



from the school

Krishnamurti Foundation India

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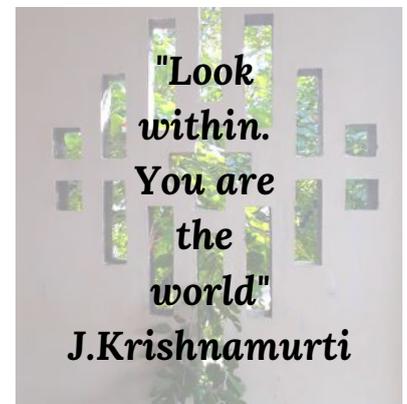
Jamun Picking

From the Editor

Welcome to the 10th edition of the School's newsletter. Half the academic year has gone by and it has been full of zip thus far. The picture above shows the fruits of the Jamun tree being salvaged and children devouring the Jamuns in rampant motion.

This edition of the newsletter carries with it an interesting assembly that took place, accounts of student perspectives on their classes, pictures detailing developments on campus, gallery of trips taken in the first half of the academic year, project based learning from Junior and Middle school, 'Sports Week' happenings, the festival of 'Drama and Dialogue', among others.

Issue 10



My Dream World

Once I thought, how good the world would be if there was no money and military and if there was no violence?

If there was no money, everyone can go to the shop and get anything they want.

There will be nobody rich or poor. Robbers wouldn't rob other people's houses or banks. There would be no banks. Every one can be friendly and all the countries will be friends.

If there was no military and war, everyone can have a long life. Everyone can be free and travel all around the world. If the world didn't have borders, anybody can explore any place. People will be very kind. Everything will be peaceful.

A world without money and military would be GREAT!

I wish my dream world would be a reality one day!

-Student of Junior School



SPREADING JOY THROUGH FOLK DANCE

An Assembly by Students of Class 12



A poem by a student of
Junior School on
Millipede spotting on
campus

Millipedes here,
Millipedes there,
Millipedes everywhere.

You have to be aware!
They should not get
crushed under
Your feet, because they
are so cute
And sweet!

Millipedes lay eggs
And they have a lot of
legs!

Millipedes here,
Millipedes there,
Millipedes everywhere!

Tree Project

I have always been interested in projects and I find that the booklets are a very convenient way of expressing my learning. One such project in Science was about various trees. This involved learning about various aspects of trees. The tree I chose to write about was the Teak tree. This project required details on the trees -pollination, reproduction, dispersal of seeds, habitat and its benefits. We also had to observe the tree, its flowers, leaves and trunk. We had to draw proportional diagrams of the different parts of the tree. It was not easy to get all the information, but through various sources, like books, internet and observing the tree by myself, I managed to get more than enough facts to fill the booklet. It was very fascinating to gather information on its benefits by looking at different furniture made out of these trees. Projects like these offer lots of learning opportunities. When else would you have to idea read articles on Teak deforestation that will give you so many facts -from the mere texture of the trees to its decreasing numbers!

“ I find these projects very helpful and it really helps one understand the big impact certain small things have. ”

-Student of Middle School



By Students of Junior School

Groups of children observed different trees for three months during their Nature Walk.

The month of July saw the Jamun tree in full bloom, dotted with numerous tiny white flowers. Within a span of a month the tree transformed hue to a deep shade of purple. Hundreds of luscious Jamuns carpeted the ground.

Stepping into Class 8: An Account of the Journey So Far

Class 8 is extremely fun and it is good to be back with only our age group after 6 years. The games classes are particularly enjoyable because everybody has almost the same amount of skill. In Mixed Age Group (MAG), there was always a lot of difference in skill. In the academic sense, there is quite a bit of difference in the work one has. A lot of work is given and the amounts of projects we do has increased drastically. Despite this, I enjoy class 8. Art classes also start to become more serious, and you are given a particular thing to do. Activities such as weaving, carpentry, clay and art are fun and something to look forward to.

A day in class 8

We start the day with being in different places on campus. We prefer some subjects to the other. We work in groups and we have an understanding of what is going on. During free time, we like to play football and basketball.

Math is the subject we all like. Until now, we have done topics like linear equations, geometry. We enjoy doing worksheets and exercises. We also enjoy working on our portfolio. Games are the highlight of the day. Majority of the boys play football, and the girls' basketball. Three periods of games, a week is not sufficient for us, so we play during all the chances we get. It is our way to use our energy and play our best. In English, we have comprehension, grammar and punctuation. We do worksheets and exercises to revise the concepts. In history, we study chapters from the trail and do questions on the topics. We study civilizations, dynasties, empires and we discuss about them in the class. In geo, we do chapters like Rotation and revolution and the structure of the Earth.

