the school



Newsletter

November - 2026

This newsletter of November 2026 marks some of the happenings over the last three months. Interspersed amongst the two Middle and Senior School Theme Meetings, an interesting short essay on listening as a way of knowing and learning, and two teachers' notings on a field trip and a seminar with students are the daily experiences of a day at school. These daily experiences blur the division between the classroom and our lived lives. In these pages are also the two Sports Days in pictures. The next issue in February we will have the transcripts of two talks given at an assembly on nurturing a relationship with where we live and the second, on beauty by a former parent and a teacher respectively.

Listening as a Form of Learning

Talking with Class 11 students before their Field Trip to Rajasthan, V Geetha, a writer and contemporary historian and a good friend of the school, spoke very interestingly on the role of listening in our lives.

There are many ways to learn: through sport, theatre, visiting a place and observing all that happens there, working on a project with other people, and through reading and writing. I want to spend some time on learning.

Listening is not easy. Before someone finishes talking, many of us interrupt with our points of view. Or we get distracted and only listen partially. Further, social media has fostered new habits. It has made us want to know more and more, and so of a day we scroll through myriad things - news, reels, snatches of talk. It is likely we don't retain much of what we see or hear, of a day.

Why listen? When we patiently hear someone out, we grant that person all our attention. This means we take them seriously and recognise their existence. We might not connect recognition and listening, but they are interlinked. When a child is listened to, the child feels validated in what they are saying. When those who seldom get a chance to be heard are granted a hearing and a listening, they realise that their experiences are important. We build value and validation only by listening to each other. We also build community through listening – heeding each other, we learn build a shared world, in spite of differences, whether in school or elsewhere.

In the Indian context, where we have a hierarchical and unequal social system, not all words are valued. For centuries, women's speech was considered false, and the views of Dalits and others situated in the lower rungs of the caste order were not heeded, or valued. The way Adivasis look at the world was considered quaint and out of step with what we consider progress. Today we are made to heed their words, since they exercise their right to speak and be heard. This has made us realise that no person can be reduced to what society holds them to be – and that people, however unfortunate their circumstances might be, lead lives that are as rich and complex as ours.

In Tara Books, where I work, I learned this, by working closely with Adivasi artists. They lead difficult lives, but they wanted to tell the world other things as well, and not only talk about their suffering – they communicated to us their understanding of nature, their sense of beauty and what they considered right and wrong.

Does listening mean that we only take in all things we hear, and not analyse what people say? Far from it. Close and attentive listening makes us understand how complex people are. Once we understand this, we are likely to respond with greater sensitivity and responsibility. We begin to notice how words and ideas are formed by a person's life situation, and the larger social context – and do not therefore view that person only in terms of their personality or character. We thus become more sensitive to, and critical of the social structure within which we all live and which shapes all of us, for better and for worse.

Listening also changes how we communicate our points of view. We don't see someone who holds another opinion as only an adversary – we realise the importance of holding on to our point of view, as well as communicating as best as we can. Dr Ambedkar considered rational, persuasive speech one of the defining features of a democracy, and in this sense, listening is a practice of democracy.

Most importantly, listening makes us aware of our biases and teaches us to be open-minded and reflective. We learn to be persuasive rather than belligerent, and to argue with civility.

Theme Meetings – parents and teachers together

The Theme Meetings at school offer an opportunity for teachers and parents to meet over matters of interest - listening, doing and talking together. Our hope is that in careful listening and articulating of our thoughts we come upon shared understandings and new insights. Below are two attempts to give the reader a sense of two of these meetings.

Role of the adult in choices that children make – Classes 8-10

This year, we explored our role as adults in the choices that children make. Many times, we feel that our relationship with children is limited to being transactional. At times we are just the providers of solutions or means. At other times we are at the receiving end of exclusion. Then there are times when we do feel that there was a moment that we might cherish.

When there is a choice expressed, we may agree to it, or disagree or negotiate with degrees of approval. Whatever be the situation, there is a ROLE inherent in it for us. We cannot abstain from it. We are always intertwined in the choices that our children make.

Then there is the question of whether it is a choice we are talking about or a decision that has been made or is in the process of being made. We are talking about young minds that experts assert are wired to act without premeditation or as we would perceive they are wired to take risks. It would be difficult to differentiate the expression of a choice from a decision. That makes '*choices*' an essential part of growing up.

