



PILAR NIKETAN SOCIETY

ACTIVITY REPORT 2025-2026



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ANNUAL ACTIVITY REPORT 2025–2026

A Year of Formation, Learning, Community Life and Service

1. Overview of the Year

The academic year 2025–2026 provided the community of Pilar Niketan Society with opportunities to grow through study, shared responsibilities, social outreach and exposure to different religious and social environments. The formation programme brought together intellectual development, personal maturity, physical well-being and a commitment to service.

Community life remained an important setting for this growth. Through daily interaction, collaborative activities and assigned responsibilities, students were encouraged to become more disciplined, considerate and accountable. Particular emphasis was placed on connecting learning with lived experience, so that formation would prepare students not only for academic achievement but also for a life of compassionate service.

2. Personal Growth and Community Living

Formation through everyday responsibilities

Personal formation focused on helping students develop self-awareness, emotional balance, good manners and a responsible approach to their commitments. House portfolios and shared duties offered opportunities to practise leadership, cooperation and accountability.



Daily manual work encouraged respect for the dignity of labour and a willingness to contribute to the upkeep of the community.



Students were guided to approach ordinary tasks with sincerity, perseverance and care, recognising that personal growth takes place through faithful attention to everyday responsibilities.

Relationships and participation



Community meetings provided a setting for sharing concerns, reviewing responsibilities and discussing matters affecting common life. These exchanges encouraged attentive listening, mutual respect and constructive participation.



Cultural programmes, talent presentations, debates, elocutions, singing and other group activities offered students opportunities to develop confidence and express their abilities. Recreation and excursions complemented the formation programme by creating space for relaxation, friendship and shared experiences.



3. Health, Fitness and Recreation

Physical well-being formed an important part of the community's approach to formation. Students were encouraged to maintain personal hygiene, follow a balanced routine and participate regularly in exercise and games.



opportunities to strengthen fitness while learning teamwork, discipline and sportsmanship. Participation in games also

Football, volleyball, table tennis and other recreational activities provided





helped students appreciate both healthy competition and the importance of supporting one another.

Yoga and regular exercise supported a balanced approach to physical and mental well-being. Alongside these activities, attention was given to sufficient rest, responsible habits and maintaining a healthy balance between study, work and recreation.

4. Academic and Intellectual Development

Study and academic responsibility



Intellectual formation encouraged students to develop consistent study habits, curiosity and the ability to reflect critically. Classroom learning, assignments, tutorials and presentations provided opportunities to strengthen understanding and communication skills.

The academic programme included undergraduate studies at St. Francis de Sales College and Hislop College, Nagpur, alongside the formation offered within the house. Students were encouraged to take responsibility for their academic progress and to connect their studies with the questions and needs of society.



Reading, reflection and creative expression



The library supported independent reading and study, helping students explore subjects beyond their prescribed curriculum.

The “Gyan Sangam” wall-paper initiative offered a platform for written expression and reflection on philosophical, social, economic and political themes. The community e-newsletter, “Glimpses,” provided opportunities to document activities, practise writing and share significant moments from

community life.

Together, these initiatives encouraged students to become thoughtful readers, clearer communicators and more attentive observers of the around them.



5. Human Formation through Regular Social Ministries

Continuing places of ministry

The regular social ministries continued at the same centres:

- Home for the Aged and Handicapped, Unthkhana.
- Shanti Bhavan, Katol Road.



- Divya Jyoti, Martin Nagar.

These ministries connected the students’ formation with the lives of children, the sick, the elderly and persons requiring additional care and support.

Service and accompaniment

Activities with children included assistance with studies, sessions on hygiene and human values, and opportunities for participation in educational and recreational programmes. These interactions encouraged students to communicate patiently and respond sensitively to different needs.

The students also organised some activities and programmes in the Central Jail, Nagpur during Christmas and during Summers through the



recognise the value of being present to others, especially those experiencing loneliness or dependence.

Regular ministry offered a practical setting for learning compassion, humility and responsibility. It helped students understand service as a relationship grounded in respect for the dignity of every person.



guidance of the Police Inspector and Social Workers of the Central Jail.

Visits to the sick and elderly centred on companionship, attentive listening and assistance with everyday tasks. Students were encouraged to



6. Mission Exposure: Shanti Nagar, Bhopal

Encountering the ministries of the Pilar Fathers

The mission tour for 2025–2026 took the students to Shanti Nagar, Bhopal. During this exposure, they visited several communities and institutions served by the Pilar Fathers:

- A colony of persons affected by leprosy.
- A bonded labour colony.
- Schools serving underprivileged children.
- Hostels supporting children from



disadvantaged backgrounds.

The visits introduced students to different dimensions of missionary service, including accompaniment, education and care for communities facing social and economic hardship.



Learning from the experience



Meeting the residents and observing the work of the Pilar Fathers gave students an opportunity to reflect on the relationship between faith and practical service. The experience drew attention to the importance of human dignity, access to education and sustained concern for people living at the margins of society.

The mission exposure also invited students to examine their own attitudes towards poverty, exclusion and service. It provided a setting in which the values discussed during formation could be considered in relation to people's everyday lives.



7. Religious and Cultural Exposure: Varanasi



The students also visited Varanasi and explored different religious centres in the city. This visit added a religious and cultural dimension to the year's exposure programme.

Encountering different places of worship and religious traditions created

opportunities for reflection on the place of faith in people's lives. Students were encouraged to observe respectfully, appreciate diversity and consider the importance of dialogue.

Together, the visits to Bhopal and Varanasi brought two complementary aspects of formation into focus: service to vulnerable communities and respectful engagement with different religious traditions.



8. Cultural Participation and Shared Celebrations



Students contributed through music, singing, acting, public speaking and the organisation of programmes. These occasions encouraged creativity and

National days, cultural occasions and community celebrations provided opportunities to strengthen fellowship and appreciate the diversity within the community.



collaboration while allowing students to develop confidence in planning and carrying out shared responsibilities.

Participation was understood not merely as performance, but as an opportunity to contribute one's talents to the life of the community.



9. Review and Future Priorities

The year's programme brought together several interconnected areas of growth:

- Personal maturity through discipline, reflection and shared responsibilities.
- Intellectual development through study, reading and written expression.
- Physical well-being through exercise, games and balanced routines.
- Social awareness through regular outreach and mission exposure.
- Respect for religious diversity through visits and encounters.
- Community spirit through cooperation, celebrations and mutual support.

These areas also indicate priorities for continued formation: greater consistency in study and duties, more thoughtful communication, deeper reflection on ministry experiences and a stronger connection between learning and service.

10. Appreciation and Conclusion

Pilar Niketan Society expresses its gratitude to the staff and formators for their guidance, availability and commitment to the growth of the students. Appreciation is also extended to the governing body for its support and concern for the community.

The Society thanks the institutions associated with its regular social ministries for providing opportunities for service and learning. A special word of gratitude goes to the Pilar Fathers at Shanti Nagar, Bhopal, for facilitating the mission exposure and introducing the students to the communities and institutions under their care.

The academic year 2025–2026 offered opportunities to deepen the connection between personal formation, education and service. Through community life, regular outreach and encounters beyond the institution, students were encouraged to grow into responsible, compassionate and service-oriented persons.