



the school



NEWSLETTER

November - 2024



Editorial Note

This newsletter brings to you a slice of happenings in school, learnings of students in the classroom and many trips that happened across the different sections. We hope you enjoy reading through these from the lens of the students and teachers in school.

INDEPENDENCE DAY ASSEMBLY

- 15TH AUGUST -

There was a Special Assembly held on Independence Day in the school premises. The Assembly saw some ways of remembering the historical event of India's independence, of those who were engaged in the freedom movement, hoisting of the National Flag and singing the National Anthem. The assembly is also an attempt, as a school, to reflect upon human endeavours, ideas of independence, freedom, and the social and historical landscape of this country and the world at large.

In this regard, some of our students, teachers, parents and concerned adults associated with the school were invited to share their thoughts around different aspects of independence. The speakers explored the relevance of ideas and values that could be directly or indirectly associated with Independence Day, by deriving meaning in the present through personal accounts and positions. The guest speaker for the day was Mr. Milind Brahme- a former parent at school and also a member of the school's Executive Committee.

Each speaker brought to us thoughts, experiences or personal journeys that relate to a certain aspect of this occasion, that had touched them or had stayed with them as a question.



SCHOOL SPORTS DAY

On 15th August, we had the Sports Day that saw the students of middle and senior school come together to run and play different games. The parents also joined in the runs and the different games. The day was declared open by Deepa Akka, a teacher in school and all the students enjoyed themselves as they came together on this day.







From the History Classroom

- some reflections

Studying war and watching the documentary 'World War 2 in Colour' impacted many students of Class 10:

What stayed with me were the voices of people talking about the events of the war as they had experienced them.

What I found really interesting was the way dictators expressed themselves and how they could change people's minds with ease. I understood and was interested in the strategies of war.

The study of Nazism showed me how a person playing with the emotions of a few people could in the creation of a World War. It was to me a clear example of the 'butterfly effect'.

The documentary answered many unanswered questions for me. Studying the war made me think a lot and wonder about peace and unity.

After class, I listened to a podcast on World War 1 and I found it very interesting to try and understand what brought about such a terrible war.

While studying war I observed how basic human emotions can be magnified and spun into humongous wars. I observed how one thing leads to another and how seemingly small incidents accompanied by certain circumstances can create the perfect for bloodshed.

I find myself fascinated and confused about dictators. There are smart clever ideas that are actually wrong to use on people, the ability to make people believe in harmful ideologies, the power of oratory . . . From the little I know I find it difficult to draw a conclusion.

Watching the film on war after having read books on war made me feel I was right there at the time hearing warplanes soaring overhead and fearing for my family's safety

The horrible events of the Second World War made me think about how far people will go to obtain power. It also left me wondering about how even genocide can be justified in the pursuit of power and land.



Our winged friend is back !



In the last issue of the newsletter, we had written about the woodpecker that had set up its home in the hollow of the mango tree outside the dining hall, wondering if it would be back another day? Well, what do you know, it is back! There is a baby woodpecker chirping out to its mother from the hollow and as we all troop in and out of the dining hall at breakfast and lunch, it keeps its distance, poking its head out even as it calls out to its mother. We see that it sometimes even has a conversation with a willing listener, student or teacher! As it is getting older each day, we know it will be time soon for it to fly away. We look forward to that happening soon even as we know that Woody Woodpecker has made the school's mango tree its 'official residence' and will be back again!

TO DANCE TOGETHER

Maresh Pande Anna, a well known dancer was in school this year to work with dance. He worked for three weeks with the students of Classes 7 to 12. This year the students learnt folk dances from various parts of the country. These dances were learnt by all the students of the class with girls and boys together exploring rhythm, coordination and movement hand in hand. The initial reluctance and awkwardness soon gave way to exuberance and joy. The fruits of sweat and resolve were duly celebrated in a small inhouse presentation at the end of the three weeks where students of the school saw a colourful presentation of music and dance.



