

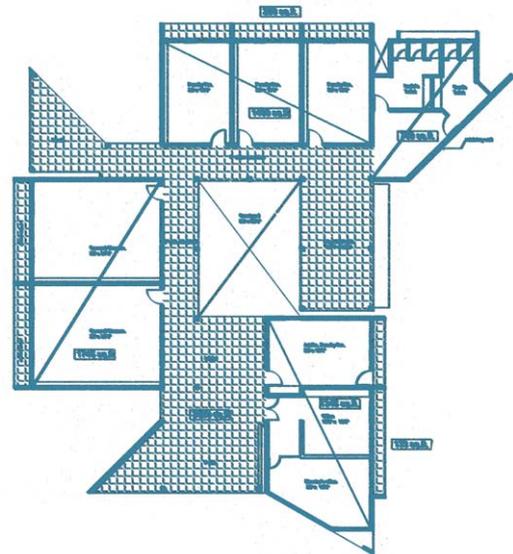
ELEVEN, TWELVE, DIG AND DELVE

Sahyadri School started in 1995 with classes 4 to 7. Class 8th started in 1996. In 1997, class 9 was formed and, a year later, class 10. The first batch of 10th took their ICSE exams in 1999. And now, seventeen years later, the dream of starting the higher secondary section of 11th and 12th is on the verge of becoming a reality. It is slated to start in 2014, with the present 9th standards being the first to enter 11th. In June 2015, 12th will start with a maximum of 32 students.

The construction work for the higher secondary section buildings will start in March 2013, and the structure is likely to be ready in a year or so. The 11th -12th cluster will be situated behind the staff meeting room. It will have two big classrooms, one for each standard, as well as four small classrooms for the 4th or 5th subject classes. In the middle of the cluster, an amphitheatre is being erected, where about 200 people can be seated. The subabul trees there will be cut, as they are not very useful.

The 11th and 12th boys' dorm will be located beyond Palash, which at present is the last dorm. As the road to Python Hill will be blocked, it will have to be redirected. The 11th and 12th girls' dorms will be constructed beyond Shivneri and Himadri dorms, where the Dhobi ghat is currently situated. The Dhobi ghat will be relocated near the school gate. The dorms will have different levels, as the ground there is uneven. Being the senior most students in school, they will have ample personal space.

A few teachers are in charge of different aspects of the mammoth task. Shubhang sir is in charge of the entire project of creating the plus-two section. Mr. Khushru Irani is the architect for the 11th and 12th dorms and class rooms. Rahul sir, the school's finance officer, is in charge of funds. Just for the building of the higher secondary section, the funds are a mighty 6 crores! Fifty percent of these will be acquired through



donation and the balance will be generated by the school.

Not all students of class 10th will go to class 11th. For instance, the present 9th, who will be the first to enter class 11, have 42 students. However, the maximum capacity of class 11 is only 32. Naturally, the school has to select some students. A small number of students from outside may also get admission. The school needs about a dozen more teachers to teach the higher secondary section. To get more teachers, the school will advertise on the internet.

The school hasn't actually decided the subjects and streams for plus two yet. Amresh sir feels, "The higher secondary section should have all three streams: Commerce, Humanities and Science. Each student should choose four or five subjects. Most probably they will take the ISC exams."

The higher secondary section will have their meals with the seniors. At present, 4th to 7th go for junior lunch and dinner, while 8th to 10th go for senior meals. They will have physical training, games and prep (one hour during which students complete assignments) with the seniors.

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A PLACE TO PAUSE

As the school attempts to build the higher secondary section, a few hurdles have to be crossed. One difficulty was arriving at a decision in terms of the selection of architect and site. Choosing the contractor and design poses another obstacle.

Despite the difficulties, there is a lot to look forward to as the school trudges slowly and steadily towards making the plus two section a reality. Amresh sir joyfully says, "The students can be in the school for two more years! Their interests can also add to the school." Shubhang sir says, "Many parents would like it, as they won't have to change their child's school." Rahul sir feels, "There will be more life in the school."

Reported by Gautam and Rashi ●

BRICKS AND MORTAR



Located at the top of the Y-shaped Tiwai Hill, on the outskirts of Pune, is a school named Sahyadri. It started on 10th September, 1995, in a small way, and has grown over these eighteen years.

Sri Achyut Patwardhan, Krishnamurti's friend, took the initiative of searching for a suitable site for the school. A hundred acres of land on top of Tiwai Hill was donated by Mr. N. Firodia. A large fund of six crores was gathered from donations made by friends of the school and some parents of the first batch, and the school was built.

The school was first built in four phases. In the first phase, the guest house, the clusters, the office, the Sr. Audi, five dorms and half of the dining hall were constructed. The Junior Audi, the M.U (medical unit), the library, six more dorms and the art room were erected in the second phase. The M.U was first located in one of the old residences near the school gate. The present staff meeting room functioned as a library in the early years.

In the third phase, the other half of the dining hall, more houses for dada's and didi's, teachers' houses and the new guest house near the parking lot came up. In the fourth phase, the new M.U and the new library were erected.

More recently, in the year 2007-2008, the new medical unit and library, designed by Nachiket Patwardhan, came up.

The school has had to undertake major renovation on account of leakage in the roof and walls, congested spaces and poor ventilation. The school had to renovate the Vishakha dorm and Sr. Audi roof in the year 2012. The dining hall flooring, cooking area and windows were renovated in the year 2007-2008. A new wing was added in the Alaknanda, Himadri and Shivneri dorms in the year 2007-2008.

According to Shubhang sir and Amresh sir, the design and structure of the school is related to its philosophy in many ways. The school is not very costly, it is close to nature, and it has a lot of open space. To save electricity, the school water tank is on a hill, so water flows downwards whenever needed. A path runs through the centre of the school from the office section to the art room, with classes on both sides. Classes are not placed too close, so that other classes do not get disturbed if one class makes some noise.

Amresh sir and Sharad sir, the previous Estate Manager at Sahyadri, suggest a few further changes that would be good for the school. The buildings should have larger windows and better ventilation. Residences should be extended, and leakage should be stopped altogether. Shubhang sir suggests that the dorms and classrooms should be extended, and that some dorms should have a first floor. Everyone is looking forward to having a balcony on the first floor of the dorm!

Reported by Nandan ●

Every year, the admission process in Sahyadri School swings into motion in the last week of December. Interested parents buy the application forms, which are available from the first of October.

The school invites the prospective parents with their child for an interview-cum-test, and they arrive on campus the night before the interview date. The next morning, the child is taken for an interview during which two teachers ask why he or she wants to join the school and whether he or she can adjust in this boarding school. They are asked about their families and their old schools and so on. A written test is then conducted in English and Maths.

After the written test, the parents are interviewed by a few teachers, and the entire procedure is over by lunch time. After a few days, the school informs the parents about the result.

For the children who are selected, the parents have to pay the fees by a specific time. Following that, the school sends the parents a list of do's and don't's, and general instructions. Every child is allotted a specific admission number, which needs to be marked on all his or her belongings. New children begin to come in from eleventh of June.

Groups of new children and their parents go through the interview and tests on Tuesdays and Saturdays.

Parents of Pratham, who has come from New Delhi for his admission on fifth of January, are influenced by J. Krishnamurti's teachings "which are helpful in the development of a child." They want their son to study at Sahyadri as "Unlike the schools in metro cities, where the rat race for scoring high marks is still going on, Sahyadri School teaches the principle of simple living and high thinking. In Sahyadri School, the child lives close to nature and has enough time for outdoor activities and sports. The child is free, and is able to speak and express his feelings."

Reported by Niervan ●

INBOUND PASSENGERS



ON THE HOME FRONT

“We had fun in junior dorms. But now we only study,” says Siddharth of class 10B. “In our dorm, people fight, but make up later. Sometimes we shout at each other, but we are very happy to live together, and have a lot of fun,” says Abhiruchi of 10 A. Rhea of class 5 says, “Yes, we do have fun while playing games in the night, like Mafia and Killer. And we entertain each other by playing cards on weekends.”

A big chunk of students’ lives is spent in the dorms. There are eleven dorms on campus. The six boys’ dorms are Indrayani, Vishakha, Torna, Kritika, Palash and Jaintia. The five girls’ dorms are Shivneri, Himadri, Alaknanda, Phalguni and Shravani, which are occupied by classes 4th to 8th. Now let’s peep into the lives of a few dorms: Vishakha, Himadri, Shivneri and Phalguni.



Purna akka, the house parent of Vishakha dorm, looks after twenty one boys of 6th grade. The dorm doesn’t have a resident teacher, but Nibedita akka takes care of the dorm in Purna akka’s absence.

There’s a lot of enjoyment in the dorm, but there are certain rules for the children to follow. Their shoes should be on the racks in the courtyard, lights and fans should be switched off when not needed, and their beds and tubs should be neat and clean. The house parent has to look after the children to ensure that they follow the rules. Purna akka says, “I have to remind some of the boys to follow the rules.”

The house parent holds a meeting every week with the children in the dorm. This is called ‘house contact’. When Purna akka conducts house contacts in Vishakha, she discusses issues that arise among the children, connected with relationships, friendship, hygiene, studies and managing time. The children are made in-charges for some duties given by the dorm parent such as common room, milk-can, light and fans, toilet and deck in charge.

Rupali didi, the matron of Vishakha, contributes to the dorm in several ways. She helps the boys to make their dhobi bundles, to distribute tuck, to make their beds and tubs, and to get ready for classes. Urmila didi cleans the dorm and the bathrooms.

Purna akka thinks that only one main problem comes up in the dorm, which is, that the boys tend to complain a lot. Sometimes, fights occur in the dorm, but they are solved by her. In the dorms, about half a dozen boys find it difficult to get up early in the morning. Anoushk of 6th says, “Purna akka is good; she is loving and caring. There are no boundaries to her love. She gets angry sometimes when we make mistakes. She is like our mother.” Purna akka feels happy, young, cheerful, caring, loving and related, being the dorm parent. She says, “Actually, the children are very loving and caring. They always share everything with me.”

