वी हिस्सा भी विभाजित होकर पाकिस्तान में शामिल हो गया था । |
| दादा जी : | भारत के विभिन्न हिस्सों में 1946 और 1947 में हुई सांप्रदायिक हिंसा की व्यापकता और क्रूरता पर कई जगह विस्तार से किताबों में लिखा गया है । वह 04 मार्च, 1947 का दिन था । पुलिस ने हिंदुओं और सिखों के एक जुलूस पर, गोली चला दिया । |
| सूत्रधार – 2 : | देखते ही देखते 06 मार्च की सुबह तक अमृतसर, जालंधर, रावलपिंडी, मुल्तान और |



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| | | सियालकोट समेत पंजाब के सभी शहर दंगों के लपटों में घिर गए थे । |
| सूत्रधार – 1 | : | पंजाब की तुलना में बंगाल में दशकों तक जारी विस्थापन और पुनर्वास का रूप बिलकुल अलग ही था । |
| सूत्रधार – 2 | : | बंगाल के लोग बहुत ही अभागे थे... |
| सूत्रधार – 1 | : | क्यों... |
| सूत्रधार – 2 | : | क्योंकि... बंगाल के लोगों को दो – दो बार विस्थापन झेलना पड़ा था । |
| सूत्रधार – 1 | : | दो...दो... बार... |
| सूत्रधार – 2 | : | हाँ... दो...दो...बार ?? |
| सूत्रधार – 1 | : | एक बार तो उन सभी को अपना घर बार छोड़ कर पूर्वी पाकिस्तान जाना पड़ा .. |




Director





Date: 10th September 2024**Observance of Partition Horrors Remembrance Day 2024****Brief Description:**

- Date of the event - 14th August, 2024
- Time - 10.00 a.m. onwards
- Number of Students that participated - 93
- Number of Faculty Members that participated - 10
- Mode of Conduct - Physical Mode/Offline

Har Ghar Tiranga" campaign

The "Har Ghar Tiranga" campaign is an initiative by the Indian government aimed at encouraging every household in India to hoist the national flag, the Tiranga, to celebrate and honor the country's independence and national pride. To spread awareness among the community level Sheila Raheja School of Business Management & Research (SRBS) in collaboration with our sister institutes L.S. Raheja School of Architecture (LSRSA) and Sheila Raheja Institute of Hotel Management (SRIHM), has conducted a "Tiranga Yatra" to promote the spirit of the campaign and encourage widespread participation in hoisting the national flag. The yatra was designed to create a visible and emotional connection with the national flag and independence, reinforcing the values of patriotism and national pride across the country.

Poster Making Activity = "Har Ghar Tiranga" campaign was an impactful way to promote the initiative and inspire the students to participate, explore their ideas and focus on themes of patriotism, unity, and national pride which include motivating and informative messages such as "Har Ghar Tiranga", "Celebrate Independence", or "Proud to Hoist the Flag". Around 7 students of Sheila Raheja School of Business Management & Research (SRBS) have participated in Poster Making Activity to promote.

Skit - 14th August is observed as "Partition Horrors Remembrance Day". The Partition Horrors Remembrance Day has been envisaged to bring to light the agony, sufferings and pain of millions of people who were sufferers of partition. The Ministry of Education (MoE) has been organizing series of activities to observe the Partition Horrors Remembrance Day. To showcase the suffering of the partition affected people, a play has been curated by