Sometimes, Geography branches into physics concepts like momentum, force and speed. In bio, we worked on cell, tissues and diversity in living organisms. In Chemistry, we watch videos which talks about the elements and their structure. Physics is a universal Subject and is applied in many subjects. We learnt how to calculate Velocity and speed which factor in many concepts. We also discussed about Newton's laws of motion.



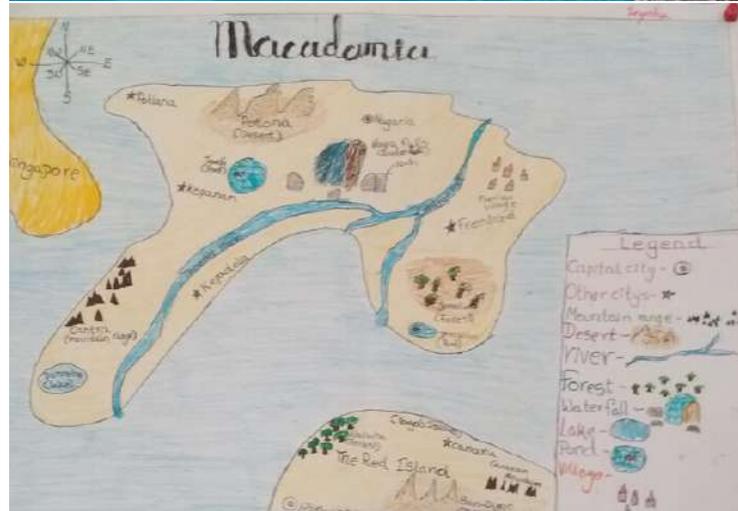
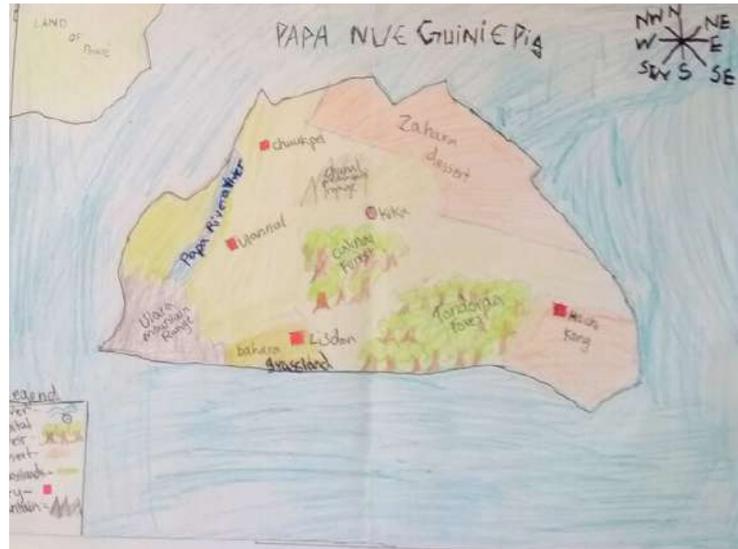
Class 8 is a very active class. Majority of the class shows interest and completes classwork and homework on time. The class does not have that much of interest in Language 2 (L2) and Language 3 (L3). The class moves at a good pace to complete the portions. The teachers who teach us have easy time teaching us because the class is quick to learn and understand any new concepts except L2 and L3. Overall, the class is good with academics.

The biggest change in class 8 for us was the SAG. In the past, I used to be very nervous at the beginning of every academic year because I would never know which group I was going to be a part of. But this year was different because I had nothing to worry. I already knew that I would be with my friends. This year I got a chance to strengthen my friendship with the friends I already had. In MAG, we usually work in groups where Class 7 would usually take care of class 6 and 5.

The biggest change in academics is making OUR PORTFOLIO. Our project work is filed in it along with the feedback given by our teachers. There are times we get multiple projects and it is important for us to manage our time well. We have ROTA every week and we enjoy it.

After 6 years of MAG classes, we have come together. We feel happy that we are going to be together for the next few years. We enjoyed dancing during one class teacher's period. We enjoyed our trip to the Siruseri lake and understood the efforts to conserve water bodies. Our class has students who speak different languages and have different hobbies. We have bonded as a family and come together as one group. As a class, we discussed about the various issues that were taken up during the Drama fest. The assemblies have influenced us much. All in all, this year is off to a good start!