Himadri, the dorm where 10th girls live, is looked after by Reena akka. Neelima didi also lives there and looks after the dorm in akka's absence. Aarti didi, the matron of Himadri dorm, helps with the dhobi bundle, and distributes tuck. Chandrabhaga didi cleans the dorm and the bathrooms.

In house contacts, Reena akka talks about the language spoken in day to day life, issues in the dorm and relationships. Once they had held a JAM session in which the girls picked up topics and talked about the topic for a minute.

Reena akka says, "The girls have a problem in adjusting with each other. Some of the girls do not have milk at night and I don't force them because they are old enough to decide for themselves."

Abhiruchi of Himadri dorm says, "Reena akka has a very friendly and caring relationship with me. I found her a little irritating when she used to wake us up. I find her very good and funny." Reena akka says, "In the first term, I had to try hard to relate with the girls, but in the second term, I am more friendly with them."



Vandan akka is the house parent of Shivneri dorm, which belongs to the 9th girls. As it is a senior dorm, it doesn't have a resident teacher.

Vandan akka discusses day to day life in house contacts. She reminds the girls to tie their hair, to keep their shoes on the rack, and to follow the dress code. The girls take up duties as wake up in-charges, postal in-charges and milk in-charges. Surekha didi works as the dorm matron for Shivneri dorm. Didi only helps with the dhobi bundle and with distributing tuck, as it is a senior dorm.

Vandan akka feels that some problems crop up in the dorms. At times, the girls play loud and harsh music. She also feels that the girls do not follow the timings, and their beds and cupboards are sometimes messy. Most girls do not have milk at night. Akka forces them to drink it at times, but not always. Vandan akka says, "I have always enjoyed being a house parent." Sometimes, she gets tired of the girls, but she doesn't get angry with them.

Varsha of Shivneri dorm says, "Vandan akka is very helpful. We can share everything with her." Rahi of class 9 says, "Vandan akka is one of the best house parents and understands our problems." Dhruvi of class nine says, "Vandan akka is very loving, and if you do something wrong, she doesn't shout."

Rekha akka is the house-parent of Phalguni dorm, in which there are 7 girls of 6th grade and 18 girls of 7th grade. Radha akka is the co-house parent of Phalguni dorm. In house contacts, Rekha akka talks about school rules and behaviour. She also talks about relationships. Once, Mala akka had come and played games with the girls in the house contact.

Aarti didi, who is the matron of Phalguni dorm, helps the girls to make their hair, beds, tubs and dhobi bundles, and in distributing tuck.

Rekha akka says that maintenance problems occur in the dorm. Sometimes, the girls get delayed in doing their work and may have relationship issues. Akka helps the girls to resolve these. Rekha akka feels very happy to be the house parent of Phalguni. She says, "The children are very trustworthy. They share everything with me."

Aditi of class 6 says, "She is an excellent house parent".

Life isn't always a bed of roses. Siddharth of 10B says, "People steal tuck and other items, which is an immature thing to do, in all dorms." Rhea of class 5 says, "In our dorm, girls have many complaints, and sometimes they don't co-operate well." Both say, "I prefer western toilets to Indian toilets."

According to Abhiruchi and Siddharth of class 10, “Living in a dorm is the best experience I have ever had till now. Living with your friends in a dorm is a lot more fun than living alone at home.” Dhruvi of class 9 says, “Staying in a dorm with your friends is much more fun. Whenever we feel lonely, they are there and help us with everything.”

Smita akka says, “Sometimes it is like a teacher and student relationship, but sometimes the girls feel it is like a mother and daughter relationship.” According to Parth sir, “I find the relationship very loving and friendly.” Siddharth of 10B says, “My dorm parent, Arun sir, is like my friend. I find it very easy to relate with him.”

Reported by Krishna and Tarini ●

ON A CLASSICAL NOTE

Siddha of class four says, “It is very useful to have a class teacher who is responsible and takes care of the class!”

In Sahyadri School, the Principal and a few teachers decide the class teachers. The class teacher should take at least five periods a week for the class and should enjoy interacting with that age group. This year, Reena akka is the class teacher for 4th, Mira akka for 5th, Madhavi akka for 6A, Anjali akka for 6B, Kalpita akka for 7A, Ridhi akka for 7B, Padmapriya akka for 8A, Parth sir for 8B, Arun sir for 9A, Rahee akka for 9B, Kishore sir for 10A, and Prabhat sir for 10B.

According to Prabhat Sir, class teachers work hard to look after the well-being of students in their class. According to Madhavi akka, the class teacher deals with issues that arise among students such as pairing and arguments. Sometimes, the class teachers meet the students and talk about the issues. The class teacher helps to resolve an argument or fight, so that the class is happy.



According to Padmapriya akka, “Every class teacher needs some time with the students. So we have some subject periods, a class teacher period (CLT) and class time. In CLT, teachers discuss the issues arising in the class and play games with the class, or the students share their projects. In class time, we do the duties. Because it’s just for ten minutes before classes begin, we try to get ready for the next period.” Students of 8A who are assigned duties become the black board in-charge, the log book in-charge and the neatness in-charge. The log book in-charge mainly reminds the teacher to fill the log book. But sometimes Padmapriya akka does not find it useful.

Rahee akka and Madhavi akka say, "It is not really hard to handle students once you know them. But sometimes they don't listen, so you need to tell them many times or even scold them." Sometimes class teachers try to find a solution which works for everyone, or take suggestions from the students, so the issues are resolved.

According to Padmapriya akka, "Class assemblies bring about a lot of cooperation and team spirit among classmates." Most of the time, the class teacher goes for hikes and excursions along with the class because he or she knows the students well and can take better care of them. It gives the class teacher an opportunity to observe the students in a different context and to relate more closely with them. Many class teachers feel "... being a class teacher is a very good responsibility."

Reported by Anushka •

FOOD FOR THOUGHT

If one walks towards the middle of the school, one arrives at the dining hall, a big yellow building. It was made in 1997 and renovated in 2006. Located in front of Vishakha dorm, it is flanked by the table tennis hut and Indrayani dorm. It is one of the most noisy and active places in Sahyadri.

The dining hall is noisy during lunch. As one enters, one finds students sitting on the right on the long red benches and teachers on the left. Students who are manning the waste sit near the waste bins on the left. Manning refers to the process of ensuring that no food is wasted. The yellow wall at the far right end is decorated with rich brown Warli paintings.

Students have five breaks in a day: breakfast, juice break, lunch, tea and dinner. Breakfast is after P.T. at 7:30 a.m., and juice break is after the second period, at 10:20 a.m. After the next two periods, at noon, juniors have lunch. After a long gap, at 4.00 p.m., tea is served. At 7 p.m., after prep, is dinner.

According to Sheela akka, the dining hall always buys good quality food and uses good quality soap. Broken Basmati rice and soyabean oil are used. Utensils are washed with liquid soap to make sure that everything is clean.

Smita akka says that all the work is distributed among the dada's and didi's. According to Dinesh dada, even when Sheela akka is not there, they manage the work quite well, as Sheela akka writes down all the instructions. Sheela akka says, "The quantity of food depends on the item. If it is idli, dosa, pav bhaji or wada pav, large amounts need to be prepared." Only a small amount of food is wasted in Sahyadri.

Many people like the food of the dining hall, but some don't. According to Rahee akka, "The vegetable should be simply prepared. This term, the food is much much better than last term." Also, she likes the idea of letting the ninths cook once every year. Shubhang Sir says, "Yes! The dining hall food has improved a lot."

Reported by Aaksha •



TUCK TALK

Children on campus often want some snacks, apart from the nutritious meals served by the dining hall. To satisfy these needs, the school has provided students with a tuck shop. The tuck shop also provides students with a few other consumer items for their daily use.

The office does not have a record of the date and year the tuck shop started. It is assumed that the tuck shop started when the school was established. According to Dilip sir, the tuck shop was first located in the office block, with Ganesh dada in charge. Later, a private supplier from Rajgurunagar managed the tuck shop. After a few years, Amit dada was in charge. Now, Siraj dada manages the tuck shop.

On any Wednesday, at 2.00 pm, you will find two Alaknanda girls walking towards the tuck shop, which is a small room near the Junior Auditorium, to collect the tuck for their dorm. Every day, Siraj dada has to manage the tuck shop from 8 a.m. to 5 p.m. He has to fulfil the requests of students from three dorms daily. The tuck shop also caters to guests from the Study Centre and to teachers who work in Sahyadri School.

Once a week, students list the items they require in the dorm tuck book. According to the order placed by a student, Siraj dada puts the items into a separate bag. If a student's order exceeds the budget, he/she has to take the trouble to cut some items to balance the budget. This is how students get tuck. Later, Siraj dada records the MRP. Once he adds the total amount, it is deducted from the student's account.

For more than two years, Haldiram items were being stocked, along with tomato Budhani wafers. Recently, four new flavours of Budhani wafers have been added to the fare. With these flavours coming in, the school has stopped stocking Haldiram items. Siraj dada buys the items from the Pune market. Abhiruchi of class 10A says, "The tuck shop should stock Lays because it's healthier than Haldiram products." Nikita of class 8 says, "The school should stock more chocolates like Kit-Kat". Preethi of 6A says, "Happy-Happy biscuits and Hide-and-Seek should be stocked."

The amount of eatables that can be ordered by a student is limited. Juniors have an upper limit of ninety rupees, whereas for seniors the upper limit is a hundred and ten rupees. Rahul sir says that without restrictions, students will order a lot of tuck and

will not eat the dining hall food." Shubhang sir feels "Students are not yet independent, and we should take care of them like their parents, that's why the school has a limit for tuck, for health reasons."

Reported by Aarya ●

REGARDING RULES



The Sahyadri students have a lot of freedom, but there are certain school rules which need to be respected. Some of the things which are not allowed are deo's, printed T-shirts, non-veg food, branded products and personal tuck. Students often want to know why printed T-shirts and personal tuck are not allowed.

Personal tuck has never been allowed from the time the school started. If it were allowed, it would lead to a number of difficult situations. Some students might bring more tuck and others less, or some might bring more special items. Children would not eat enough of the dining hall food, and might eat only their personal tuck. If children do not eat the healthy meals offered by the dining hall properly, they may get white spots on their face and develop nutritional deficiencies. Some children might share their personal tuck with a very special friend. Others might feel bad about it. To prevent all these unpleasant situations from arising, personal tuck has been banned.