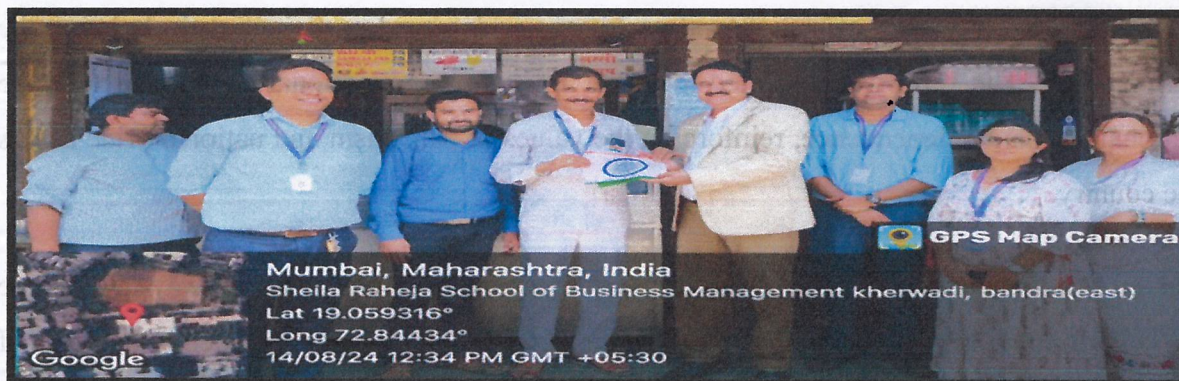
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National School of Drama (NSD) which the script of the play is designed to educate and raise awareness among students about the events of Partition, the impact it had on millions of lives and the importance of remembering this chapter of our history. To disseminate this message, our students performed the skit.

Pledge - Har Ghar Trianaga Campaign offers a unique opportunity to instill a deep sense of patriotism. We took the Pledge in the classrooms with 94 students along with the Director sir and all the faculty members.

Ek Ped Maa ke Naam - Tree Plantation

"Ek Ped Maa ke Naam" is a beautiful initiative that emphasizes the importance of tree plantation as a tribute to mothers, symbolizing nurturing, growth, and care. The idea is to plant a tree in honor of one's mother. Trees play a crucial role in our ecosystem by providing oxygen, improving air quality, and supporting wildlife. By planting a tree in your mother's name, you contribute to the environment and create a lasting legacy.



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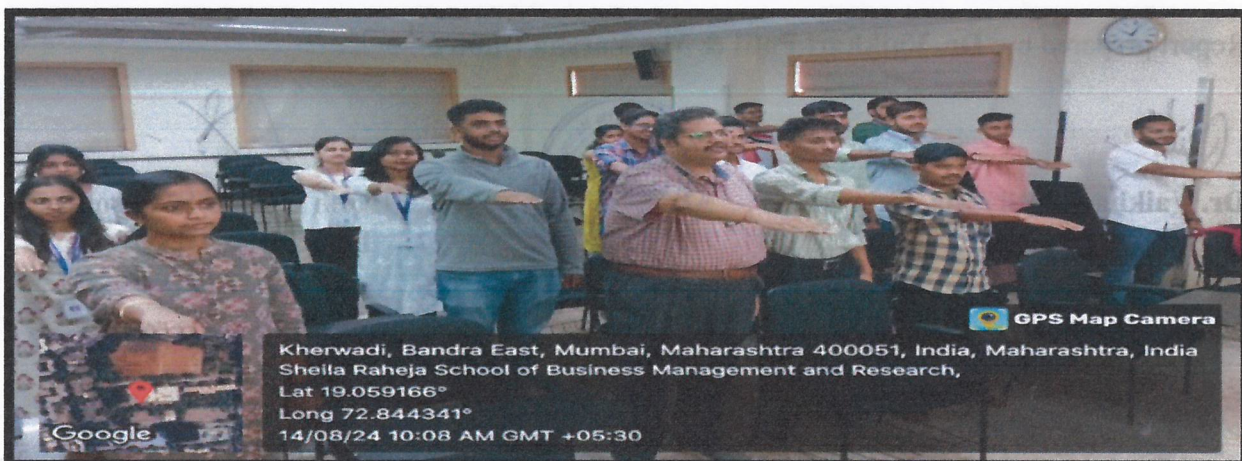