Statistics

An Attempt at Study through Application

Statistics is a branch of mathematics focussed on collecting, organizing, and understanding numerical data. It involves analyzing and interpreting data to make meaning in real life situations. As Class 9 got introduced to this branch, the plan was to take situations from regular happenings at school and see what insights could be obtained using the learning from statistics. The intent was to understand that there is really nothing like putting to practice what one has learnt. With some help from colleagues, we came up with twenty-six situations, one each for every student, where data could be collected and analyzed:

1. Attendance of students in KG and Class 1, Junior School, Middle School, Senior School and Staff (teaching and non teaching) - by five students
 2. Running time of the buses, time of arrival and departure in school - by 6 students
 3. Food waste in kilograms (breakfast, lunch) - by two students
 4. Height, Weight and BMI of students in Class 9 - by two students (here data to be collected by actual measurement without noting students names)
 5. Comparison of ICSE marks over two semesters of a particular year 2021-22 (which had semester exams) across subjects for students of Class 10 without names and arrive at observations - three with three subjects each.
 6. Finding the average number of visitors to school by studying the number of visitors across a specific number of months - by one student
 7. Observation of the growth rate of newly planted saplings over a month : by two students
 8. Finding the average electricity generated and used by school : by one student
 9. Finding the average age and average number of years in school of Teaching staff/Non-teaching staff/Administrative staff: by two student
 10. Finding the number of books borrowed of different category (fiction, non fiction and Language) in the library for middle and senior section of the school- by two students
- Students were asked to plan every step - beginning with how they would collect the data, organize it , analyze, interpret and present their findings keeping readers in mind. At least one graph in each category had to be presented. Students of each group were asked to present their findings in one graph. The meant that they had to work with each other, to cooperate and work together. Art work was to be done by art students on different themes.

As work undertaken by the individual student was slightly beyond the student's reach, the teacher had to ensure clear and timely feedback and be prepared for multiple changes -especially in making them think and organize their analysis in such a way that it made more meaning for the reader.

The whole project would be compiled as a book, which would become the contribution of Class 9 to various aspects of school- both for understanding and for taking decisions. Hopefully the whole exercise gave students an experience in the practice of statistics beyond their regular syllabus in such a way that they may be able to apply their learning to other contexts and studies.

Renu Galada, teacher of Mathematics and Physics at school, was asked by the editors to outline a study project for the students she teaches.

Bus no. 1

Aim of the study - To find the delays of arrival, departure and run time of Bus 1.

Study done by - Shrutthi Chandrasekar

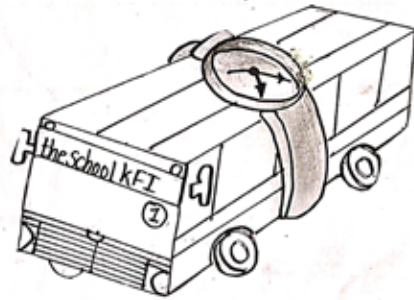
Period of study - 24th June 2024 - 26th July 2024.

Route of bus - Rajaji Bhawan, Indra Nagar temple, Bollenem Hillside, Adroit/Arthant, School.

Source of data - Primary data; by collecting start and end times of each trip.