To understand our role as an adult, both parents and teachers together enquired about the topic in small group setting

1. Exploring choices made by children:

"*Where does a choice emanate from? When children make choices what does it mean? What are they exploring or figuring out? Making choices is after all a part of growing up"*

2. Discussing around a scenario:

The child says, *"I want to colour my hair or I want to get an asymmetrical cut (a mullet). The adult is in a situation where they respond in any of the given ways*" or the child says, *"There is a plan for a sleepover. I want to go. All my friends are going to be there"*

The parent might respond in one of the following ways:

1. *"Of course, not"*
2. *"As you've been asking for it, I will let you this time but…"*
3. *"Listen why don't we try this instead (gives an alternative)"*

These are solutions that fall in the scheme of yes/no/maybe. Instead, *can we explore where our response is coming from?*

3. Questions to ponder:

Is there anything else in this situation where we may be able to carve a role out for ourselves?

a. If a child comes to express a desire, can we explore the possibility of a conversation in spite of the impending decision?

b. If the child's response may be informed by many agents, then is our response also informed by many agents? Are we aware? Is a journey possible in this exploration? Can we explore our own journey simultaneously?
c. Are we essentially exploring notions of freedom for ourselves and for the child?

In conclusion, adults should also examine what happens to us when children make certain choices, what are we holding on to or afraid of? what does it demand to remain in relationship when we do not agree with those choices? It is not about helping children make right choices, but helping them understand what it means to live responsibly and in that together we examine it, learn and question.

G*uest speaker Krish Ashok, a parent and resource person for school, a technology executive heading AI Practice, spoke on "The impact of social media on the young" ending with the advice on dealing with the children and technology. He said,*

The goal is not perfect obedience.
Recongnise early. Recover quickly. Tell someone safely.
Raise a young person who can notice manipulation, protect attention, use technology creatively, check information, recover from mistakes – and ask an adult for help.

The Work of a School – Middle School Classes

Central to the work of a school is the nurturance of essential qualities of the learning mind - observation, heeding instruction, engagement, quietness, imagination, creativity. These qualities are as essential to academic learning as they are to various activities at school. To understand the significance of these qualities parents and teachers worked with weaving, writing poetry, tree study, nature walk, paper making, thread work and painting. These form many of the daily activities at school. Placing these in context, the invitation to parents and teachers was to think on the following as spoken by Arun (Kumar) Anna:

'It is teachers, children and parents who make a land, some buildings and ideas into a school. Without either set, it would be difficult to imagine a school where learning and growing are of prime importance. We, the teachers and parents, have gathered here today to try and understand our role in making this "soil of learning", as rich as possible for our children.

One cannot emphasise more that this is a joint effort because the home and school are part of the continuous experience for the child. This is the need for us to draw closer, converse, understand and align in our intentions. The theme meeting is one such opportunity to do this important work of coming together.

The middle school program, at its heart, is about growing as an individual and working with others. This finds expression in almost anything that we do in the middle school. Languages are learnt to be able to express oneself freely; to describe the world and one's experience of it. To explore the inner world, to be able to communicate formally and to process one's thoughts. Children are encouraged to read widely and use books as the primary source of knowledge. Social science creates a context to locate oneself in the world - the world as spread over time and geographies. The past and its significance in our lives as explored by making a family tree or by listening to a talk on the Indian Constitution. Science and mathematics bring curious minds to an engagement with the natural world, its complex and wonderful connections, to logic, theory, experimentation and abstraction. We stretch through discussions, thought,

practice and allow silence and contemplation to do the rest. Work set in class and for home is intended to reinforce, reiterate their learnings and build healthy activity habits.

The year so far has been eventful starting with the Library Week- a week spent exploring the world of books, the middle school presentation, which was attended by many parents, the trips to the school farm and an overnight stay on campus. We have had many guest speakers at school- illustrators, writers, historians, naturalists, musicians and activists. We have had children helping to prepare a meal for the school community, a visit by a 'Lakes on Wheels'- which is a travelling display on lakes as an ecosystem. Looking ahead, we start preparing soon for the second middle school presentation and the exciting overnight trip to a place of natural beauty. We are sure that the children will have many things to say to you in the months to come.'