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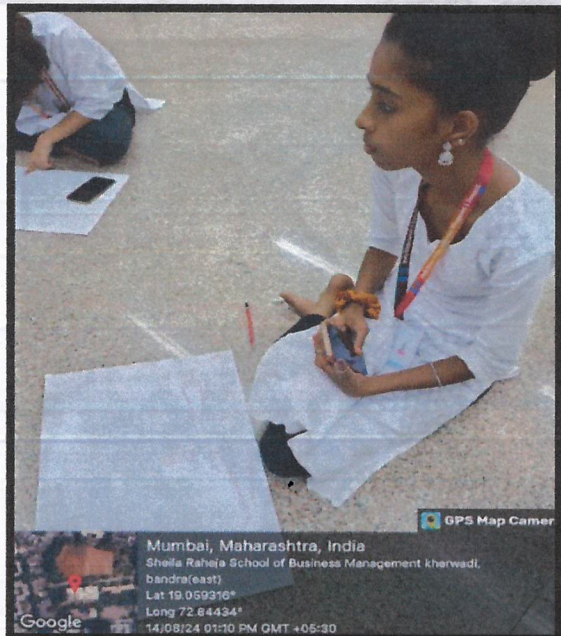
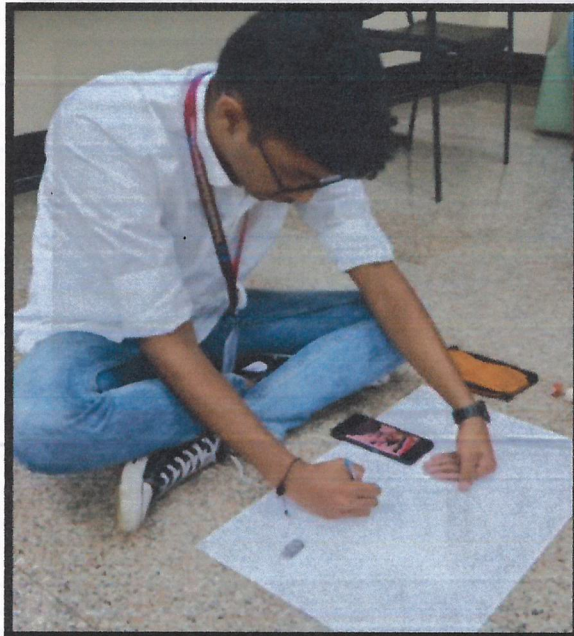
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Report prepared by: **Dr. Vaikhari Patil & Ms. Varsha Dhotre**

Dr. Vaikhari Patil

Dr. Vaikhari Patil / Ms. Lata Bhide
Faculty In Charge

L. M. Bhide



Dr. Harish Kumar S. Purohit

Dr. Harish Kumar S. Purohit
Director, SRBS

For Sheila Raheja School of Business Management & Research

Director



ACADEMIC YEAR: 2024 – 2025

Observance of Partition Horror Remembrance Day 2024

Date: 14th October 2024

Time: 10:00 am onwards

Resource Person Name: Dr. Vaikhari Patil & Mrs. Lata Bhide

| Sr. No. | Name of the Faculty | Signature |
|---------|----------------------|---------------|
| 1. | Dr. Rahul Sanghani | R.B. Sanghani |
| 2. | Anamree Nagar | Anam |
| 3. | Mrs. Lata Bhide | L.M. Bhide |
| 4. | Dr. Vaikhari Patil | V. Patil |
| 5. | Ms. Roshal Vinu | Roshal |
| 6.) | Mr. Pradeep R. Mali | P. Mali |
| 7.) | Mr. Shashank Pai | S. Pai |
| 8. | MRS. DARSHANA M. | D. M. |
| 9. | Ms. Vaishali Shetkar | V. Shetkar |
| 10. | JIGAR. PATEL | J. Patel |
| | | |
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ACADEMIC YEAR: 2024 – 2025