Amresh sir says, "If personal tuck is allowed in school, children will be encouraged to eat more junk food. Despite the rule, students estimate that about five children bring personal tuck in Phalguni, Alaknanda, Vishakha, Indrayani and Torna.

Different kinds of personal tuck are brought into school. Children bring chips, chocolates, candies and khakras, while some seniors bring Maggi. According to a few senior girls, students boil the Maggi with the geyser water. Some juniors feel that personal tuck is often hidden between the clothes in their cupboards or in their bags, and they keep their bags in the class. Some of the juniors give their tuck to the seniors, as

they don't have frequent checking in their dorms. When the juniors feel hungry, they go to the seniors' dorms and have their personal tuck.

Smita Akka, the house parent of 8th girls in Shravani, says, "If I find personal tuck for the first time with a girl, I tell her to give it to the whole dorm, though the tuck is not enough for everyone in the dorm. If I find the same girl with personal tuck again, I have a talk with her parents. I tell the parents about the personal tuck, and find out whether her parents allowed her to bring it or she had brought it herself."

Printed T-shirts are not allowed for a few reasons. Long ago, a boy in school had brought a T-shirt which had a picture of a skull with a scratch on its face and blood dripping from its eye, which is not appropriate for the school. Prabhat Sir says, "If printed T-shirts are allowed, all the akka's will have to keep on checking which T-shirts are appropriate for the school, which will be very difficult for them." Printed T-shirts are not allowed because they would distract children from their main task, which is learning. As printed T-shirts are sensational, they are not appropriate for the school culture.

Six or seven year ago, the school decided that printed T-shirts should not be allowed. But before that, they were allowed. Despite this rule, last term, in each dorm, at least five or six children brought printed T-shirts and wore them in school. Most of them hid their T-shirts under their jackets.

If a child is seen once wearing a printed T-shirt, he or she is asked to go and change. If the same child is seen again, the teacher takes the T-shirt away from the child and has a talk with the child's parents about it.

Some of the juniors express their feelings by saying, "Personal tuck should be allowed in school," but some of them say, "It should not be allowed." Smita akka, Prabhat Sir and Amresh sir say, "We get four meals in a day, which is quite enough, and in each of those four meals we get two or three items."

Siddha of class four says, "I don't like going against the rules," so she has never brought personal tuck. Nor has she worn printed T-shirts in school.

Reported by Harshini •

THE SOUND OF SILENCE

According to Prabhat sir, silence is the absence of noise. If one attends to what is happening around one, then there is no 'noise'. Shailesh sir says that Krishnamurti found silence valuable because he felt that being quiet helps one to understand oneself and one's reactions better. When one is silent, one can understand things that are happening inside one's body, and one's own prejudice.

In the dining hall, generally Smita akka rings the silence bell before junior lunch or dinner, and for senior meals, most of the time, the 10th students ring it. At times, it is good to be calm and quiet. Students have a busy and hectic time doing projects or worksheets in class, and may carry their worries to the dining hall. According to Anjali Akka, food should be eaten restfully and not in a state of tension, so that it can be digested well. Food should be eaten mindfully, and gratefully.

Astachal is a space where one can learn about silence. According to Shailesh Sir, "It is very beautiful to see the hills and the sun setting at the end of the day, and it is also very good to listen to nature." According to Prabhat sir, "It is very good to sit for a few minutes in silence every day, because we get to know about ourselves, our feelings and our thoughts".

Astachal started when the school started in 1995. The idea was inspired by Rishi Valley School in Madanapalle, Andhra Pradesh. It came to Rishi Valley School from Scindia School in Gwalior. A Principal named Gordon Pearce first got the idea of astachal. Later, when Gordon Pearce joined Rishi Valley, the K.F.I. Schools also adopted the practice of observing astachal.

When astachal started, the teachers who were in-charge thought that it would be nice to wear white clothes for astachal, as white symbolises peace and serenity. “It is a peaceful colour and blends in with nature. This is why we wear white clothes for astachal,” says Tanaya, an ex-student.

During astachal, students are expected to be quiet, and not throw stones at people, or read books.

Shruti of 7A feels, “I rarely talk with people during astachal time. I sit quietly and see the scenery. During the silence bell at lunch time, I sit quietly. I find sitting in silence useful because throughout the day we are active, so when there is silence, we can think about ourselves.”

According to Ram of 10B, “I don’t focus on anything during astachal time. I just sit quietly. I do not find sitting in silence useful, but it’s interesting because I like watching people or what they are doing.”

Radhica of 10A says, “I sit quietly and try to think about nothing. I try to reduce the tension in my mind. I find sitting in silence useful because you can think about something.”

Reported by Trupti ●



ART BEAT

As you walk along the path that passes through the clusters, you arrive at the art room, that is located in a beautiful spot at the far end. According to the Art teachers, the original structure, built in 1996, was designed by an architect from Mumbai. In the early years, the art room was used as a cluster for the junior school, and art classes were conducted wherever a building or class was found vacant.

Until recently, five art teachers took art classes. However, now there are three. The three art teachers who have left are Ram sir, Gaurav sir and David sir. Now, Nibedita akka has replaced Ram sir, and teaches weaving. The two main art teachers are Salim sir, who teaches the senior school, and Purna akka, who teaches the junior school.

Purna akka, who is from Kolkata, studied at Shanti

Niketan, and did her M.A. at the M.S.U. (Maharaja Sayaji Rao University), Baroda. Her interests include reading books and listening to music. She joined Sahyadri in 2002. Art is not her hobby, but a major subject for her. She did her graduation and post graduation in painting and mural designing and loved it a lot. This is why she chose to teach Art.

In the art room, the central well is surrounded by four sections: the batik room, the pottery room, the weaving room and the painting room. The space in the centre is used by students to do their sketching work. On top of the weaving and painting rooms are two small rooms for storing and displaying the paintings of 6th subject Art students of classes 9 and 10.

The carpentry room was constructed in 1998, two

years after the art room was built, as a separate structure adjoining the Chemistry lab. In the carpentry room there are two floors; the upper one is used for storage and the lower one for making things out of wood.

The school renovated the art room in the last summer vacation because there were severe leakage problems, and more space was needed. So, the roof was replaced and extended to get more space. The school was planning to use tiles for the roof, but powder coated corrugated sheets were much cheaper. Purna akka says, "The tiles would have been much better because in the rainy season the sheets make a lot of irritating noise, but the tiles make a very romantic patter."

Ayush says, "I like the art room after the renovation because the amount of air circulation and natural light has increased".

When the wax is heated in the batik room, the smell spreads all over the art room, and bothers people working there. Therefore, plans have been made to shift the batik room to the present pottery room, which has much better ventilation. Then, the pottery room will be shifted to a different location outside the art room. Outside the weaving room there is some free space, so the school will make a passage connecting the batik room to this place, where the wax can be boiled without disturbing students.

There are also plans to separate the carpentry room from the Chemistry lab, in order to avoid disturbance to classes being held in the Chemistry lab.

Krishna and Muqadas feel that these plans are essential for the art room, so that students can do their work in peace.

Reported by Pranav ●

BOLD STROKES

Let's step into the art room, where students learn to explore their own creative ideas and imagination, where they feel they have freedom to scatter colours on paper and try their skills. The story of sketching in Sahyadri began in 2003, along with the other activities done in the art room. The art teachers decided to make students work in groups in areas such as batik, carpentry, weaving and pottery because it would afford students more space to work, and small groups are easier to manage.

In Sahyadri School, one find students inside as well as outside the art room. The outdoor sketches depict scenes from nature, while the indoor sketches take man-made materials as their subject. Students sketch for the first fifteen minutes of art class, after which they work in their respective groups to learn carpentry and so on.

Salim sir, Nibedita akka and Purna akka teach sketching and painting. Nibedita akka also teaches weaving. Mangesh dada teaches batik, Ramesh dada takes carpentry and Bhanudas dada is the pottery teacher. Salim sir says, "I like to work in the Art room because it is different from reading and learning, and it is a class where students get time to explore their own imagination. I like to work with students." Nibedita akka likes to work in the art room because, "I love art more than anything. It delights me to see the students sketching beautifully, out of their own interest." Purna akka says she loves to work in the art room because it involves "working with the students and helping them to let creative ideas flow."

The teachers in the Art room help students to pick up sketching on their own. Once students learn to observe and focus, they may develop a discipline with the eye, the hand and the mind to create things which pour from the inner self. With this in mind, students are given the opportunity to observe and practise sketching regularly. The teachers say, "Focusing is one of the main points, because the way you see is the way you draw. So it is always important to focus in order to develop the ability to observe closely. Focusing helps students to sketch efficiently and improves their awareness of their surroundings." The teachers add,

“It is important to observe and focus if one wants to have an exact sketch of any particular object. The preschoolers are taught to sketch, but the older students rely on their own capability, as they can figure out their mistakes, and if they need help badly, the teachers are always ready to help. The teachers say they can't help students to observe and focus. Students themselves need to get absorbed in the object they are sketching and not get distracted by other things. The students in Sahyadri learn through regular practice and by looking at their own lines.

Somya Narang of 7th feels that art classes are rather interesting and that sketching helps her to improve her observation skills. But she also says that sometimes she get bored in the Art room because of sketching the same object, although from different angles. Annapurna from 7th loves art a lot because it is different from other subjects and we are able to learn various activities that can be helpful in our life'. She sometimes feels indoor sketching is boring, so she goes outdoors to sketch whenever she pleases. If a student experiences difficulty in sketching, the teachers talk to the child, show him or her the paintings of well-known artists and work with the child a little bit. Students are given the space to explore their imagination, even if they go wrong, spoil the work, or take a long time to finish. In this process, the child develops an interest in sketching.

Students use materials such as pencil, charcoal or pencil colours to make sketches. Nibedita akka says that it is a misconception that erasers must be used in sketching. Artists don't use an eraser when making sketches.



When the art teachers feel there is a need to buy more materials, they inform Mangesh dada, who draws up a list, which is then handed over to the office. Finally, the materials are purchased.