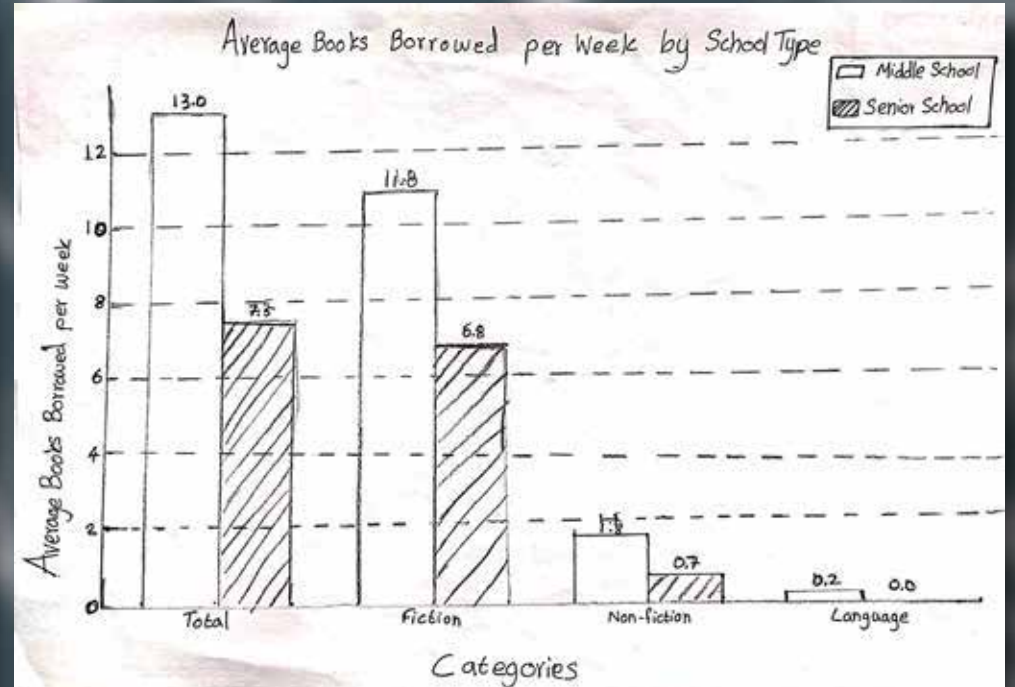
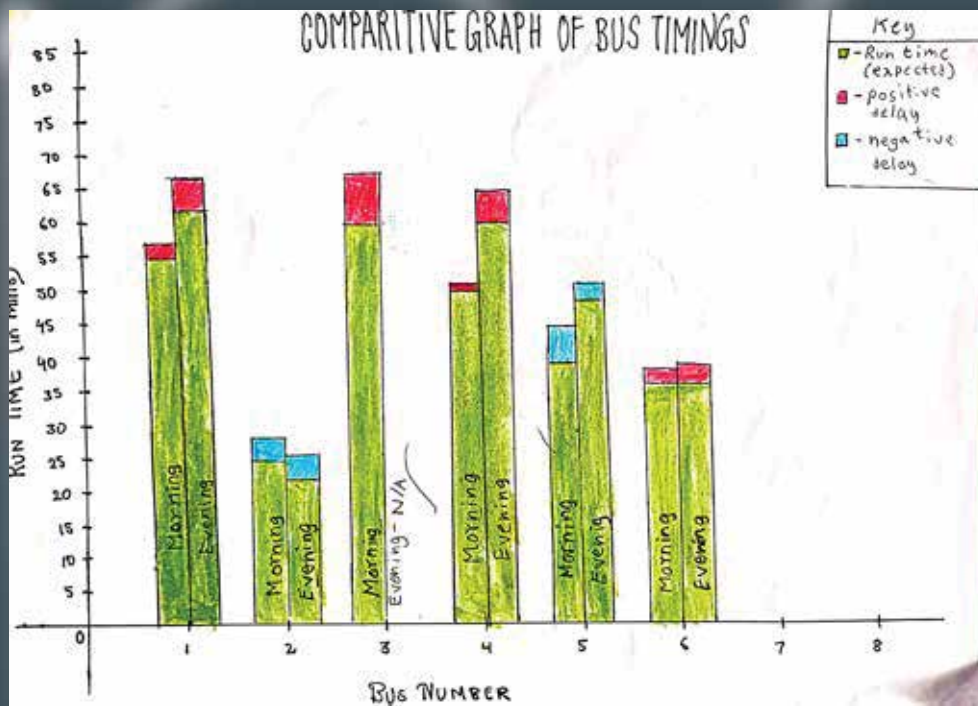
Sample size - 25 days.

Method of collection - tabular column.



ORGANISATION OF DATA

DATE	Start from Hiranandani Delay (min)	Reach school delay (min)	Morning run time delay (min)	Reach Hiranandani delay (min)	Start from school delay (min)	Evening run time delay (min)
Jun 24	0	0	0	11	10	20
Jun 25	0	8	2	28	0	5
Jun 26	0	2	6	6	2	6
Jun 27	1	0	-1	14	7	4
Jun 28	1	0	-2	15	11	4
Jun 29	0	-4	-4	19	8	8
Jul 1	0	1	2	0	5	10
Jul 2	0	0	2	17	6	0
Jul 3	0	0	0	7	7	9
Jul 4	-2	10	4	10	10	6
Jul 5	-1	-1	-1	5	10	0
Jul 6	-1	-1	0	24	5	13
Jul 7	0	1	-1	0	3	-5
Jul 8	-1	14	5	0	4	1
Jul 9	-2	7	8	0	20	2
Jul 10	0	2	0	8	10	15
Jul 11	0	0	0	5	11	-3
Jul 12	0	3	0	16	13	0
Jul 13	0	1	-1	4	7	0
Jul 14	0	1	-2	10	6	1
Jul 15	0	-1	0	0	5	2