The second part of the meeting was an impassioned plea from our guest speaker, S Venkatraman, a well-known naturalist and photographer in Chennai and a good friend of the school, to be in touch with oneself despite the invasive gadgets that have become ubiquitous; with the topic - Nature and its Significance in our Existence.



A bowl fly on a wasp nest



Hammerhead worm

Clay as Inquiry

Alumnus Tarun Mervin spent six weeks working with clay and teaching students the skills of kneading clay, hand and wheel pottery and the art of glazing. He is a student of design at National Institute of Design and his work is part of his graduation project.

Clay as Inquiry is a graduation project exploring how clay can become a medium for observation, experimentation and self-directed learning within the classroom. Rooted in the educational philosophy of J. Krishnamurti, the project explores how students can develop an understanding of materials and processes through direct experience, questioning and reflection, rather than simply following instructions to achieve a finished product.

Working with students from Grades 9 to 12 at The School, KFI, Chennai, I am exploring different ways of engaging with clay through nature observation, stop-motion animation, sculpture and wheel throwing. Each workshop introduces students to a material or technique while leaving room for them to investigate, experiment and discover possibilities independently. Instead of providing answers at every step, I encourage students to observe closely, ask questions, learn from mistakes and share their discoveries with one another.

An important part of the project is observing not just what the students make, but how they think, make decisions and respond to the material. Through ongoing workshops, reflection and documentation, I hope to understand how a more process-oriented approach to clay can nurture curiosity, independent thinking and a deeper relationship with making. Ultimately, Clay as Inquiry aims to explore how the act of working with clay can become a way of learning, questioning and understanding the world around us.



Tarun, an alumnus of the school, teaching pottery to the students

From Conference to Learning

History for Peace is run and managed by The Seagull Foundation for the Arts, a registered non-profit organization based in Kolkata. Under a project called PeaceWorks, their overarching initiative. The annual conference hosted by them in Kolkata, this year had the theme – Histories of the Present.

The conference usually follows a simple format of three to four presentations each day with time for questions from the audience. This is usually followed by a workshop. Teachers from School have participated in this conference. This year, eight history and sociology students of Class 12were interested and participated in the conference along with two teachers.

There were presentations on the Constitution making process and placing it as a people's constitution – with evidence such as letters from organisations demanding including disadvantaged groups. Sessions on archiving the present and how one could do it and also specifically of the rich possibilities of a rural archive. Further sessions were variously about movements and periods of the near past that have had a strong impact on present times and practices.

The students found it possible to participate actively in the conference and the experience has become an important learning trigger. For instance, based on the various speakers at the conference, the students presented what they had heard and understood at the Independence Day Assembly on 15th August.

Based on their experience, their history project is - *'Histories of the Present - From Listening to Historical Thinking'.* The students have already worked on their drafts for the project. They have used the conference learning as pivots on which to argue, investigate and learn further what the theme of the conference pushed for.

A few excerpts from their writings:

There are many aspects of society and the lives of the common people that are not recognised as history or heritage even now. …The DAAR (Decolonising Architecture Art Research) Collective came up with Refugee Heritage Project aiming to turn a refugee camp into a UNESCO world heritage site. They submitted the refugee camp of Dheisheh in the West Bank to UNESCO, claiming it to be a bearer of diverse histories, cultures, and the lives of many people. …Through this project they have attempted to redefine heritage and include the parts of history that are not so beautiful and glorious but ones that are still important and often forgotten.

Another aspect of history that is frequently forgotten or never read about is the Indian freedom struggle from the eyes of the common people and their efforts. Journalist and author P. Sainath spoke about this forgotten side of our freedom struggle and why it is important for us … to know this. We must know who brought us the independence we enjoy today… farmers, landless labourers, workers, couriers,… P. Sainath in his book 'The Last Heroes' talks about India's only remaining freedom fighters from around 5 years ago, among whom only a handful are still alive.

History has never been a complete record of the past. When we think of history, we usually think of kings, wars, political leaders and major events. The speakers Urvashi Butalia and V. Geetha, both renowned feminist writers questioned the fact that women have almost always been completely absent from history. Although women participated in major movements, like the freedom struggle, their stories and contributions are not talked about or has been reduced to their roles as supporters of male leaders. This shows us the need to ask certain questions, whose history is being written and whose voices are being left out or rather hidden.