Purna akka feels, “Most students are interested in sketching.” Her observation is based on the lines, tones and swiftness she has noticed in the sketches of different students. Salim sir feels, “Some students are interested and some are not. The uninterested students don't take their sketching seriously, and as a result, lose the opportunity to learn this skill.” According to Nibedita akka, “Students are not much interested in sketching. They just try to finish their sketching as fast as possible, and most of the time, they escape into their groups, skipping their sketching. Only certain batches are really interested in sketching.”

Salim sir wants students' sketchbooks to serve as their visual diaries. If students develop the habit of carrying their sketchbooks with them and drawing whatever they are interested in, then indoor sketching can be cancelled.

Salim sir says that normally six or seven students take Art as their 6th subject, but this year sixteen students of 9th and twelve of 10th have taken Art as their 6th subject. Sir thinks most of them opted for Art out of genuine interest, and take their work seriously. Ram, an Art student of tenth, feels that Art is really interesting. He was exposed to art from his childhood, because both his parents were designers, so he knows the

importance of Art. He says that he does Art completely out of his interest, as he likes it. Compared to other subjects, in Art there is less pressure; there is greater freedom to explore one's ideas. This makes Art classes exciting for him. He feels sketching is the best part in Art. "It is easy to work with pencils, because if you do something wrong, you can correct it. You can get sharp, thin, thick or whatever lines you want." Most of his drawings are pencil sketches. Art really makes a difference in his life.

Ananya, an Art student of 9th, thinks that she likes Art as compared to the other 6th subjects, because it is "different and creative. It is different because you get a variety of things to do and creative because one can explore one's own imagination." She feels it is one subject in which you don't have to study sitting in the same classroom, but which allows you to do different things of your own choice, and this is what fascinates her. She enjoys focusing on a particular thing and getting absorbed in her sketching. Tanvi, an Art student of 9th, was at first not at all confident in Art, but her parents asked her to take Art as her 6th subject because she was good at it. And now she feels she is confident and sketches better.

Salim sir says, "The 6th subject Art students sketch very well, and some students who are not interested in sketching sometimes sketch quite well." Sir sometimes asks 6th subject Art students to come on Sundays for practice, but students make some excuses and just don't turn up. Sometimes sir teaches certain new points about "how to sketch" but to understand these, the students need to concentrate.

Somya of 7th standard has observed improvement in her sketches, based on the swiftness of the shading. Annapurna of 7th and Ananya of 8th, both feel that they have improved by listening to the feedback from their teachers and also by practising regularly. Ram of 10th feels that one major area of improvement is that he has started sketching cleaner and has started using dots instead of lines to draw, which makes his sketching realistic. According to the Art teachers, "Every student has certain abilities and every one is unique in their own way. It is all about observation".

Reported by Yousra ●

LIBRARY LORE



The school library, covered with a variety of climbers, is located behind the dining hall. According to Prabhat Sir, the library in-charge, there are around five to ten thousand books in the library. Many juniors feel that the library is a beautiful and quiet place to work.

There are many books in the library. According to Raheem akka, there are around 40-50 categories such as fiction, non-fiction, classics and so on. In the library there are fewer Hindi and Marathi books and more English ones "because there are more English readers," says Prabhat sir. The teachers in the school decide which books to buy for the library. A team of teachers does the

accessioning of new books. The books are arranged according to the accession number, subject code and first three letters of the last name of the author. The records of the books are on files on the computer and in a register.

Devi dada, who works in the library, opens it from 8:50 am to 2:00 pm and again in the evening from 4:30 pm to 5:45 pm, on weekdays. On Saturdays, he keeps it open from 8:50 am to 2:30 pm and 3:00 pm to 5:00 pm. On Sundays, the library is open from 9:30 am to 12:30 pm and 3:00 pm to 5:00pm.

Like most schools, Sahyadri also has library classes. 4th and 5th have library classes twice a week, whereas 6th to 10th have only one class a week. Class 4 and 5 have their library classes on Wednesdays and Thursdays. Class 6A goes on Monday and 6B visits the library on Friday. 7A have their library class on Tuesdays; 7B goes to the library on Thursday. 8A has library class on Tuesdays; 8thB has its library class on Friday. 9A has its library class on Wednesday and 9B has it on Friday. 10A has its library class on Wednesday and 10B on Monday.

The library was not always located behind the dining hall. In fact, it was first located in the staff meeting room. Then it was shifted to a room behind the dining hall. The teachers in the school felt that the space was too small, so a new library was built. Nachiket Patwardhan designed the structure. On 1st August, 2008, the library was ready, and Neela akka was the first librarian in the new library.

While running the library, Devi dada has some difficulties. When many classes come at the same time, there is a lot of noise. Sometimes children replace books in the wrong place. Children also hide chocolates in the library.

Reported by Preethi ●

MORNING GLORIES



Prabhat sir feels that the morning assembly is very important because “the entire school learns something together.” In Sahyadri, the assembly is held in the senior auditorium and sometimes in other places such as the junior auditorium, the library, the astachal hill or the flag post. It starts at 8.30 am and ends at 8.50 am, or sometimes at 9.00 am. Its duration is 20 minutes or, at times, 30 minutes. “When the whole school sits together at one place and does some kind of activity, the children feel good and learn to cooperate with one another.” We can also gain knowledge by listening to the talks and presentations.

There are different kinds of assemblies: for singing, for orientation to events, for open houses, for festivals, for tree walks, for campus cleaning and for sitar or Bharatnatyam presentations. Some of the most popular assemblies are class assemblies, dorm assemblies, and photo assemblies.

According to Vinayak Sir, the audio-visual (AV) team supports assemblies by providing sound effects, spotlights, screens and microphones. There are three students on the AV team this year: Hussain, Shravani and Vedika of 8th. The AV team has difficulties when people don't tell their requirements in time, or when the microphones stop working in the middle of a programme.

We have two minutes of silence after the assembly because the silence represents the unknown. It is mysterious. Most of the time, we all live with the known. In silence, there is a chance of discovering something new. We must respect and honour silence.

Siddha and Shreya of class 4 says that the assembly is important “because we all sit together and gain knowledge. If we have to share something with the whole school, or Amresh Sir wants to tell us something, that can only happen in the assembly.” Aditya of 10th says, “The assembly wakes me up; that's why it is important for me.” Krishna, Siddha and Shreya feel that “The photo assembly is the best.”

Reported by Bansi ●

THIS MATTER OF CULTURE

According to Padmapriya Akka, the whole of life was culture for J. Krishnamurti. Amresh Sir says that Krishnamurti thought culture mattered a lot in school and so gave importance to oneself and knowing what is going on around one. According to Shirali sir, culture classes started in order to give students a space to discuss their feelings and questions. According to Prabhat sir, Krishnamurti discussed with students the questions that they were wondering about, and wanted teachers also to have daily conversations with students about their lives and relationships.

Satyajay of class ten says, "Culture classes help us to know about our relations with the world and what is happening around us in the world." Savannah of class nine says, "It is helpful, and you question what life is all about." Parth Pathak of 8th says, "We get to explore the world better and express our ideas about a certain topic." Madhur of seventh says, "It is not so interesting because the topics drag on for too long and are irrelevant." Ruhi of class five says, "I enjoy culture class and if we have problems, they are resolved in culture class. I like the questions raised." Siddha of class four also likes the topics discussed. Sarhan of class six says, "Boys and girls mix up and have the freedom to speak."

According to Prabhat sir, two years ago, there weren't enough teachers available to conduct separate culture classes for each class in the school. Instead, a whole-school discussion was planned on Tuesday mornings. This format was followed for two years. However, these discussions were not very effective, as students did not participate sufficiently in such a large group. This year, the school has reverted to the earlier format, as more teachers are now available to take culture classes.

Culture classes are held in various places such as the classroom, the staffroom, the school porch, the senior audi, the A-V room, outdoor benches or wherever it is silent. Each class has a culture period once a week. For fourth, fifth and sixth, the culture class is taken by Anjali Akka. Padmapriya akka and Shirali sir conduct culture classes for the seventh and eighth. For the ninths and tenths, culture classes are taken by Prabhat sir. In his culture classes, Shirali sir discusses events happening around the world, and the way students behave with each other. In the classes that Anjali Akka takes, students discuss issues related to their lives such as misunderstandings, and fights on the field. The attempt is to empower students to solve their own problems and to find avenues of action that can bring about a change. Akka sometimes raises the questions: "What are you wondering about?" and "What have you understood or learnt recently?" The class may also talk about Buddha and J. Krishnamurti's teachings, false assumptions, religions, and the importance of observing oneself. Prabhat sir discusses poverty, religion, and social politics, and the class raises questions about these topics. Padmapriya akka talks with students about their problems, the dining hall food, and vegetarian and non-vegetarian diets. She also shows some documentaries, such as 'Living with Gorillas', by Jane Goodall, and discusses them.

In culture class, students should be open to listening to one another and should feel free to speak. Prabhat Sir feels this approach is useful. Padmapriya akka also thinks encouraging students to share what they think is a valuable approach. Anjali akka feels that it is important to stay close to students' lives and the questions they are wondering about and not to lecture; to learn from everyone; and to avoid using shoulds and shouldn'ts. Anjali Akka says that the students show interest, and listen to one another. They co-operate well, taking turns to speak and there is good participation. "The classes get involved in the issues raised," says Prabhat sir. Padmapriya akka says, "Some students are involved, while a few fiddle with the mat straws, and next time it may be the reverse." Shirali sir says that different classes respond differently. "Some are easy to handle, while others are not."

Shirali sir says that he doesn't find any change in students after culture classes because he thinks it is too early to say so, but he expects to see a positive change soon. Anjali akka feels that she has seen a positive shift in students, especially in class five, as they had many relationship problems which have now reduced. She says that she helps students to see that they have the power to shape their lives in Sahyadri and should not suffer needlessly. At times, students have solved their problems together. Prabhat sir thinks that the intention is not to change students, but to study relationships and solve misunderstandings. He feels he has seen

primary changes in students.