LIMITATIONS

One of the limitations was that, the data I collected was only for a short period of time. The data might differ each month, so it can't be the same.

CHALLENGES

Some of the challenges I faced were that, I sometimes forgot to note down the timings or, I sometimes didn't take the bus. Another challenge I faced was that, because I was in the fourth stop, I had to ask others coming by the bus, for the timings, but sometimes they would have forgotten.

A visit to the Pathashaala School- PCFL,KFI

On 1st August 2024, Pathashaala- PCFL, KFI at Vallipuram organized a day long symposium in which Class 9 students of the School KFI were invited. They had an opportunity to take part in and understand the theme 'Problems that are present worldwide including that of environmental pollution'. The Symposium, that was named 'Kondattam' gave students from various schools in Chennai the opportunity to present their ideas and views and interact with students of these schools in a non-competitive atmosphere. The students came back to school with many learnings from their interaction through the Symposium.



A Trip to a Local Library

All the Middle School classes visited a non-profit library called Prakrith Arivagam (Natural Knowledge) at Perungalathur. This library is run by a parent of the school Mr Sriram and was set up on 1st January 2023. The purpose of running the library is to cater to the people from the neighbourhood community. The founder aims to have many such libraries in the country so that there are reading opportunities for people across sections. Some books in the library are donated by other people and some are from the founder's own collection. The children understood the value that even a small library can bring to a community space, that it can be well maintained and be made accessible for many readers with books of different genres. The students interacted with Mr Sriram and raised questions such as what is a non-profit library, why did he start a library, his future plans for the library etc. They were able to read some books during the time spent at the library. It was a 40 minute trip by bus from school. The children found the trip to the library very interesting.

CREATE YOUR OWN COUNTRY



The intention of this project was to help students apply their understanding of map skills and use them in envisioning a country of their own. It brought to fore their imagination and creativity while helping them work with the essential elements of any map.



Western Classical Music Assembly

The process of organizing the western classical music assembly was a rather new and enjoyable experience through which I learnt a lot.

Almost every other day since I was first told that I would be helping organize the assembly along with two other classmates, we met the participants almost everyday to watch each one of them perform their piece of music and time it. Since the class 11 students were preparing for Drama Fest, the assembly hall wasn't free for a lot of time, which was a challenge.

Another challenging or rather unfamiliar experience was having to offer advice and motivation to the performers, especially to those who were nervous or unsure of performing. We had to tell them one thing especially that even if they made a mistake, they should not let it show, by stopping what they were playing. This seemed to help - almost none of them let their mistakes show on the day.

Overall, the experience was difficult as I had never dealt with something like this before, but was certainly much in learning.

- CLASS 12 VOLUNTEER



JAMUN ART

END OF SEASON



The fallen Jamuns on the ground were used by the class 1 students to create works of art, who knew that the Jamuns we enjoy eating so much could also become purple tinges on paper.



Reflections on What I Learnt This Term

Students of Class 10 reflect at random on their learnings in the classroom:

“I enjoyed learning about the heart and the circulation of blood throughout the body. I could relate to what I was learning and I was fascinated by the fact that such complicated processes occur in our bodies. Despite watching films on how the heart functions it took me a while to understand the role of the heart in the circulatory system.”

“The detailed study of Veerapandya Kattabomman's struggles and victories I found very enjoyable. His objections to British rule in India had a strong impact on me. Learning multiple stories and poems in Tamil opened up a varied spectrum in the language for me.”

“The chapter on organic compounds and their naming interested me and I felt drawn towards the subject of chemistry. I enjoyed learning the unique properties of the carbon atom, particularly.”