Mr. Sudeesh Yezhuvath presented Gandhiji's life from November 1946 to December 1948 as an exhibition titled: You I could not save, walk with me."/ During this period there was large scale communal violence in … Noakhali, Bihar, Calcutta and Delhi. This talk took us through Gandhiji's final journey through these places showing us how non-violence and compassion could fight hatred.

Akshaya Mukul (journalist, historian and author) and Barathy MG (research scholar, Ashoka University) engaged in a conversation about morality in connection with two organisations: The Gita Press and the Madras Secular Society. They explored the similarities and differences between the two, shedding light on the seemingly opposite aspects of the two to show how they are actually quite similar Angana Chatterji spoke about tracing power along fault lines through the history of India.

She connected movements from the past such as the Narmada Bachao Andolan to the movements of the present, such as the protests at Jantar Mantar to show that dissent is not something of the past but continues to the present…

… Personal Prehistories was a talk by Prof. Krishna Kumar… It explored a very interesting aspect of how an individual grapples with the aftermath of history in the present…Children grow up in blissful oblivion but slowly, they begin to ask questions about events they learnt in class and how these events connect to their lives… so much has happened before they were born…



Thirty Hour Projects

The students of Class 10 entering Class 11 undertake a project/study and work over summer and till July pursuing a deeply held interest or wish. These projects span a variety of interests and are presented to the rest of the school and their parents. To allow the readers of this newsletter a peak the topics of this year are below.

- Light Painting Photography
- 3D Animation
- Making an FM Radio
- Swimming
- Trip to Bhutan – A Short Film
- Learning Spanish
- Crochet
- Making a Film
- Improving Flexibility
- Training a Pet Dog
- About Fashion
- Learning German
- Charcoal Art
- Python Programming
- Scuba Diving
- Painting Walls
- Making an Aquarium
- Surfing
- Handstand
- The Black Plane – A Short Film
- Morse Code
- Learning Sign Language
- Crochet
- Block Programming
- Baking
- A Short Film
- Making Soda
- Learning Essential Skills of Carpentry, Electrical

Day visits from school

On the Farm

Since September, two middle school classes have visited the school farm at Kilapakkam, located near Tirukazhukundram. We left by bus after having breakfast at school in the morning. We reached the farm after one and a half hours of travel through city, farm, forest and village, all the while observing how the landscape changed.

On reaching, we walked around the first part of the farm. The low water levels in the two open wells there, the drying paddy crop on the fringes, and parched land visible on a nearby lake bed informed us of lack of rainfall in the months that had passed and the struggle to keep agriculture going.



Middle schoolers at the farm

After this we proceeded to the larger section of the farm, where we spent our remaining hours. The students and teachers dove into work there while the sun beat down on them. One class moved compost and soil for tree saplings, removed weeds at the banana grove and made a broom using the mid-ribs of coconut leaves. The second visiting group made a long chain to move a large pile of half composted tamarind harvest-waste to be used as mulch on the banana field.

We interspersed work with a fruit break, lunch and some interesting discussions on agriculture. Before we left, we walked quietly around the entire farm, looking at the various features, some of us recollecting how it was when we saw it in earlier years. The farm trip ended with everyone staying overnight on the school campus where further activities were planned. Students left for home the following morning.

To International Institute of Tamil Studies

The students of Class 9 went to the International Institute of Tamil Studies. They watched a short film on the lifestyle of people living in ancient Tamil Nadu. They learnt how people adapted to their surroundings - mountains, forest, plains, dry lands and the coast. People living in each region had different lifestyles and the objects used varied from region to region. This trip was intended to teach children new vocabulary in Tamil and also a history of the region.

Kondattam at Pathashaala

Recently Class 8 participated in a one-day *Kondattam at Pathashaala*. This year's theme was *Equity and Us – Questioning Hierarchies, breaking barriers*. Through the day, students participated in presentations and panel discussions on the topic. Later they were engaged in various hands-on activities like frame weaving, paper making, natural colour making, repair it, enzymes I can use to clean and simple water filtration. Children partook of all the sessions and enjoyed a fun learning workshop.