Middle School Students Creating Captivating Imaginary Lands





A write-up on the Film Adaption of 'The Old Man and the Sea'



We saw the film adaptation of Ernest Hemingway's popular novella - *The Old Man and the Sea* as part of an assembly. Written in 1952, the captivating story won him a Pulitzer prize and eventually contributed to his Nobel prize win in 1954. The twenty - minute long animated feature was created by the Russian animator Aleksander Petrov. The film shows the story of a struggling fisherman and his 'brother' the Marlin. Co-produced by Canadian, Russian and Japanese studios, Petrov hand-painted over 29,000 frames on glass (with the help of his son Dimitri Petrov) using slow-drying oil paints. Petrov moved the paint with his fingers to capture the movement in the next shot, and while the magical effect resembles a moving painting, the direction itself was very technologically advanced, involving a specially constructed motion-capture camera. I found it interesting to see how the traditional form of oil-painting combined with the sophisticated technology of motion-cameras to form such beautiful imagery. Petrov and Dimitri began the laborious task of painting in 1997 and finished it two years later.

In 2000, the feature won the Academy Award (Oscar) for best animated short film. The film's style is analogous to that used by Petrov in his other films and can be characterised as a type of Roman Realism. People, animals and landscapes are painted and animated in a very realistic fashion, but there are sections where Petrov attempts to visually show the characters' inner thoughts and dreams. For example, the film contains a scene where the fisherman dreams that he and Marlin are brothers swimming together in the vast expanse. The vibrant hues of the ocean and the sky, the smooth transitioning of scenes, the proud roar of the lions and the muffled hoot-steps of the leaping gazelles all contributed to a unique and eye-opening experience. The scene which I found most spectacular was when the Marlin jumped out of the water, and the fisherman's disbelief of the fact that he had caught a fish of such magnificent proportions.

-Class 10 Student

Book cover of 'The Old Man and the Sea'

Brimming with Questions

From students of Junior School after a field trip, taken as part of the 'Direction Study'.

"Why is SIPCOT so far away from the city?"

"Why were the cows eating plastic?"

"Why were they being dumped there in the first place?"

"Why was there no water in the 'erikarrai' (lake)?"

"Why were they filling the holes in the 'erikarrai' with sand?"

"Why were the palm trees planted in a line on the bund?"

"How did the 'erikarrai' dry up?"



The monsoon brings with it good cheer, and much inspiration...

It's a rainy day and it's a holiday
 It's time to play and it's a holiday
 I see the lightning flash
 I hear the children splash
 There's no school and it's a holiday!

I use my umbrella, to twirl it as I like
 I feel cozy at home, playing with my friends,
 I hear thunder,
 I feel the raindrops and makes me wonder
 It's a rainy day and it's a holiday.

-Student of Junior School

I love rainy days. There seems to be just a little more excitement on the bus. On reaching school, the earthy smell of soil just after rain hits you and a sense of peace overcomes you. You can see junior school children jumping around trying to avoid the puddles. The corridors of buildings are slippery from the mud and slush brought in by children's feet. The air is cool and fresh and all plants and greenery seem to pop up more. It's almost as if the school has become an obstacle-course too! Teachers and students are seen hopping on the hexagonal tiles to move from one place to another, avoiding the water and slush. It is a very funny sight. There are also looks of despair from children who had been looking forward to games as the basketball court is now slushy and slippery too. Soon, the birds finally start chirping as if they are recovering from the rain and are waiting for the sun to come out. The breeze feels cooler than usual and if you stop for a moment and look around, you can truly admire the beauty of the campus. The rain is almost like a reset button for the campus. It allows us to start afresh. Everything seems to come to life. The environment is calm. School after a rainy day is breathtaking.

-Class 10 Student

Artwork by
 Kindergarteners on
 their field trips to
 see farm animals
 and the
 neighbourhood



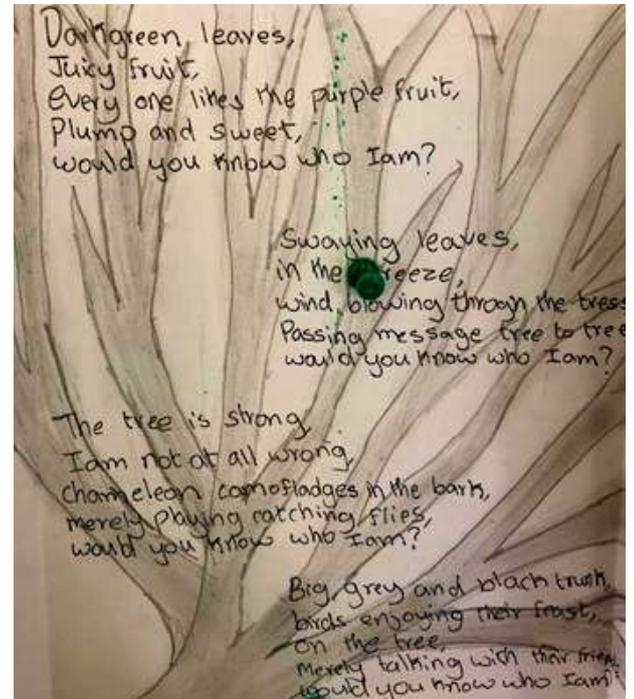


Perspectives on Exams, Learning, Looking at the Future

Compared to Class 8, Class 9 is significantly different in many aspects. One of the biggest differences is the academics- in terms of the length, broadness and difficulty level of the subjects. My class eased into the level of subjects and adapted quickly. The way the the teachers taught us was a great experience and a lot of learning came of it.