“We studied a poem about feet in our Tamil class. Initially all of us were taken aback by the title of the poem and by the end of the poem we thought there could not have been a more accurate title. The poem was about the various activities that feet do - dancing and playing. As the poem went on we discovered that the poem was recited by a man affected with polio. He imagined having healthy feet. It struck me how we worry about extremely insignificant things and this man imagined having healthy feet.”

“I play a lot of sports and I notice many things while playing such as, the different breathing patterns and the beating of my heart. When I study the basic functions of the body I am able to relate processes in my body and scientific reasoning. I have a deeper understanding of my body.”

“I love the basic concepts of chemistry - how simple electric charges can cause a complete rearrangement of bonds and electrons.”

“I really enjoyed learning quadratic equations. I was at first scared of the word problems but as I kept practising the problems and familiarising myself with them, I started finding them rather easy. This helped me overcome my fear of Math greatly and boosted my confidence in my own abilities.”

“I was not interested in Biology but a piece of homework on the process of photosynthesis - the experiments and demonstrations changed my mind. I learnt the essential prerequisites for the phenomenon to occur. I now look forward to doing more worksheets.”

“I have enjoyed learning about ratios and proportions. I enjoyed seeing the connections between different fractions and ratios, the properties of proportions and complexities and combinations held in the topic.”

“I really like learning about what goes on inside us - the divisions of cells and the creations of organisms and the way the heart works within our bodies and what happens to the carbon dioxide we breathe.”

Art inspires me. I do not know why but I am fascinated. I enjoy the fact that you can compose and create artworks using anything - paint, paper, fingers to name a few. My favourite topics are monochrome drawing, fast sketches, watercolour and pen-shading.

I think of how our bodies function and how many tiny things make up our bodies. If all the blood capillaries in a body are stretched end to end the length covered would be thousands of kilometres. The study made me think a lot.

Before the study of the chapter I thought 'oh - just a heart'. Then I understood the workings of the heart. I understood the workings of the valves and the arteries and was amazed at how complex our body is and how a small organ the size of a fist makes the entire body function.

I enjoy numbers - linear equations and matrices this term - and the joy of getting the right answers.

The study of organic chemistry reignited my love for chemistry. I find its abstract yet logical nature as well as its real life applications very interesting.

Refraction through lenses - I learnt that the lenses in our eyes invert the image we see! And our brain inverts the image back to the original. Imagine if the brain could not invert the image we see then we would see the world upside down! I tried imagining how that might be but could not and I feel grateful for my brain.

As a child I used to get hurt a lot. I could never stay in one place. Every time I jumped off a table or climbed a tree I ended up hurting myself. Once I remember observing the clotting of blood on a wound and wondering how it happened. This year, I actually learnt it in class.

In the beginning I found the study of Julius Caesar very difficult, almost annoying. I was unfamiliar with this style of English. But slowly I started to understand and I began to enjoy myself.

Studying organic chemistry I learnt that everything living or dead, minute to magnificently huge has carbon. It is fascinating to realise that everything is made up of the same thing but everything is not the same!

With the help of a few friends I learnt cricket, a game I had no interest in. As I learnt the game I began to enjoy playing and even learnt new batting shots.

I enjoyed watching my friends play football. I noticed the way each player played and I found I could predict the next moves and when I was proved right I was happy and understood the game better.

I found polynomial factorisation very logical and working on this I found my own skills of logical thinking and problem solving improving and realised I was very good at it. I like algebra so things came easily to me.

I love cricket but I cannot bat. I try. After two years I learnt that I was holding the bat wrong. Now that I have learnt to hold the bat correctly I can bat as well as bowl decently.

I enjoyed reading Julius Caesar greatly. I love the clever dramatic way Shakespeare writes and how, in the play, there is no 'hero' or a 'good' person. There are only people doing what they thought was the right thing to do or what they thought they had to do.

In the last two chapters of Veerapandiya Kattabomman everybody dies. I thought a lot about the bond I had formed with each of the characters in the course of reading the novel.

I have always found mathematics interesting but I found it tough. Now I have started to enjoy it as I have started to understand it. I practise and test myself now.

Library Activity

The Library programme this year hinges on children exploring their relationship with the library space and with books.