Attendance Sheet for Partition Horrors Remembrance Day

14th August 2024

TIME: 10.00 a.m. Onwards



Venue: Raheja Education Complex

| Sr. No. | Name of the Student | Course | Sign |
|---------|-----------------------|--------|----------------------|
| 1 | Ameey Nait | BMS | Ran |
| 2 | Vijayelaxmi N. Mhatre | BMS | leifu |
| 3 | Viraj Kesarkar | BMS | Viraj |
| 4 | Amaan Qureshi | BMS | Fulla |
| 5 | Bisma .f. Ansum | BMS | Signature |
| 6 | Shristi Vishwakarma | BMS | Sh |
| 7 | Maheshwari. maya | SY BMS | Maheshwari |
| 8 | Rasika Sawant | SYBMS | Rasika |
| 9 | Devaki Walikar | SYBMS | Devaki |
| 10 | Wahid | FYBMS | Signature |
| 11 | Huzair | FYBMS | Signature |
| 12 | Ram Poiga | SYBMS | Poiga |
| 13 | Gadik Khan | FYBMS | Gadik |
| 14 | Arman's Kule | FYBMS | Arman |
| 15 | Juck. H. Bagade | FY BMS | Juck |
| 16 | Dinesh Chohan | FY BMS | Dinesh |
| 17 | Shaikh Aisha | FY BMS | Aisha |
| 18 | Pritya Vishwakarma | TY BMS | Pritya |
| 19 | Kunal Sharma | TYBMS | Kunal |
| 20 | Rohith Ponniah | TYBMS | Rohith |
| 21 | Gauri Chaudare | TYBMS | Gauri |
| 22 | Soham Kothan | TYBMS | Soham |
| 23 | Samara Alnada | TYBMS | Samara |
| 24 | Leroy Andrade | TYBMS | Leroy |
| 25 | Zea Randaram | TYBMS | Zea |

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ACADEMIC YEAR: 2024 – 2025

Attendance Sheet for Partition Horrors Remembrance Day

14th August 2024

TIME: 10.00 a.m. Onwards

Venue: Raheja Education Complex

| Sr. No. | Name of the Student | Course | Sign |
|---------|------------------------|---------|------------|
| 26 | Suchit S. Ghadigaonkar | F.Y BMS | Suchit |
| 27 | Divya A. Chamariya | F.Y BMS | Divya |
| 28 | Joseph Stanley | FYBMS | J. Stanley |
| 29 | Mustageem Mirza | TYBMS | M. Mirza |
| 30 | Dhriti Shah | TYBMS | Dhriti |
| 31 | Aditi More | TYBMS | A. More |
| 32 | Gajal Shah | TYBMS | Gajal Shah |
| 33 | Vandana Mali | FYBMS | Vandana |
| 34 | Shagun Gupta | FYBMS | Shagun |
| 35 | Gourhya Naini | FYBMS | Gourhya |
| 36 | Prapti Adikhale | FYBMS | Prapti |
| 37 | Jaya Dayma | FYBMS | Jaya |
| 38 | Gauri Patniwar | FYBMS | Gauri |
| 39 | Navrat Sharma | SYBMS | Navrat |
| 40 | Tanisha Valodsa | SYBMS | Tanisha |
| 41 | Palak Seth | FYBMS | Palak |
| 42 | Durva Patankar | TYBMS | Durva |
| 43 | Shruti Bague | TYBMS | Shruti |
| 44 | Rohan Bachim | TYBMS | Rohan |
| 45 | Ashish Singh | TYBMS | Ashish |
| 46 | Vidya Nair | TYBMS | Vidya |
| 47 | Neha Dhuri | FYBMS | Neha |
| 48 | Sarriksha Tadhar | FYBMS | Sarriksha |
| 49 | Shrey Decruz | FYBMS | Shrey |
| 50 | Priyanka Jha | FYBMS | Priyanka |