A key aspect in our learning is learning first-hand or by experiencing it. For example, in Biology, we were doing a chapter on respiration in plants. The chapter maybe easy for few as it is in the textbook, but the concept of witnessing it first hand is not there. It is impossible to exactly understand how a plant breathes because obviously, we are not plants. Putting experience aside, our only form of learning is through textbooks and doing some practical work here and there. Practical work is quite limited. Therefore, it comes to learning from textbooks. Information is passed on from generation to generation and yes, people can understand it but not witness it.

Learning Styles of Poetry



The class discussed and learnt about the different tools of simile, metaphor, alliteration and personification with akka. After this, each student was asked to pick any tree on campus and write a poem of about twenty lines using these tools of poetry. It was not easy at first but everyone tried to work towards creating their poem that also had to be illustrated. The completed poems were put up on the class display board for everyone to read.

-Student of Middle School

Has teaching in our school become a way of passing exams and tests and does not focus on learning?

The teaching has definitely not, but the students' minds seem to be steering that way. In my class, we are quite exam-oriented but we enjoy learning, nevertheless. I do see exams and tests taking over a sense of learning and enjoyment for the subject.

I feel we are looking too far into the future, in terms of our life in general, the set of thoughts we have, goals we have set for ourselves consisting of the subjects to pick, careers, jobs, etc. and deciding to stick to these ideas. In my opinion, it is in a way, restricting oneself. Academics is surely a big part of our school life and that does not have to change. But, at our age we must not restrict ourselves to such thoughts. It is too early to choose because we do not know yet, if we would enjoy it in the future.

-Class 9 Student



Voices of Class 1 Children on What They Enjoy at School

- Playing on the net
- Running on the bridge
- Being with my friends
- Learning to do origami
- Playing in the sandpit
- Making things with clay
- Building with blocks
- Dressing up in dupatta & pretend
- Doing craft work
- Making models with Lego
- Doing colouring
- Building towers with blocks
- Assembly time
- Learning new things
- Garden with all creatures
- Looking at the plants
- Playing with my friends



Caterpillars transform into gleaming butterflies through thumbprints and crafting



By
Kindergarten



Learning about Sense Organs and Organ Systems

From the Students of Junior School

Story of The Respiratory System

Characters:

Ms Nose

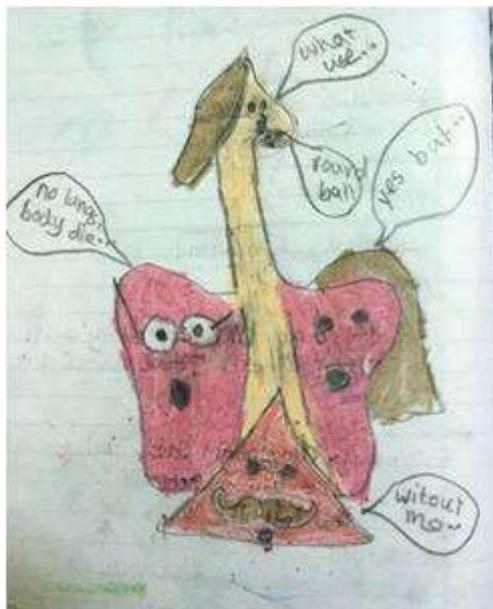
Mr Nostrils

Ms Wind

Mr Left lung

Ms Right lung

Grandpa diaphragm



One day the respiratory system had an argument. It started like this...

Grandpa diaphragm said, "Do you know, without me, you can't breathe?" "I am the one

who lets the lungs expand and contract." "Yes", said the

lung couple, "But without us, the body will not have any

oxygen and all of us will die". "Oh really?", asked Ms

Nose, "Of what use are lungs without me?" "Oh yeah?"

asked Mr Nostril, "without me, you're no use." In the sky,

Ms Wind was watching all of this sadly. "Oh no", she

thought, "the respiratory system is arguing again. I must

teach them a lesson and tell them that they were all

equally important". So she took a deep breath and held

it. Suddenly, there was no air on earth. The lung couple

could not get any air to purify. Grandpa diaphragm

could not pull or push. Just when everyone was about to

die, Ms Wind released her breath. Soon, there was air

again. Ms Wind took the form of a beautiful woman

made of grey mist and came down to earth. She told

everyone in the respiratory system that they were all

equal. She went back to the sky and the respiratory

system never argued again.