A sudden three-day bloom outside the Principal's Room

Notes from a Field Trip

Every year the students of Class 11 travel across the country to a different geography (- the villages around Bhim and Tilonia in Rajasthan) and learn about lives lived differently, to understand the daily work, views and concerns of communities of people who they have not met before, to place these understandings in the larger context of the country, its governance and its laws. This is enabled for the students by remarkable persons who have worked in a concerted manner with a larger picture in mind. The school is ever grateful for the time they spend with the students in hope and joy. Young, but two years to the voting age, this exposure is not easy but an essential aspect of growing into responsible adulthood. The trip is a significant learning for teachers as well. These are excerpts from a teacher's noting.

The Schedule

Day 1	School for Democracy: Introductions, Conversation with an advocate, Meeting Lal Singh Ji
Day 2	School for Democracy: NREGA work, Meeting with Shankar Ji at Devdungri, Interaction with Nikhil Dey online
Day 3	School for Democracy: Visit to Sonegarh school, Small-group brainstorming, Watching a documentary
Day 4	A session about the constitution with Lal Singh Ji, Visiting the Beawar RTI Museum site, Barefoot College: Introductions, Visits across campus, Conversations, Activities
Day 5	Barefoot College: Conversation with Aruna Roy Ji, Visit to villages
Day 6	Local Village Visit: Visits to healthcare facilities, schools and others, Interactions with the locals
Day 7	Barefoot College: Closing session with Aruna Ji, Back to Jaipur

Seven Lessons in the form of Questions to Self

At School for Democracy, we had a chance meeting with a brilliant and formidable advocate who has a track record of representing unconventional clients and arguing controversial cases. In response to a question about ethics and her own moral compass when it came to representing the 'guilty', she said, "My hope is to present and defend the possibility of innocence, and represent a voice because it needs to be heard. I do not know whether the accused is guilty and I do not ask".
How does one unpack for oneself and the students, the complex questions around social responsibility, professional ethics and morals while engaging with society? How does one help a student find the conviction in what they are doing?

I saw Shankar Ji, one of the founders of Mazdoor Kissan Shakti Sangathan (MKSS), going through the list of questions from students and drawing graceful loops to group related ones in clusters. The practised ease with which he did that revealed a master teacher at work – one who invited questions, one who sorted them instantly into logical clusters and one who answered them all with seriousness and sensitivity.

What can a teacher do to invert the classroom: one that begins with the students' questions, invites students to own the lesson and create a learning experience through the inter-connectedness of their questions?

On the third day, the students were invited to brainstorm ways to present their experiences so far on the trip. They came up with four ideas, organised and went away to work in their respective groups. As I walked around, I saw and heard them arguing, agreeing, complimenting and engaging. When I resisted the urge to intervene and instead watched patiently, I saw a display of unhurried thinking that considered possibilities, evaluated them, dropped some and carried some through to a logical end.



Later, when some of them showed their work-in-progress presentations, two questions naturally arose in my mind:

What is the role of a teacher in enabling work to happen? What is necessary intervention?

On the fourth day, Lal Singh ji (a founder of School for Democracy) in response to a question about what SFD gets out of our visit said, "The place dedicated to understanding democracy lives and survives because of people visiting".

I thought this seemingly simple yet beautiful statement must be true of every learning space. *Aren't we the ones, teacher (all adults) and student, that make this space what it is?*

On the fifth day, as the 80-year-old Aruna Roy ji sat down on her chair with an apology for not sitting on the floor with us, one sensed anticipation in the air. I watched yet another teacher answering question after question with a remarkable astuteness. I also admired the students' honest, thoughtful questions and the spontaneity of responses when Aruna Ji asked them questions in the course of the conversation. I left with a thought reverberating in my mind:

What a gift it is, to learn how to ask questions! And what a huge responsibility it is, to teach how to ask questions!

Through the sixth and the seventh days of staying in rural Rajasthan, visiting field centres, PHC's (Primary Health Centres), government schools, ramshackle huts that are homes, talking to locals, listening to their stories and struggles for livelihood and dignity, one wonders:

What it is to listen fully?

During the train ride back home, students recalled sights, thoughts, phrases, feelings and questions from their experiences through the week. As I sat listening to the various snippets of conversations and saw students reclined in their berths reading a book on democracy they had bought on the trip, I had one more question to add to my list:
What potential does an experience – a film, a conversation, a meeting, an activity, a game, a discussion – hold for us?