Nritya of class ten says, “Culture classes are very necessary, as they make your mind think a lot about yourself and the society and the connectedness of the whole world”. Ajay of class eight says, “Culture class is a place where you learn about the world, the problems.” Siddhi of class seven says, “Culture classes are fine, but when the topics are dragged, they become pretty boring.” Malhar of class five and Krishang of class four enjoy culture classes because they “enjoy singing songs and playing games at times. We find solutions to our problems.” Ram says, “You have the freedom to talk, you have the right to share everything, and get to know what is happening around the world.” Hemali of class six thinks, “We should have culture classes because you can get to know yourself better and solve relationship problems”.

“You are taught a great deal about mathematics, you give your days to studying history, geography, science, physics, biology and so on; but do you and your teachers spend any time at all thinking about these far more serious matters? Do you ever let your mind wonder, not about petty things, but expansively, widely, deeply, and thereby explore, discover? And do you know what is happening in the world is a projection of what is happening inside each one of us; what we are, the world is.” “I assure you, a new world has to be created, a world which will not be a continuation of the same rotten society in a different form. But you cannot create a new world if your mind is not alert, watchful, expansively aware; and that is why it is so important, while you are young, to spend some time reflecting over these very serious matters and not just pass your days in the study of a few subjects, which leads nowhere except to a job and death,” says J.Krishnamurti in ‘This Matter of Culture’.

Reported by Apeksha ●

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IN NUMERICAL ORDER

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The students of junior school are always keen to know how Maths is taught in the 9th and 10th. This news report is about how Prabhat sir, a Maths teacher in senior school, teaches maths to the ninths. Prabhat sir started teaching Maths in Sahyadri in the year 2003. He also teaches Physics to the 9th and 10th. He is quite confident about teaching, and enjoys it.

Prabhat sir feels that in his class there is no misbehaviour, as he always tells his students that if they misbehave, he won't be able to teach them and those who are trying to learn will get disturbed. While teaching, he shows them how a mathematical rule is applied when solving a problem, to obtain the result. He also helps students understand and resolve their doubts in Maths. Whenever the class starts a chapter, they openly discuss it, and after some time, they work in pairs. Once the class has understood the chapter, they start working individually. Prabhat sir explains a chapter to the class and then gives students some questions related to his explanations. Whenever he gives the class a question to answer, he first asks them to think about it for a while, and after that shows them different ways of doing it.

In class, students rarely refer to the text book, as Prabhat sir always makes his own questions for the class to answer. The students do different kinds of projects, and have to choose to do one of them. They manage to do about three projects per year. Also, when he teaches, he feels as if he is telling the class a story.

A few students in class 9 and 10 need extra classes in maths, as they are weak. These classes are called remedial classes, which help the students get their basic skills in place. Sometimes, students who are frustrated while learning Maths drop the subject after class 8. Such students opt for Environmental Science or Commercial Studies. Prabhat Sir says that in the past two years, students have been encouraged not to give up Maths, as it is an essential subject in life. “Lekha of class 9B says, “Prabhat sir doesn't give too much or too little work. He gives just enough work. He is not partial to anyone.”

Prabhat sir says, “Students should take more interest in Maths, as it is good for them.”

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Reported by Arjun Renapurkar ●

8

ON CLOSER EXAMINATION



Most schools have some type of exams to find out how competent and skilful students are. However, Sahyadri School is different, as it has no exams from classes 4th to 8th.

In the 10th, students appear for the ICSE board exam. In order to prepare students for the board exam, there are exams in 9th standard also. According to Prabhat sir and Amresh Sir, the ninths perform creditably in their exams. Therefore, the teachers feel that there is no need to conduct exams for classes 4th to 8th.

Prabhat sir says, “Exams can have a positive or a negative impact.” Students are often stressed because of the pressure of exams. Teachers and parents may hold unrealistic expectations that distress their children. But sometimes students might get motivated to study if they are performing competently in their tests. While preparing for the exams, students learn writing skills and how to manage time wisely.

In Sahyadri, weekly tests begin in the second term of 8th standard and continue till the 10th. The 9th and 10th students also have their board exams at the end of the year. The 8th get grades on their tests, whereas the 9th and 10 get marks. Teachers assess the students of classes 4th to 8th by looking at their notebooks, projects, worksheets and their ongoing

work. They also look at their participation in the class and other activities.

In Sahyadri, though there are no tests and exams for Junior classes, the senior students manage to perform well in the board exams as their house parents help them to manage their time, and guide the students in revising different subjects. The ninths and the tenths have teacher mentors to help them with their difficulties while preparing for their exams. To make tests easier, the 8th standard are tested on smaller units and the 9ths on bigger units.

Amresh sir feels, “Krishnamurti believed in stress-free education for children. He would be unhappy if there were exams in all classes in school. Krishnamurti thought that if there are exams, children will only be concerned about marks. Exams don’t let us understand the beauty of education.”

Runali of 10A expresses her feelings by saying, “The tests that I gave in the second term of 8th standard were too sudden. It did not seem fair to me, as there were no exams for 5 years, from class 4th to 8th.” “Though I took the tests seriously in the 8th standard, they were too abrupt for me. I thought that I couldn’t do it, but at the end, I was satisfied with my grades,” says Ram of 10B.

“The teachers didn’t prepare us for the shift in the 8th standard. They just told us to be serious when the tests were approaching,” says Runali. Ram adds, “We were not prepared for the real shift in 9th standard, when we had to give exams.”

“Exams don’t test how thoroughly students have learnt. In junior school, we did thorough revision and we didn’t really need exams. So, I didn’t want them in junior school,” Ram declares.

Reported by Sagun ●

RIDING A TIGER

Is competition healthy for a child? Does it have a negative impact? Does it help at all? What is competition all about? Should we compete with others or with ourselves? What does competing with ourselves mean, and what effects does that have? What is the right place of competition in our lives?

Most schools encourage competition. According to Shailesh sir, “The outside world believes that competition brings out the best in a child, and, by feeding one’s desire to win, produces work of higher quality.”

In stark contrast to popular opinion, Krishnamurti thought that competition should not be encouraged. According to Amresh sir and Prabhat sir, competition is harmful, while Purna Akka says, “It’s always in us and one has to work within, question it. You always live with it and it helps in growing up if it is healthy competition.”

To explain the harmful effects of competition, Amresh sir says, “Competition gives rise to jealousy and distracts one from learning. Learning comes about through interest, not comparison, and interest comes when one is free of fear and the pressure to become successful.”

Anjali akka says, “We try to minimize competition.” In the classrooms of Sahyadri, teachers do not compare students with each other and don’t use competition as a way to motivate students. The school also avoids examinations for 4th, 5th, 6th, 7th and 8th, in order to avoid competition and so that young

children should be free of tension and the pressure to outdo others. Research has shown that students learn best in a joyous environment, when they are at ease. However, one can find excitement on the games fields of Sahyadri when a team wins a game or if someone has won a race. Purna akka feels, “... there is some kind of excitement or anguish that players feel. If we talk about our feelings after a match or sports event, people will learn to take competition in games in a healthy manner.” Anjali akka says, “We should play for the love of the game, and the focus should not be on winning.”

Prabhat sir says, “In Sahyadri, the marks that 9th and 10th students get in their exams are not considered as a true evaluation of their learning.” He also feels that “examination is not about competition,” so no ranks are awarded.

After seven years of studying in Sahyadri, Satyajay of class 10 feels, “Studying in a non-competitive school, for me, means working hard to improve my abilities to do as well as possible, and not competing to be better than others. Here, I have been able to understand that competition, however much you try to avoid it, still persists, but what matters more is the spirit in which you take it.”

In Krishnamurti’s words, “Society is the relationship between you and me; and if our relationship is based on ambition, each of us wanting to be more powerful than the other, then obviously we shall always be in conflict. So, can this cause of conflict be removed? Can we all educate ourselves not to be competitive, not to compare ourselves with somebody else, not to want this or that position – in a word, not to be ambitious at all?”

Reported by Sarhan ●



GROUNDWORK

Sahyadri School is interested in developing a sustainable way of living without harming the environment. The environmental work on campus includes vermi-composting, farming, picking up waste, the recycling of used paper and several other activities.

Vermi-composting, the process of making compost with the help of earthworms, is undertaken in Sahyadri so that the food waste from the dining hall can be turned to compost, a process which takes six weeks. The compost which is produced is later given to plants.

The first step in the vermi-composting process is to spread cow dung on the ground. Then a trench is made on the cow dung, and raw vegetable waste is put into it. Another layer of cow dung is placed on top of it. Next, earthworms are released into the beds of cow dung. Every two weeks, the earthworms need to be fed with fruit or vegetable peels. From the fourth week onwards, the beds need to be ploughed and loosened. By the sixth week, the compost should be ready.

Vermi-composting was started in Sahyadri when the school first began, but it didn't work, as it was done in the open air, according to Reena akka. In the year 2007, a new model of vermi-composting with concrete tanks was started. It didn't work, as the concrete tanks would get heated up, and the earthworms died. Recently, in the year 2008, the current system was started, and is going well. Reena akka is in charge of vermi-composting. The vermi-shed is located behind the library. Class 6A and 6B go for vermi-composting from 4.00 to 4.30 pm. Groups of four to six students go at a time.

Vermi-composting work is regularly done by das and didis. Students help them in doing different kinds of work such as putting cow dung to start the beds, feeding the beds with vegetable waste, watering the beds harvesting the compost, and weighing it.

The vermi-composting programme receives a setback from time to time. Sometimes the vegetable waste from the dining hall doesn't reach the vermi-shed. The children who come for the activity at times forget their turn and need to be reminded. Neer Patel of 6th says that he doesn't enjoy vermi-composting "because there are some slimy creatures and I don't like cow dung."



In Sahyadri School, farming is done behind the library by Reena akka, who is in charge, and by the 7th batch students. Reena akka explains, "We want students to learn the whole process of farming and so realize the effort farmers make to grow their crops."

It is in the monsoon season that a lot of crops are grown in Sahyadri. In the first term of 2012, groundnuts, potato, gungura, chawli and corn were grown in school.

Farming isn't always easy. Reena akka says, "It is difficult to get organic seeds. Also, due to excess rain, a few crops don't grow." Vedika of 7B enjoys farming. She says, "I love to see the successful outcome of the crops."