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ACADEMIC YEAR: 2024 – 2025
Attendance Sheet for Partition Horrors Remembrance Day
14th August 2024
TIME: 10:00 a.m. Onwards
Venue: Raheja Education Complex

| Sr. No. | Name of the Student | Course | Sign |
|---------|--------------------------|--------|--------------------|
| 51 | Saniya Gulam Shaikh | FYBMS | <i>[Signature]</i> |
| 52 | Bhumi Ramchandra Pagedel | FYBMS | <i>[Signature]</i> |
| 53 | Tayyaba Shaikh | TYBMS | <i>[Signature]</i> |
| 54 | Aarti Singh | TYBMS | <i>[Signature]</i> |
| 55 | Pranjali V. Arghavasi | TYBMS | <i>[Signature]</i> |
| 56 | Ridhi Tambe | TYBMS | <i>[Signature]</i> |
| 57 | Ansh Joshi | FYBMS | <i>[Signature]</i> |
| 58 | Tanweer Shaikh | TYBMS | <i>[Signature]</i> |
| 59 | Khushi Singh | SYBMS | <i>[Signature]</i> |
| 60 | Mehar Wate | FYBMS | <i>[Signature]</i> |
| 61 | Khushi Vora | SYBMS | <i>[Signature]</i> |
| 62 | Parsini Prajapati | SYBMS | <i>[Signature]</i> |
| 63 | Sneha Vishwakarma | FYBMS | <i>[Signature]</i> |
| 64 | Sini Bhambhani Shastri | FYBMS | <i>[Signature]</i> |
| 65 | Vansha Agare | FYBMS | <i>[Signature]</i> |
| 66 | Soumya Tripathi | SYMMS | <i>[Signature]</i> |
| 67 | Sushmita Alim | SYMMS | <i>[Signature]</i> |
| 68 | Tejaswini D. Mohite | SY-MMS | <i>[Signature]</i> |
| 69 | Mayur M. Mohare | SYMMS | <i>[Signature]</i> |
| 70 | Dev Manik. Gaitwad. | SYMMS | <i>[Signature]</i> |
| 71 | Bhoomi Patel | SYMMS | <i>[Signature]</i> |
| 72 | Maansi Khair | SYMMS | <i>[Signature]</i> |
| 73 | Megha Panmand | SYMMS | <i>[Signature]</i> |
| 74 | Shouga Das | SYMMS | <i>[Signature]</i> |
| 75 | Bhushan Dhawak. | SYMMS | <i>[Signature]</i> |

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ACADEMIC YEAR: 2024 – 2025

Attendance Sheet for Partition Horrors Remembrance Day

14th August 2024

TIME: 10.00 a.m. Onwards

Venue: Raheja Education Complex

| Sr. No. | Name of the Student | Course | Sign |
|---------|---------------------|--------|-----------|
| 76 | Mayank Jain | SYMMS | Mayank |
| 77 | Jeet Kariwal | SYMMS | Jeet |
| 78 | HRITISHA CHARAN | SYMMS | HRITISHA |
| 79 | Karan Desai | SYMMS | Karan |
| 80 | Sangeetha Nanu | SYMMS | Sangeetha |
| 81 | Vidhi Dube - | SYMMS | Vidhi |
| 82 | Peadip Hadawale | SYMMS | Peadip |
| 83 | Sahil Rane | SYMMS | Sahil |
| 84 | Sakshi Thasale | SYMMS | Sakshi |
| 85 | Udang Sawant | SYMMS | Udang |
| 86 | Akshad Mishra | SYMMS | Akshad |
| 87 | Sharvani Jadhav | SYMMS | Sharvani |
| 88 | Nisha Jha | SYMMS | Nisha |
| 89 | Nishant Jamba | SYMMS | Nishant |
| 90 | Pragati Tiwari | SYMMS | Pragati |
| 91 | Prathmesh Pibal | SYMMS | Prathmesh |
| 92 | Pratul Pawar | SYMMS | Pratul |
| 93 | Shravan Pawar | SYMMS | Shravan |
| 94 | | | |
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| 96 | | | |
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| 100 | | | |

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