How we hear

Ears help us hear. There are 3 types of bones in our ears. One of the smallest bones is known as the 'Stirrup'. The Stirrup is in the middle ear. The sound goes to the ear and hits the Cochlea and the Cochlea starts to vibrate and passes the sound signals to the brain.



Sports Day Fervour



The Run

When we were first told that there was going to be a run on Sports Day, we had many questions and everyone wondered whether it would be a marathon? All suspense was broken when Anna told us about the route of the run that we would be going on, on the Sports Day and we all did a practice run before the day itself. It was a pleasant morning and we all began the run from near the football field and went into the piece of land next to the school campus. The path had a lot of grassy patches and many trees. There was not much shade but it was manageable. It was fun running with the whole school and some of the senior school students ran really well. Parents and teachers also joined us on the run. There were many who also chose to walk the path and not run. The final stretch of the run was through a passage created by teak trees on either side and this was a nice cool stretch with a lot of shade. It was a short run but we all enjoyed ourselves immensely and wanted to do it all over again.

-Student of Middle School



The Games We Played

On August 12, 2019, the first day of Sports Week began after lots of discussion and excitement. The first two games started off a little late because the teachers had to explain how the schedule works, but after that, it was all sports and fun. The games that were available were football, basketball, tennikoit, kho-kho, hopscotch, volleyball, matgame, carrom, chess, table-tennis and a few more board games.

While most of these games were played in the old campus, some games like tennikoit, carrom and table-tennis were new games. Most of us were very excited for table-tennis. The new campus has also impacted 'Sports Week' as the shortage of land made us lose events such as long jump and triple jump. We could also not play events such as sprints, relays and certain games like 'Capture the Flag'. With the end of Sports week came the days of school work and studies. With School buying more land next year, I am happy we will have better a 'Sports Day' and 'Sports Week'.

-Student of Middle School





An Avenue for Expression

Drama and Dialogue Festival 2019

After a long two years, the Drama Fest an exciting annual inter school event took place. This year, class 11 chose to present three plays, each discussing different socially relevant topics at this festival. After hours of brainstorming and discussion, the class broke up into three groups of eleven people each. The topics chosen by the groups were substance abuse and addiction, suicide, and exploration of love. As a group, many theatrical exercises were done in order to awaken our dormant dramatic sides. Activities such as the making of a small skit with a single given direction was a fun exercise for us to flex our creative muscles. Exercises to do with voice modulation and display of emotions was an important and enjoyable part of the preparation, a laughing circle activity where each person took a turn showing an extremely exaggerated comical laugh was one such quirky exercise that proved useful. After two weeks of writing, rewriting, editing and practice, the three plays 'Because Life Matters', 'An Evil Master', and 'In Search Of Love ft. The Little Prince' were born. The Drama Fest showed different personas of the group and strengthened their bond of friendship.

-Class 11 Student

Leaving Comfort Zones

When the Drama Fest was first proposed in class, my immediate response had been, "Can we not do it?" For generations, the Drama Fest has been a landmark of the eleventh year of school, a hallmark of school culture. There have been classes who had eagerly looked forward to this part of the year, who had leaped at the chance to show off their artistic prowess. My class was not one of these classes. Indeed, this proposition was met with quite a bit of reluctance and resistance. We would rather stay in our comfort zones, doing what we thought was important to us. Drama was neither of these things. For the first few weeks, we were doubtful if we would even be able to put up a play at the end of everything. (contd....)





The breakthrough came with the discussion of topics. Deviating from the original format of one play by the entire class, we split ourselves into three groups. Each group focused on one of three shortlisted topics: love, suicide and substance abuse. These three topics were arrived at after a mega brainstorming session by the entire class, with all our ideas put down on our class blackboard. I could swear the board was more white than black by the end of it.

Next came the writing of the three scripts, possibly my most favorite and definitely the most arduous part of the play. Class 11 sacrificed a beautiful Saturday to come into school, sit hunched around three ancient computer terminals and type dialogues as fast as they were told to us by the surrounding ring of classmates. In most cases, the dialogues for each character were the actor's own words, to give them a more realistic feel and not seem rote. The scripts went through multiple iterations, each seemingly more arduous than the last, before being deemed satisfactory. Once the scripts were finalized, we plunged straight into the final stretch—rehearsals. At this point, most of us were in shock that we were even able to get this far. Those of us still reluctant about the process finally gave in, as we were in too deep. The rehearsals too came with their own problems. Acting on stage requires you to let go of yourself and any inhibitions you may have, unfazed by the audience's judgment of your actions. This was one of our biggest hurdles, as it is natural to be afraid of what other people might think, and to want to stay in your comfort zone. However, by finally putting up a performance on the day of the Fest, we were able to leave our comfort zones, if only for those few minutes. And that, I think, was the Fest's most valuable lesson. Not how to write, or act in a play, but to keep an open mind and try new things. When all's said and done, you might actually end up having a little fun.