Reported by Srotriyo •

SNAKES ALIVE!

Sahyadri School is built on a hill in the Sahyadri ranges, and is home to insects, leopards, dogs, cats, wild bears, mongooses, birds, snakes and other creatures. According to Parth Sir, our school snake expert, there are more than ten species of snakes found on campus.

He feels that catching a snake is very hard. In Sahyadri, the people who can catch a snake are Parth sir, Prabhat sir, and the das. They come armed with two sticks and one cloth bag. With the stick, they force the snake into the cloth bag, and then tie the bag with a thick rope. This is how the snake is caught. Most of the time, the snake is released on Python Hill by some teachers and some das. But Parth sir says that when the teachers are not around, the das sometimes kill it because they are afraid it may bite them.

Reported by Yogeshwar •

OVER THE HILLS

The school takes students for hikes so that they should get new experiences. According to Sudesh sir, "On hikes, they learn more about nature and get absorbed in it. They make new friends and enjoy themselves and so get over their homesickness."

The excursion committee, the Principal and the school coordinators decide where the students go for hikes. In the first term, students go for dorm hikes, and in the second term, for class hikes. "Two or three years ago, we didn't have class hikes," according to Sudesh sir. Amresh sir, Prabhat sir and Sudesh sir decided that there should be a class hike.

The tuck students take along on hikes includes Oreos, biscuits, oranges, sandwiches and dairy milk. The basic instructions while going on hikes are not to litter, not to wander about, not to go deep inside the water (if one is going to swim) and to be helpful to one another.

Pre School - 4th - 5th Class Hike

The pre-schoolers and the 4th and 5th went on their hike together. The escorts were Mira akka, Reena akka, Smriti akka, Akshata akka, Ragini akka, Surekha didi and Mahesh dada. Rohit, Mira akka's son, and Ganesh, his friend, also joined the hike.

The group left the school for the trek to the Bhima at 7:30 am with their caps, water bottles, face towels and an extra pair of clothes, and returned at 12:30 pm. Siddha of 4th says, "We saw some ducks swimming in the river." Malhar of 5th feels they should go to different places every year. Some people think the tuck given was insufficient, whereas others think that it was enough. Students and the escorts liked the place and it was fun. They enjoyed the outing a lot.

6th Class Hike

Class 6A and 6B trekked towards Chas Kaman Dam. The escorts who went with them were Anjali akka, Madhavi akka, Purna akka, Nibedita akka, Alok sir



and Kishan dada. The 6th batch left at 6:30 am and returned by 1:30 pm.

Apeksha says, "We swam a lot and walked a long distance." Anjali akka got injured when she tripped, grazing her elbow. Niervan was also bruised when he fell into a rusted boat. Apeksha, Trupti and Niervan feel that the school should let students choose their destination. Some 6ths want more sandwiches and different types of fruit every year. They enjoyed swimming in the Bhima river.

7th Class Hike

Class 7 trekked towards Peacock hill in Gundalwadi at 7:30 am. The teachers who went with them were Kalpita akka, Riddhi akka and Vinayak sir. The group returned at 11:30 am.

Purnima of 7A says, "Some people got injured by the thorns on the hillside. Ridhi akka was badly hurt and she got a fracture." She thinks that they should get more tuck. The students and the teachers found it an adventurous and remarkable hike.

Class 8 Hike

The 8th batch went around the base of Tiwai Hill with their escorts, Parth sir and Radha akka. They left at 6:30 a.m. and returned at 10:30 a.m.

Joeita said, "We swam in the river, and some students

also caught fish.” During their trek, no one had a major injury. Joyeeta, Aanya and Dhara think that they should get more tuck, and they want the school to take them further away from the campus for their hikes. Joyeeta loved the trek around the hill. “I admired the charm of the scenery,” she says.

9th Class Hike

The 9th batch went to Turtle Hill with Saikat sir, Arun sir and Rahee akka at 6:30 in the morning and returned at 12:30 in the afternoon.

Rahi of 9th said, “We saw smog in the air, and on the way. We went to the river.” Oran thinks that they should get more tuck to eat and get a beverage like Tropicana or Rasna. He thinks that everyone was coordinating quite well.

10th Class Hike

The 10th batch trekked towards Gardubai with their escorts Prabhat sir, Kishore sir, Pradnya akka and Kishore dada, who led the whole group. Sudesh sir came by the vehicle and joined them. They left the campus at 6:30 am and returned at 5.30 pm.

Pareen said, “We saw goats and chicks and played with them. I enjoyed eating lunch at Gardubai. Sudesh sir had got vessels from school to cook food, and we enjoyed eating it.”

Abhiruchi said, “It was an amazing, long hike. It was one of the best days of my life.”

Reported by Kaavya ●

THE TENOR OF THE TRIP



Like other years, this year too, some class 10 students went to SPS for their ten-day excursion, from 11th to 21st October. The full name of SPS is Samaj Pragati Sahyog. The SPS centre, located near Indore, in Dewas district, is a Non-Governmental Organization (NGO) that helps the rural people of the region.

The school first received information about SPS from Satya, whose parents work at SPS. Satya studied in Sahyadri from 2007 to 2012. The first excursion took place in 2009, four years ago. In 2012, Sahyadri

students went to SPS for the fourth time.

The escorts who went this year were Prabhat Sir, Kishore Sir and Pradnya Akka. From Mumbai, the group took a train to Indore, from where they travelled by bus to the SPS centre.

The men and women at SPS work at a milk unit and a tailoring centre. They run a school and also make meals for the students. They construct bunds to store rain water which is used for farming, as it is a dry region.

According to Amresh sir, the class 10 SPS excursion will continue as long as 15 or 20 students plan to go. For a smaller group it will be difficult for the school to fund the excursion.

Ram of class 10 says, “Going to SPS is fun, as we feel good helping out there. I chose to go because my sister’s batch was the first batch to go for this excursion and they had enjoyed it a lot. My sister suggested that I go for this excursion.”

Reported by Aryaman ●

TWISTS AND TURNS

Mr. Mahesh Pandey, who was a dance teacher in Sahyadri, often organized folk dance for his dorm on Saturday nights. According to Seema akka, once he presented a dance performance for the whole school to watch on Saturday night. It was so spectacular that students requested Mahesh sir to perform it every Saturday night. Students of 9th and 10th took a lot of interest and great care to pick up the folk dances, and then performed them. Folk dance grew into a tradition on Saturday evenings, and continues to be highly popular with both students and teachers.



Many of the Sahyadri folk-dancers are originally from the Middle-East of Europe. They play an important part in the life of senior students. Rahee akka feels that, “Folk dance is a nice way to expend one’s energy. It teaches one to be graceful and allows one’s body to develop a rhythm. It also allows boys and girls to interact with each other.”

According to Preen, “The most important thing is that it gives students a good appetite for dinner”.

In Sahyadri, the students dance to songs of 30 different folk-dances. The music is of Jewish, American, European, English, tribal, British, Irish or Greek origin. These dances take four different forms: group dances, game dances, circle dances and pair dances. According to Radha akka and Rahee akka, “Of the 30 dances, Bull Dance, Corridor, Fire Dance, Doll Dance, Family Wars, Snail Dance and Grapevine are the most popular among students.”

According to Kishore sir and Rahee akka, there are a few rules and regulations which need to be followed by senior students during the folk dance. According to the dress code, boys need to wear full length trousers and long T-shirts, while girls need to wear kurtas over jeans or leggings. The audience should control their noise levels and should not interfere in the dance. They are not allowed to take photographs. According to Radha akka, senior students should not tease or shout at each other while they dance. Dancers should not turn physically rough. Boys have to dance with girls; same gender pairs are not allowed. This rule is followed in order to help boys and girls to interact with one another. Traditionally, boys ask girls to dance, but in Sahyadri, girls can also ask boys to dance. After a dance, boys are supposed to bow and girls are supposed to bow in curtsy.

Every year, the ninths teach the eighths the folk-dances in a systematic way. Unmesha says that first, the ninths volunteer to teach folk-dance to the eighth, and give their names to the teachers. The teachers then finalize students who will take up this task. Then the ninths call the eighths, who learn a new dance each day. The ninths demonstrate a particular dance first, as a group, and then divide the eighths into 4 or 5 groups.

Two students of ninth help each group to perfect the dance steps. After a while, the students of eighth dance together. They enjoy learning and dancing together.

Radha akka, Arun sir, Kalpita akka, Rahee akka and Kishore sir conduct the folk dance and help to maintain order in the hall. Radha akka, Rahee akka and Kalpita akka also join the dancing and enjoy it. According to Rahee akka, "Dance is an art form that, even learnt informally, teaches us a lot. It is not a classical dance, so there is less formality, though there is enough grace."

According to Preen, it was very difficult for him to dance for the first time and he felt very shy. But eventually, he became open. After that, folk-dance was very exciting for him. In his opinion, "Dance is fun, and so, I like dancing. Folk-dance is a recreational activity, which is held once a week. I always try my best not to miss it. After a hectic week, I think it is a good space to relax and have fun with our friends. Most of my batch mates come to dance, and perform very gracefully. So, I enjoy it even more."

Reported by Muqadas Wani ●

DIFFERENT STROKES

SITAR

The sitar is a classical instrument played all over the world. In one of the hobby classes in Sahyadri, students from classes five to ten learn to play this instrument. According to Purna Akka, when the school first began, sitar was taught by a lady teacher who also taught guitar in the school. Mr. Girish Kamble has been teaching here for over seven years.

Girish sir, a jolly and cheerful person, started learning the sitar when he was seven, and has been teaching for the last 22 years. Whenever he is at home, he practises for four hours a day. He conducts tuitions online for students who are abroad. He also teaches students at home through the morning, afternoon and evening.

Sitar classes are conducted in the music room. There are 25 sitars in all, of which ten belong to the school and the remaining 15 are personally owned by students.

Girish sir teaches skills systematically. First, he tells students how to sit in the sitar position and hold a sitar. Next, one by one, he teaches different strokes, then ragas and, finally, compositions. Sitar is played using a 'mijraf'. 'Mijraf' is a device that the player wears on the first finger of the right hand. While playing the sitar, the fingers are moistened with oil, so that they slide easily over the strings.