Field trips

A trip to Auroville

The Field stay at Auroville gives students over four days an opportunity to experience being part of a community where people of different capacities work together for the wellbeing of the entire eco system they are part of.

Here are three voices from students on the trip:

It was a very different environment compared to what I usually experience. There are many people who gave up luxurious lives because of their commitment towards Auroville. I thought that it is only in movies where people sacrifice so much for a single commitment but I was really shocked to see so many people do it. The Solar Kitchen and the way it earns money was interesting because people could pay how much ever they wanted to, or not pay at all. I also observed that there were less fossil fuel vehicles. Most of the people used electric vehicles or cycles to reduce pollution. This showed real public unity to decrease pollution.



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Auroville was a completely new experience for me. Meeting different people who had different views and ideologies which I could never imagine, left me with newer perspectives and a whole lot of questions. What is a community? Why do people choose a harder path in life when they already have a comfortable life? Do privilege and surroundings act as factors in choosing a career? This trip has changed my way of thinking and seeing things from a different lens.

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The trip to Auroville was most eventful for me. My place of work and stay was at the Botanical Gardens. I learnt about many things - from weeds that destroy crops to how to make pasta from scratch. I learnt most from the different people we met and from listening to stories about the founding of Auroville.

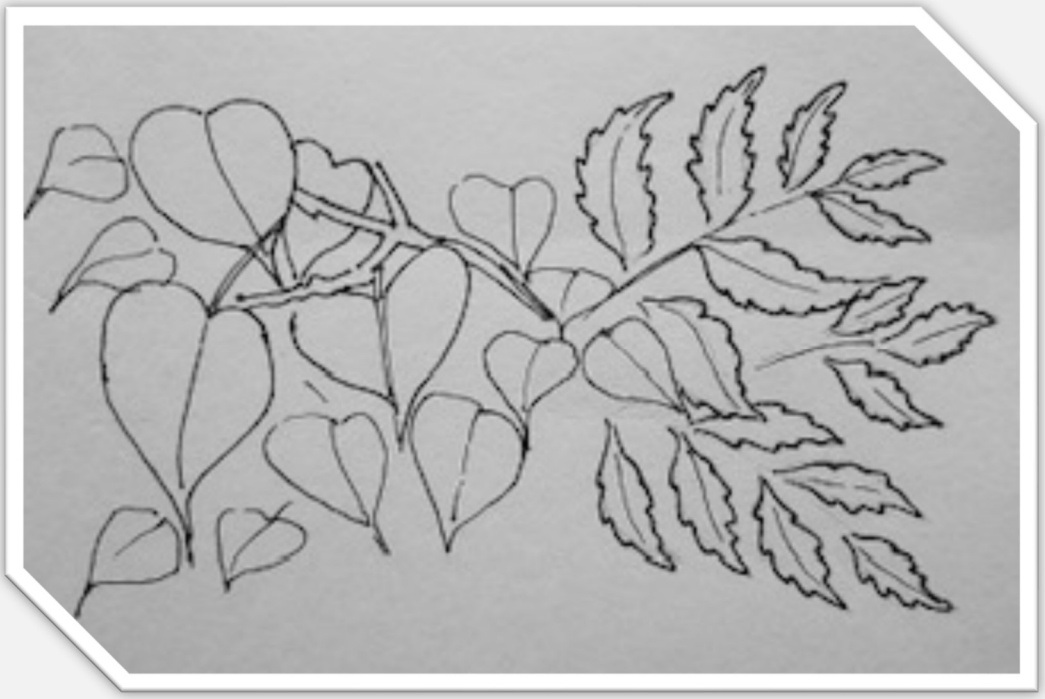
A trip to Agasthya International Foundation

This year Class 8 had their first trip of the year in August. It was a three-day trip to Agastya International Foundation, a 172-acre campus located in Kuppam, Andhra Pradesh. Agastya believes that learning in a child's mind begins with curiosity and excitement. This is very evident as one observes the campus. The entire campus is adorned with interesting architectural elements that makes visitors pause in their steps and wonder. The campus houses various subject specific laboratories with state-of-the-art equipment and models.