-Class 11 Student





DRAMA REVIEWS

by Students of Class 12

Dora But Dark'

'Dora But Dark', an original play put up by students of Abacus during the Festival of Drama and Dialogue 2019, was a depiction of drug abuse through the portrayal of characters from the well known children's TV show 'Dora the Explorer.' The play traces the journey of its two main characters Dora and Buji who face unfamiliar environments and scenarios in life. This was represented by mirroring movement in which Dora and Buji exchange their articles of clothing with other characters. This portrayed the transition of the characters from innocence to an unfamiliar environment. Buji being unhappy and quite depressed by his mundane 9 to 5 job, jumps at the opportunity to try drugs sold to him by his childhood friend. The language used to represent this was unique. Many subtle references to 'teenage vocabulary' were made. An example of this would be the address of Buji's workplace, that is '420 lane.'

This added humour to the play which also highlighted the reality of how casual the discussion of drug abuse has become today. Owing to the fact that Buji is depressed, he continues to consume various kinds of hard drugs without paying any heed to the possible consequences of his actions. Once confronted by Dora, he refuses to accept help. Later, however, he is willing in the name of love. Hence, the play ends on a happy and hopeful note while conveying the intended messages. Thus, the play was unique as it consisted of elements of reality and fantasy intertwined together to highlight the theme of drug abuse in society. One would have enjoyed and understood the play better had the characters been original rather than those from an existing show one may not have known about.

In Search of Love. Featuring The Little Prince

In their play, "In Search of Love. Featuring The Little Prince", actors from The School explore a theme that is fairly recurrent in conventional movies, love, but they do so from a different perspective. Instead of rhapsodising it or fantasising and creating yet another story revolving around the love interest of the protagonist this play explores love in an open ended fashion. What is love? Is it the thing that crushed a man's heart and brought him to a state of constant inebriation, is it something that brings one lover to feel a sense of entitlement to the time and space of another being, is it the confusing and elusive thing that drives men to madness, or is it a mere sense of social validation? Or is it physical attraction, an instinct driven into us by years of evolution? To the little prince it was the care and affection he felt for his rose that let him hold these feelings for her in spite of her flaws. The plot goes that he comes Earth to see what humans think of love. Was it a risk to pull the familiar Little Prince from his Asteroid-B-612 and into a new story, or does the interestingly unique perspective he brings to the play strangely suit the theme? The reception of this character will vary from one person to another and all the actors can do is present their interpretation of the Little Prince but the result was an absorbing play with a stand-up comedy routine, well suited music and an original and creative way of portraying the scientific outlook: a TED talk. Questions were raised in our minds about society, media, validation, true love, and its varied interpretations. These were left open-endedly, and though to hear the artists' answers would have been nice, the play leaves one with a refreshing feeling of having been pushed to think from the short and innocent point of view of the Little Prince.



Facade

"Facade" was the title given to the play put up by the students of K.C High. It explored the themes of expectation, perfection, identity, and the conflict which arise in us over these things through the plot of a princess who felt tired of living up to the expectations of her peers and herself. An interesting aspect of the play was the usage of characters to represent the various facets of the princess's mind. One character was the voice of expectations that she perceives, both her own and those of others, pressuring her to be perfect in appearance and in her bearing. The second was a sympathetic voice which embodied her need for personal liberty. The third and facet was indecisive. It spoke in support of neither extreme and exhibited, most closely, the princess's own indecision. Humour was used in the play, and it lightened the mood of the play in the initial part, but it neither drew the audience's attention away issue being explored, nor did it make the theme seem frivolous. Throughout, music was played in a manner that neither intruded upon the dialogues nor clashed with the feeling of the scene. The princess in the story is unable to please everyone. Either she herself or those around her are unsatisfied, and this is the conflict gives rise to interesting and thought provoking questions such as, "Can I not embrace my flaws? Do they not make me who I am?" and "Can I ignore society's expectations and be myself? But who am I?" The story draws to a conclusion with the princess's decision to conduct herself in a manner where she is not seeking to please anyone and has accepted her flaws and confusions. One wishes that their performance were longer and that the issue was explored more before they drew to a conclusion, but in the time that they were on stage K.C High delivered a well thought out and disturbing play.