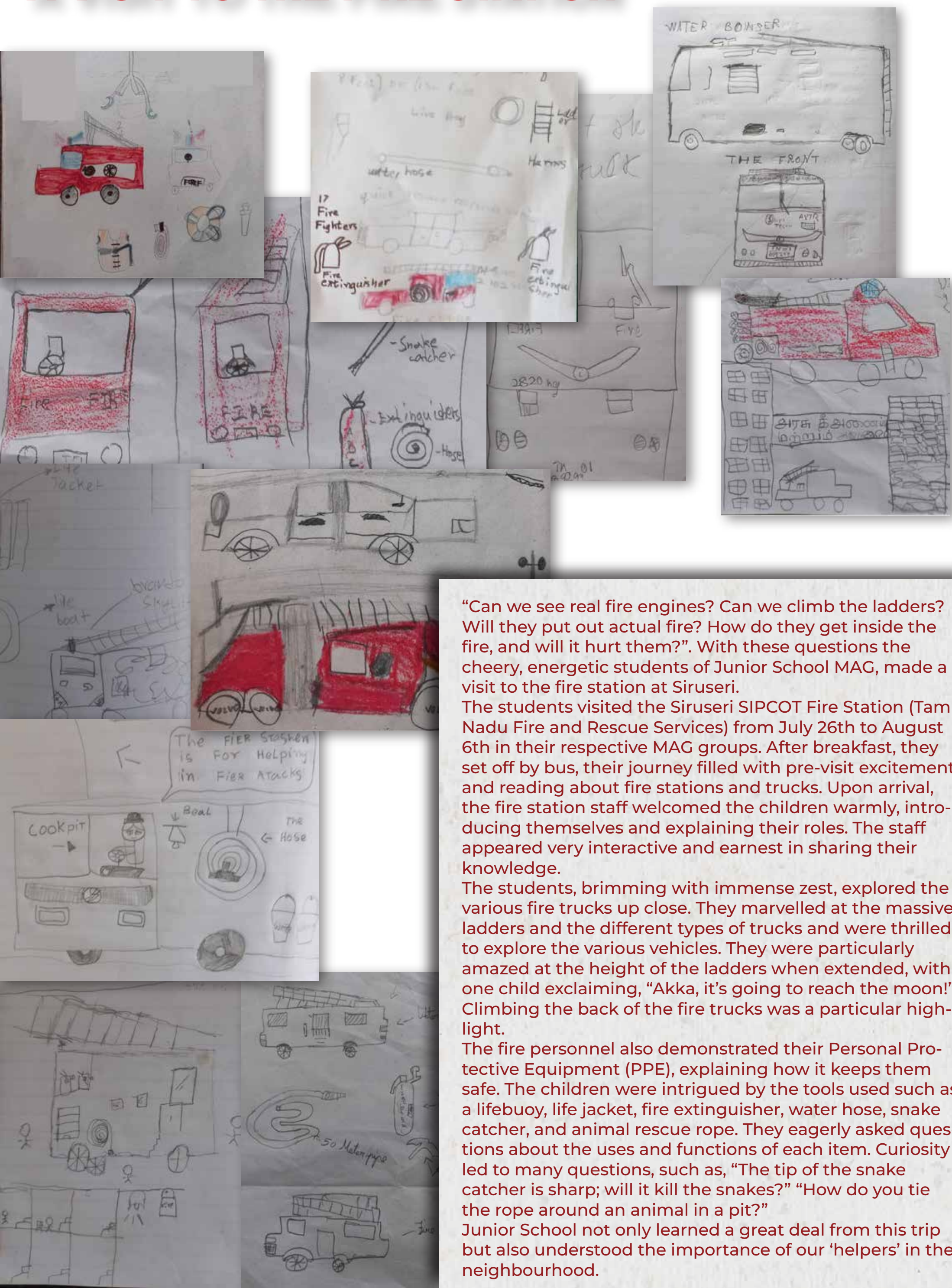
Starting from July, children expressed what the library means to them through captions, words, pictures and paper folding. This was followed by Book Bingo - an activity that helps children set reading goals for self exploration and reflecting on one's relationship with books - for example reading goals like, "I want to sit in a place with a cool breeze and with no one around and read a book"; "I want to read a book while sitting under a tree"; "I want to read a book together with my friend". The children also engaged in a book marketplace activity where posing as buyers and sellers they had to negotiate on a book based on its merits - plot, genre, author, characters etc. This coincided with the market theme week in Middle School.