The intent of our trip was to kindle a sense of curiosity and wonder in children over various happenings they observe around them and to attempt an enquiry. Over the three days spent in Agastya, children got to interact with life sized models that mimicked and explained different scientific principles. They performed experiments in laboratories and made guided observations on these experiments and built models. They also had nature walks to explore the campus. Their observations were recorded in their trip booklets with diagrams.



The group also got an opportunity to converse with Mr. Ramji Raghavan, the founder of the organisation, and Dr. David Penberg, Academic Advisor for Agastya. The conversations were about the intention of establishing an organisation of its kind, the need for accessibility of such facilities in rural areas.



Events at school

Visit to the past

This study forms the Social Studies component of the Environmental Science programme at Junior School. It is part of a three-year cycle of learning about the past, called 'Visit to the Past' focusing on three themes: Monuments and Heritage Buildings, Living Heritage and Material Heritage and Traditional Performing Arts – Dance, Music and Storytelling

The objective of the programme is to 'visit the past' to learn about the times and daily living in Chennai and its surrounding regions and seeing its connections with life in the present. We hope it will develop in children's minds a deeper and more informed perspective of the past. The learning is through visits, interactive sessions, demonstrations by resource persons and experiential learning. This academic year, the focus was on Traditional Performing Arts – Dance, Music and Storytelling.



Artists performing traditional folk dances of Tamil Nadu

The students witnessed and learnt about traditional performing arts such as dance, music and storytelling. They spoke with and watched a stunning display at school of Thappu, Karagattam, Silambattam, and Mayilattam by Deepan Anna and his group. Nithu Akka presented to the students a demonstration of Barathanatyam. On a visit to Kalakshetra dedicated to the preservation and teaching of traditional arts the students witnessed a display of mridangams and tanpuras, facial making up of the artiste and
the practice for a Kathakali performance.

It is likely that the students have a better sense of the cultural past of a place and how art forms are passed down through generations. The introduction to different forms of traditional performing arts, the distinct features and expressions associated with each of them would nurture, it is hoped, a sense of the aesthetic and an understanding of cultural heritage.

Lakes on Wheels

Lakes on Wheels, a mobile and educational initiative of Environmentalist Foundation of India (EFI) was in school on 15th of October. Arun Krishnamurthy, the founder of the EFI, guided the students of middle school through displays of the lake ecosystem, the lakes as a habitat, and particularly the significance of lakes in a location such as the school's - surrounded as it with lakes.



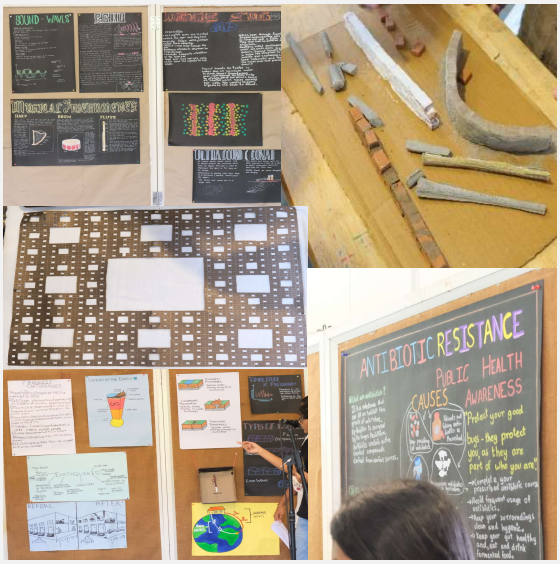
Middle School Project presentation



Middle School Project Presentation on the theme of 'Change'

Class 8 Project presentation

Class 8 Interdisciplinary Projects, a STEAM initiative Class 8 students formed five groups where each group chose a topic from "*Microbes, Construction Materials, Earthquakes, Fractals and Phenomena of Sound*". They conducted research, made models and presented their findings to their parents and middle schoolers.





Every year the staff of the school spend a day visiting places and being together. This year the visit was to a beautifully crafted and peaceful Jain temple in Sriperumbudur and the lovely lake of Kumizhi closer to school.

Sports Days at school



Moments from the Middle and Senior School Sports Day

Junior School Sports Day -- a variety of games in an atmosphere of fun





Yearly Calendar making worked on by students and staff - the above pictures are of non-teaching staff of the school taking a little time off their work to participate in the work