Because Life Matters

People are pushed to the extremes of their emotional limits by their peers, parents, expectations, fears, and even the feeling of not having a purpose. These people resort to ending their lives and their misery. "Because Life Matters", the play put up by students of The School, attempts to analyse the mental state of such a person who wishes to end their life, and also to look at those helplines which are a last resort to these people. The story looks at two cases of people who wish to end their life. In the first a girl played a thoughtless prank on her friend and caused her death. The consequence of this was a feeling of immense guilt and the possibility of being arrested. Faced with these the girl decides to kill herself. In the other case a boy, a student of engineering, is forced into something he does not care for by his parents, and he feels unwanted and neglected by them since he is not academically proficient. In both cases the helpline for suicide is contacted, but in the first case the one who answers the call proves apathetic to the girl and she, feeling unwanted, takes her life. In the latter case the prompt and sensitive response of the helpline personnel proves effective in saving a life. This juxtaposition of the two cases brings out the importance of the last conversation a suicidal person has without saying these things explicitly. It shows its power to alter the person's decision to end their life. The portrayal of the reaction of people to suicides and deaths through the acting out of a news report was an interesting touch, and along with the build-up of a psychological context for these deaths which pushes people to these extremes, these aspect of the play were an insightful window into the issue. The story drew to a definitive ending and perhaps it could have made the viewer have more questions about the cause of suicide: is it fear, is it about feeling wanted, or is it about the purpose and the role one plays? The play brought a very interesting perspective on the issue and it was executed in a powerful way.



An Evil Master

"My smile hides my tears,
My laugh
hides my screams.

I practice my smile in front of a mirror."

Entailing many powerful and hard hitting dialogues, 'An Evil Master' by The School was an original play that circled around the theme of substance abuse in the form of drugs and alcohol. It also highlighted the fact that drugs and alcohol are easily accessible to teenagers today, who seem to think that indulging in these is a 'cool thing' and very often fall prey to peer pressure. This leads to a form of internal conflict for many as their views and beliefs come in conflict with those of their peers. The play conveyed various perspectives of substance abuse that exist in society through its characters. Emphasizing on the importance of one's environment, the storyline revolved around the families and common friend circle of the two main characters. One could infer that the content was well researched as newspaper articles and related details, however small, were used during the presentation. The use of background music and poetry set the sombre and serious tone of the play at the beginning. The delivery of dialogues was loud, clear, and powerful. The use of abstract movements to depict the feeling of getting high or being under influence was innovative. Rather than a direct representation, this method of depiction emulated the haziness, unclarity, and dizziness that one goes through when under influence. This seemed realistic. The entire stage was used along with many props, one of them being masks used to represent the abstract character of 'The Evil Master.' The eponymous character victimised its abusers and this dynamic was portrayed throughout the play.





Rajasthan Chale Hum!



The first of the study trip for Class XI was to Delhi and Rajasthan. This happened over the term I holidays. The focus of the trip is for students to get in touch with social realities of our country, to encounter and understand issues of poverty, unemployment, migration and how they play out in the cities and rural areas. To understand these issues, students interact with members of various groups which are either NGOs, (Kosish) CBOs (Community Based Organizations) like Barefoot College or are People's Movements, the Mazdoor Kisan Shakti Sangathan. Through the conversations with members in these various organizations, students are helped to understand democratic processes, citizens rights and responsibilities, the constitution being the basis for any intervention through legal processes. They encounter the relevance of laws like the RTI act, MGNREGA their genesis being the many villages around Tilonia and Bhim in Rajasthan. In Delhi, students interacted with members of various organizations who work with the urban poor over issues of identity, rights of homeless. They visit homeless shelters supported by the Delhi Government, meet people who are using these shelters understand how rural poverty leads to urban homelessness and poverty.

-Class Teacher of Class 11

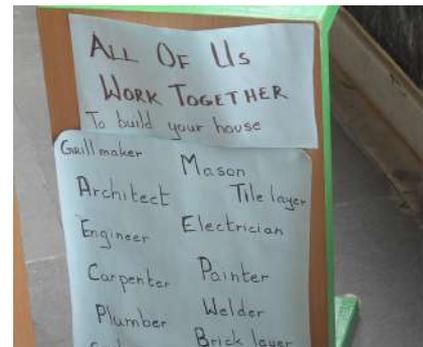


PROJECT DAY EXPERIENCES

We had our 'Project Day' on 6th September, 2019. The MAG Groups were working on directions. My group, Peepul, was working on 'South'. We had a lot of fun working, discussing and learning on the direction 'South'. The topics we covered were: Handloom of South India, Biodiversity of the South, Carnatic music, outhern cuisine, the Cajon instrument from South America, Siruseri, dances of Southern India, Chennai city zones, Andaman and Nicobar Islands, Snakes of Tamil Nadu and the Irula tribal people, Antarctica, Dhanushkodi and our field trip. Our class teacher wrote a long poem called 'Journey South'. It described the southern part of the world. Days flew by. We didn't do anything else except project work during that time. It was really fun! Everyone was working a lot on the day before the project day. We put up charts, wrote more charts and prepared our speeches and thoughts of new days. Finally, on the big day, parents poured in and out of classrooms, children running here and there looking for their parents, other children explaining their works to the people who had come, Akkas welcoming the parents graciously inside their classrooms. I enjoyed project day a lot and shall remember it forever.