In the month of August, children engaged with enhancing their world view through explorations of themes. The theme was War which came alive through multiple displays of books on the theme by each Middle School group including choosing the books and having conversations about books that are about "children and war". The children could not wait for the display to come down to grab the books that intrigued them during the course of working with the theme.

Come September, it was time to open oneself up to the world of literature and authors through another activity. Each child wrote a flash fiction (in not more than 6 words) on one book that they had read; all of which were assembled into a "match-the-flash-fiction-with-the-book" charts. For two weeks after, the children had fun cracking this challenge in small and large groups, while discovering books, genres and authors they had not come across earlier and getting introduced to the plots as well.



A VISIT TO THE FIRE STATION



“Can we see real fire engines? Can we climb the ladders? Will they put out actual fire? How do they get inside the fire, and will it hurt them?”. With these questions the cheery, energetic students of Junior School MAG, made a visit to the fire station at Siruseri.

The students visited the Siruseri SIPCOT Fire Station (Tamil Nadu Fire and Rescue Services) from July 26th to August 6th in their respective MAG groups. After breakfast, they set off by bus, their journey filled with pre-visit excitement and reading about fire stations and trucks. Upon arrival, the fire station staff welcomed the children warmly, introducing themselves and explaining their roles. The staff appeared very interactive and earnest in sharing their knowledge.

The students, brimming with immense zest, explored the various fire trucks up close. They marvelled at the massive ladders and the different types of trucks and were thrilled to explore the various vehicles. They were particularly amazed at the height of the ladders when extended, with one child exclaiming, “Akka, it’s going to reach the moon!”. Climbing the back of the fire trucks was a particular highlight.

The fire personnel also demonstrated their Personal Protective Equipment (PPE), explaining how it keeps them safe. The children were intrigued by the tools used such as a lifebuoy, life jacket, fire extinguisher, water hose, snake catcher, and animal rescue rope. They eagerly asked questions about the uses and functions of each item. Curiosity led to many questions, such as, “The tip of the snake catcher is sharp; will it kill the snakes?” “How do you tie the rope around an animal in a pit?”

Junior School not only learned a great deal from this trip but also understood the importance of our ‘helpers’ in the neighbourhood.

FESTIVAL OF DRAMA AND DIALOGUE

The Festival of Drama and Dialogue for the year 2024 came to its culmination on the 30th and 31st of July. The festival has been an important part of the spirit of expression, dialogue and learning conceived and organised by The School KFI for over two decades now. It is essentially a non competitive forum where students from Class 11 from various schools come together to explore the space of performance for building a deeper understanding of social matters most relevant to the times. In an atmosphere of togetherness students of different schools meet, explore and learn, turning the festival into a platform of healthy interaction between students of senior classes from various schools.

The process started with invitations being sent to schools in Chennai specially the schools that are in our own neighbourhood. This year we had nine schools participating in the festival including our school. Some schools lived up to the commitment of attending the orientation program and being actively present on both days of the festival. While others were able to make time only for the day of their performance. But on all three days the atmosphere of the school reverberated with enthusiasm as the young people took to building a dialogue on current social issues through eclectic presentation styles and erudite discussions.

The orientation was organised on the 11th of July, where the non competitive nature of the festival was presented to the participating schools among other important aspects. Mahesh Pande-a theatre expert held the training session for the young amateur thespians. Finally in mixed groups of school students, short skits were presented. After three weeks of intense engagement through theatre exercises, expert speaker sessions and script writing workshop our school presented "How to Kill a Farmer", a play that highlighted agricultural distress and its various aspects.

The issues that featured in this year's festival were: dependance on devices; drug abuse; parental neglect; confusions of a teenage mind; screen addiction leading to social alienation; the gap between employability and the education system; light pollution; and war. Noteworthy was the obvious continuity of some dialogue strains connecting last year's festival to this year and the deepening of the engagement with the forum manifested by the participating schools.