Every year, the sitar students present two or three sitar programmes on different occasions. In 2012, three sitar programmes were presented in the first term, and four or five performances have been planned in second term.

Six groups of children learn the sitar at different times. In each group, there are 12-14 children. The sitar hobby classes are conducted on Fridays, from 2 pm to 4 pm, on Saturdays, from 5 pm to 8 pm, and on Sundays from 11 pm to 3 pm, in the music room. In all, there are seventy-two children learning the sitar. Over the years, the number of students in sitar classes has been increasing. Purna akka feels that "Students see sitar performances in school, and are inspired to join sitar."

Every year, children find playing sitar interesting. Sahajo of 5th says, "I like its melodious sound. I was so interested in sitar that I joined it. But for one or two months, I was stuck with basics. Sir didn't teach any raag. I thought of leaving sitar, but as we started going ahead, I really started enjoying it." Aditi of 6A feels, "Sir is straightforward. He teaches and explains the process very well. He is gentle and humble, but strict, too."

Girish sir says, "People think it's very hard to play the sitar, but I think that my students should take that as a challenge and enjoy it and work hard."



BHARATNATYAM

Bharatnatyam is a classical dance that originated from Tamil Nadu. In Sahyadri, students from classes four to ten learn Bharatnatyam in a special hobby class. According to Purna akka, when the school first began, Bharatnatyam was taught by Mr. Mahesh Pandey. After he left, M.N.M. Shankar taught here, then Juee akka, then Komal akka, and now, finally, Juee akka has been teaching here for over six years. Gauri akka has recently joined, too, as a part-time teacher.

Juee akka, a cheerful, friendly and kind hearted person, started learning Bharatnatyam when she was only four, and started teaching when she was 20. Along with teaching Bharatnatyam, she also works at the 'Maharatta Chamber of Commerce, Industries and Agriculture', where she is helping with a project on 'Pune Heritage.'

The school has provided the junior auditorium with a huge mirror so that during dance classes, students can look at themselves and try to improve their dance.

Juee akka doesn't teach in the same ways as her guru taught her. She says, "It's a holistic way of looking at dance, as dance is a composite art form. One needs to be able to appreciate music, drawing and painting, sculpture, literature and theatre." At first, she teaches 'adavus', the basic steps, and later, slowly, compositions.

Forty-eight children are learning Bharatnatyam. Students are divided into four groups, depending on when the student joined the hobby class.

Every year, children enjoy doing Bharatnatyam. Tarini of 6 B says, "Bharatnatyam is fun but to continuously sit in 'aayatta' (basic sitting position) for 10-15 minutes is difficult." However, Gunjan of 5th feels – "It's never difficult for me to sit in 'aayatta', as you keep on stamping or moving your legs." In some batches, the seniors had inspired the juniors to learn Bharatnatyam.

Juee akka feels, "Most of the time I have to remind children to sit in 'aayatta' and concentrate on their dance, otherwise they are lost in their own world. But I really like to teach here because of the children and their curiosity. But still I feel that they should practise regularly and learn to appreciate various art forms."

Apart from sitar and Bharatnatyam, there are four other hobby classes : Piano, Guitar, Tabla and Vocal Music. Children are allowed to take any two hobby classes according to their choice.

Reported by Riddhi ●



TURNING THE HANDLE



Students always ask this question: why are cycles not allowed? According to Amresh Sir, cycles aren't allowed in Sahyadri School because it's a small school, and there is not enough flat area. Only ten or fifteen cycles can be accommodated, and students may then fight over them. Cycles are also expensive, and hard to transport.

Although cycles are not allowed, preschoolers are permitted to bring them, as Sahyadri is their home. They are small in number, and their parents take care of their cycles. Other day scholars are also allowed to bring cycles, but they may only ride them in their vacations, as their cycles are bigger. Also, they should follow the same rules as the rest of their classmates.

The school is large and it's tiring to walk everywhere, so Parth sir rides a cycle to reach far-off places. He keeps his cycle near his home. He has a cycle pump and a puncture kit, and goes to Rajgurunagar once in a year for general repairs. This is how he manages his cycle.

According to several teachers, cycling keeps you fit, warms up your body, helps the joints to relax and gives you stamina. Though cycling is good, there are many risks associated with it. Students may incur injuries because of stunts and accidents on the uneven land of Sahyadri. Therefore, Sahyadri has not allowed cycling so far.

Sahyadri has plans to create cycling paths. Ten or fifteen cycles will be provided to the whole school. Groups of students will take turns to ride the cycles.

Students have some opinions about the plan to build cycling paths. Lakshman of class 6 feels, "It would be amazing to ride cycles around freely without dashing into anyone." Sarhan of 6th feels, "It would be fun to ride cycles on cycling paths in the evening with the air moving swiftly around me." Aishwarya of 8th feels, "It's a good idea to get cycles, because we have all kinds of activities, then why can't we have cycling?"

Reported by Mithil ●

A CLINICAL REPORT

Arjun of 6A, who had fever for two days, says, "It was fun being admitted in the Medical Unit when my friends were there, but after some time I felt bored, when my friends got discharged."

The Medical Unit at Sahyadri, which is located beside the jungle gym, was built in 2008. The main architect of the Medical Unit was Nachiket Patwardhan. Before 2008, one of the residences near the school gate was used as the school medical unit.

The doctor in Sahyadri School is selected by the Director, the Secretary, and the Principal. Two doctors have worked in the M.U. at Sahyadri – Dr. Bharati Mahinderker was the previous doctor, and Dr. Pradnya Virnak is the school doctor at present. The M.U. is open from 6.30 am to 9.00 pm. Besides seeing

patients, Pradnya Akka teaches Biology to class 8 and looks after the administration of the M.U. as well as the purchase of medicines. Kavita Didi, the nurse, takes care of the admitted children and keeps the accounts.

The general advice that Pradnya Akka gives students is that they should eat well, sleep enough, exercise regularly and drink lots of water to stay in good health.

Pradnya akka follows three systems of medicine – Ayurved, allopathy and homoeopathy -- in treating patients. If anybody gets an injury, she talks to him or her and then treats the injury with ice or steam. If that doesn't work, she gives the patient medicines.

Twenty five or thirty students come to the M.U. daily, with complaints such as cold, cough, loose motion and vomiting. Conjunctivitis, viral fever and swine flu are contagious diseases, so patients who suffer from them are isolated from other healthy children. All these patients are treated and cared for in the M.U.

There are nine rooms in the M.U. - one consulting room for the doctor, three rooms for patients, a dressing room, an emergency room, a common room and two store rooms.

The M.U. is like a dorm, and all the facilities found in the dorms are also available in the M.U. Additionally, food is brought to the M.U. for the patients. The M.U. is like a primary health centre, so it doesn't have any major equipment, but it has an oxygen cylinder, anti-venom serum, medicines, an intravenous drip and a wheelchair, too. Pradnya Akka feels, "We could have a small laboratory, an x-ray machine, books, games, a small kitchen and a proper road to the M.U."

At times, seven or eight people go for medical trips to Pune, accompanied by Nilima didi. Most of the trips are for dental treatment (braces). Sometimes, when there are serious injuries, then the patient is taken to an orthopaedist.

Anoushk, who was admitted in the M.U. for thirty days because of an ENT problem, says, "Staying in the MU was fun, but I had to suffer a lot of pain. When I became lonely, I thought about my parents. However, the M.U. is an awesome place to have fun."

Reported by Smit ●

CURRENT AFFAIRS

 Why aren't electronic gadgets allowed?  

In the world today, a lot of electronic gadgets are used. In fact, often people can't work without them. However, in Sahyadri School, students' use of electronic gadgets is restricted for several reasons. According to Ram of class 10, "Some students may bring expensive gadgets and some may bring relatively cheaper gadgets. This can lead to inequality, and it will bring distraction while learning." Mehak and Anwasha of 9th feel, "If we allow electronic gadgets, we also bring in city life." "We do not allow mobiles, because students may talk to anyone, and it can be unsafe," says Prabhat sir.

What do people think about changing textbooks into ipads? 

Why does the school not use ipads in place of textbooks? "First of all, it's pretty expensive, and if we use them too much, then it would be harmful for our eyes, but the plus points are that it's very portable and every book you need can fit in the ipad," says Ayush of 6A. 

Who manages the e-mailing?

Bhau dada, the electronics wizard on campus, manages the students' emailing. The NRI's and students from classes 7-10 mail their parents once a week, and Bhau dada's job is to check that students email smoothly, and are not playing games.

Who works in the generator room?

Electricity is supplied to the school by Maharashtra State Electricity Distribution Company Limited (MSEDCL). According to Dilip Sir, on Monday, Tuesday and Wednesday there is more electricity supply compared to the average 2-3 hours on other days." Mr. Suresh Dhawle and two other dada's work in the generator room to supply electricity to the dorms and classes when the power fails.

Reported by Rishi ●



LIMBERING UP



In Sahyadri School, the Sports Fest is held every year over two days during the month of December. In 2012, it was held on 22nd and 23rd of December. The heats for the Sports Fest were conducted from the tenth to the fourteenth of December, from 6.30 to the 7.30 in the morning and from 2.45 to 4.30 in the afternoon.

Akshata akka, Parth Sir and Vinayak sir, the games teachers, organize the Sports Fest. According to Parth Sir, they start preparing for the Sports Fest at the start of the second term because there is lots to do. One week before the Sports Fest, their day becomes more hectic, and they need to meet every day. They are as busy as ants as they prepare for the Sports Fest.

During the staff meeting before the Sports Fest, all the teachers assemble and share their ideas regarding this school event. This time, most of the ideas for the opening and closing ceremony were given by the 10th students, but the Yoga idea for the opening ceremony was Riddhi akka's.

The students start practising at the beginning of the second term. In the heats, they run as fast as bullets, hoping that will they be selected for the running events. For each running event, 6 to 8 students get selected, whereas for jumps and throws, 10 or 12 get selected. The students who have the best timings in races, and the best distances in jumps and throws, are selected for the event.