-Student of Junior School





Class 9 helping with Middle School Project Day

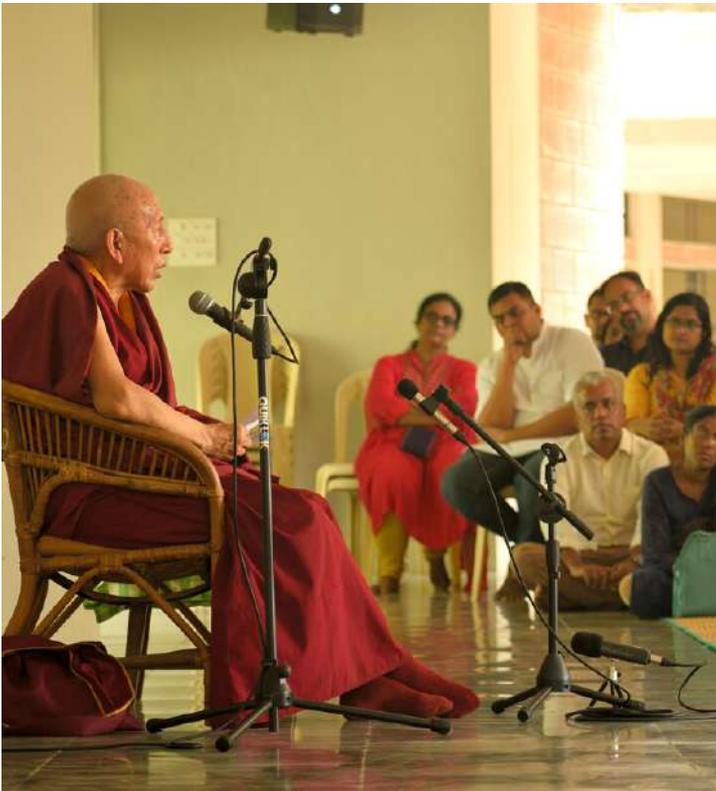
This year in middle school each class explored on the theme "Then, Now and later" for their project day. Middle school consists of classes of mixed age group between 5 to 7. Each group consists of 25 children. In each class the children were split into groups of 3 where they picked a topic of their interest that was connected to the main theme. The project was displayed on Thursday, August 29th, where they explored topics connected to the 'then now and future' and they put up charts, models and artwork. They had spent a week before the project day preparing and collecting what was necessary for the project day. The children were very organised with their work, they had made a to do list on the board with everyone's name on it. Class 9, as always, were supposed to aid their juniors with the task of completing their project on time. When Akka announced to us that we need to assist middle school with their project, the students had mixed feelings, the whole class was restless, and were sharing their experiences and opinions. They were supposed to help them that same evening and the whole of the next day. The seniors were split into groups and were sent to the classes that they had to help. When they entered the classes they saw everyone busy with their charts and speeches. At first, we didn't know where to start but when the teachers of the middle school classes instructed them they followed it happily. This was a different experience for both middle school and class nine because they had to work with their difficulties and cooperate with one and other. In this process, both groups learnt many things about each other. The two periods that day was very productive. The seniors helped them present neatly, listened to their ideas and gave them suggestions. After these two long periods they came out of the classes with a buzz, they shared their experiences, and complaints. The next day followed, this time they had a sense of what to do and who needed help. That day they spent their time displaying and making things look attractive. There were models hanging on ropes and poster stuck everywhere, colours and various shapes brought the classrooms to life. Everything was ready and the parents started trickling in. The best part of these two days was the end, even though we had only done a fraction of the work, there was a sense of satisfaction and achievement. For class nine, this has been one of the highlights of the term.

-Class 9 Student





PROFESSOR SAMDHONG RINPOCHE PAYS A VISIT TO OUR THAZHAMBUR CAMPUS



The Venerable Professor Samdhong Rinpoche visited school on September 23rd and met with parents and teachers of the school and with students of Classes 11 and 12. Professor Samdhong Rinpoche is a deeply respected Tibetan Buddhist monk. He is a scholar, has worked closely and for long years with His Holiness the Dalai Lama and has had a deep association with J Krishnamurti. He is a trustee and a valued friend of the Krishnamurti Foundation India.



Glimpes



Arrival of the kiln- firing clay work

Campus growing to make way for the play field, trees having to be felled, the sadness and anticipation that comes with it and writing about it



Making way for the play field



A Parakeet one evening



Self-built house by a 7 year old



Auroville roads, Class 10 trip



Deck for a Class



Sadhana Forest, Auroville, Class 10 Trip



Eating bread together, Auroville, Class 10 Trip