Some difficulties cropped up while preparing for the Sports Fest. According to Akshata akka, "The dadas mark the tracks twice, once during the heats and once again for the Sports Fest. It is very difficult for dadas to keep measuring the tracks and to make them accurate." Vinayak sir says, "Some of the participants were admitted in the M.U. and were exempted from P.T. and games, so the games teachers had to arrange a separate time and conduct their heats later." These were the difficulties faced while organizing the Sports Fest.

"The practices for the events should be held over the whole year, so everybody is confident and well practised while doing the events," says Abhiruchi of 10B. "More matches should be played between teachers and students. The announcement booth should play a greater variety of music," she adds.

After the Sports Fest, separate open houses were held for the juniors, the middle school and the seniors, to gather the feedback for the Sports Fest. Some students of 4th, 5th and 6th felt that there should be no heats, so that everybody may participate in the Sports Fest. They also said that tug of war should not be conducted between two sections of the same class, otherwise it may lead to fights.

The school prepared for the Sports Fest well, so it went off smoothly.

Reported by Hemali ●

THE POWER, THE GLORY, ...THE SUGARCANE JUICE

The Sports Fest zoomed in like a plane on 22nd and 23rd, landing on the huge football field. It was a cool December day; the sun was just visible on the horizon. The tracks were clearly marked, with the torch stand neatly placed near the benches. The shamiyana occupied one end of the field, while the long jump pit and the medicine ball / shot-put area lay at the other end. The boundaries for the discus throw and the javelin throw were marked right in the middle of the field. The stalls were set up in one corner, and the announcement booth in another. One speaker was near the stalls and the other three on the benches.

Many people could be seen crowding around the notice board, eager to know when their event was going to take place. The T-shirts were assigned class wise. The 4ths wore maroon T-shirts and the 5ths wore blue; the 6ths had orange; the 7ths yellow; the 8ths black, the 9ths red, and finally, the 10ths wore grey. The juniors were running around enthusiastically, and many people were warming up. Small Jahnvi said, “The Sports Fest T-shirts look very colourful.”

The Sports Fest is held to celebrate sports. Sports Fest is an occasion on which the citizens of Sahyadri participate in athletic events of their choice.

During the opening ceremony, students performed a few yoga postures. After the oath taking, Ramesh sir declared the Sports Fest open. Pranav of class 6 says, “The opening ceremony was good, but it could be much better.” Shreya of 4th and Ruhi of 5th say, “The background music and the torch were awesome”. Poojit didn't like the new version of the opening ceremony. He says, “If they want to keep the torch, like the Olympics, then they shouldn't keep yoga!”

Up and Running

Students ran a variety of races – 100m, 200m, 300m, 800m and 1500m. While the 100m, 200m and 400m races were held for all classes, the 800m and 1500m races were only for classes 7th to 10th.

The selections for races are based on students' timings. Students with the best timings are selected in each category, for each race. Stopwatches are used to time the runners. According to Akshata akka,



the main difficulty is that people argue if they don't get selected. Certain rules were carefully explained to all participants. One can't run like a bullet before the clap. One must not change lanes in the first lap.

Parveen of class 10 stole the show in the 100m sprint by setting a new record. His zooming timing was 13.61 sec. Abhigyan was the fastest long-distance runner last year. The fastest teacher in our school has been Parth sir, whose timing was 12.56sec in the 100m sprint this year. That's only 2.99sec more than Usain Bolt's record.

According to Nandan of 6A, the relay was the most exciting event. He says, “It's a team race, so we have to work like a team.” He also enjoyed the 100m because “We have to sprint with many fast sprinters. Abhiruchi of class 10 feels that “The 9th-10th girls' 100m was the most exciting because it was my own race.”

Table of Results

Name	Timing	Distance	Category
Siddharth	17:40 sec	100m	4 th boys
Sarhan	15:71 sec	100m	5 th , 6 th boys
Siddha	19:17 sec	100m	4 th girls
Hemali	15:81 sec	100m	5 th , 6 th girls
Keshav	14:33 sec	100m	7 th , 8 th boys
Aishwarya	16:37 sec	100m	7 th , 8 th girls
Siddharth	13:81 sec	100m	9 th , 10 th boys
Damini	15:79 sec	100m	9 th , 10 th girls
Sarhan	33:39 sec	200m	4 th , 5 th , 6 th boys
Hemali	34:67 sec	200m	4 th , 5 th , 6 th girls
Keshav	30:87 sec	200m	7 th , 8 th boys
Abizar	28:08 sec	200m	9 th , 10 th boys
Damini	34:85 sec	200m	9 th , 10 th girls
Aishwarya	35:97 sec	200m	7 th , 8 th girls
Sarhan	1:17:61 min	400m	4 th , 5 th , 6 th boys
Hemali	1:16:89 min	400m	4 th , 5 th , 6 th girls
Hast	1:12:51 min	400m	9 th , 10 th boys
Heloise	1:25:69 min	400m	9 th , 10 th girls
Pranjay	1:12:30 min	400m	7 th , 8 th boys
Shraddha	1:29:45 min	400m	7 th , 8 th girls
Shruti	3:19:15 min	800m	8 th , 9 th , 10 th girls
Hast	2:43:86 min	800m	9 th , 10 th boys
Suprabh	2:55:07 min	800m	7 th , 8 th boys
Shruti	6:47:59 min	1500m	8 th , 9 th , 10 th girls
Kesav	6:07:58 min	1500m	7 th , 8 th boys

The stalls started at 9:45 a.m., and long lines for food and sugarcane juice formed immediately. Srotriyo and Neer say, "The sandwich was amazing". Poojit says, "The juice is better than last time, because this time the school is giving more quantity than last time." Each student got three coupons. According to Parth Sir, "The juice is limited because people will over drink and won't be able to participate in events and Sahyadri School can't produce unlimited juice." The sugarcane is bought from a nearby village called Ghodegaon. The school can only provide sugarcane juice because, "with smaller fruits, the school can't produce a big amount, and many people like sugarcane juice."

The announcers for the 2012-13 Sports Fest were Nishi P., Nishi I., Navjot, Radhica, Rahee akka and Radha akka, and they all shared the duty equally. About 25-30 events were conducted each day. The 4th, 5th, 6th were very excited about the obstacle races. Shivang says, "The race was fun, but it could be better with more obstacles."

A Little Longer, a Little Further

Athletic events such as long jump, javelin throw, discus throw, shotput /medicine ball throw are conducted alongside races, during the Sports Fest.

Long Jump

Pareen, the winner of the 9th-10th boys' long jump event, says, "My main intent was not to win, but to break my previous record of 4.85m, which I managed to do. Even though I did not practise much, I did my best."

In long jump, you take a run-up and jump from a white board into a pit that is 8 x 2.5 x 0.5 m³ big and contains 8 x 2.5 x 0.5 m³ of sand. While taking a jump, if you cross the white board, the jump is disqualified. According to Parth sir, 25% of all jumps are fouls, in each category. For a good jump, you should run as hard as you can and land with your hands in front.

Javelin Throw

The Javelin throw is an event that any class from the 7th to 10th standard can take part in. According to Vinayak Sir, this event is not for juniors, as the javelin is too long for them to hold. They might hurt themselves when they are throwing it. It is a pretty dangerous sport, as the javelin is very sharp at one end. Fortunately, in the recent Sports Fest, no one was injured.

In the javelin throw event, you have to balance the javelin in your hand and throw it in such a way that the tip lands first. The javelin should be thrown at an angle of 42.90 so that it will fly far and high enough. If the tip does not land first, the throw is disqualified. It is also considered a foul if the participant crosses the white line. Vinayak sir says, "About 35 to 40% of throws are usually fouls, in each category."



Discus Throw

The discus throw event is conducted for students from 7th to 10th standard. The discus for the 7th and 8th class as well as the 9th-10th girls, weighs 1 kg. For the 9th-10th boys, it weighs 1.5kg.

In the recent Sports Fest, precautions were taken, and nobody got injured. In the discus throw, one must not throw the discus outside the marked area, or else the throw is disqualified. Crossing the arc is also a foul. According to Parth sir, 30-35% of throws were fouls and he also says that, "for a good throw you should practise a lot."

Shot Put and Medicine Ball

Shot put and medicine ball are the two other exciting sports. The shot put, although smaller than the medicine ball, is comparatively heavier because it is

completely made of iron, whereas the medicine ball has less iron, and is rubber-coated. The medicine ball weighs one kilogram for class 4 and two kilograms for classes 5-6. The shot put weighs six pounds for classes 7-8 as well as for the 9th-10th girls. For the 9th-10th boys, it weighs eight pounds. According to Akshata Akka, the most likely injury that may occur while throwing the shot put is a pull on the shoulder. In this sport, you need to rest your palm, with the ball, on your shoulder, near the neck, and throw it. Akshata akka estimates that 20-25% of throws are usually fouls.

24.50m is the highest record for discus throw ever in the history of Sahyadri School. It was made by Atharva of class 10 in 2012. This year, Rishabh of class 9 made a record in shot put, with a throw measuring 11.10m. When he was in 5th, he had made a record in medicine ball, with a throw measuring 10.54m. In 2011, Arjun of 10th had made an amazing record throw of 39.83m with the javelin. Preen of 10th made a record in long jump this year, when he landed at a distance of 5.42m.



LONG JUMP

<i>Category</i>	<i>Winner</i>	<i>Distance</i>
9 th -10 th Boys	Pareen	5.42m
4 th -5 th -6 th Boys	Sarhan	3.59m

JAVELIN THROW

<i>Category</i>	<i>Winner</i>	<i>Distance</i>
9 th -10 th Boys	Rishabh	33.05m
9 th -10 th Girls	Shruti	19.65m
7 th -8 th Boys	Parth P	29.65m

DISCUS THROW

<i>Category</i>	<i>Winner</i>	<i>Distance</i>
9 th -10 th Boys	Atharva	24.50m
9 th -10 th Girls	Tanvi	16.45m
7 th -8 th Boys	Parth P	19.15m

SHOT PUT

<i>Category</i>	<i>Winner</i>	<i>Distance</i>
9 th -10 th Boys	Rishabh	11.10M
7 th -8 th Boys	Parth P	9.10m
7 th -8 th Girls	Maria	7.85m

MEDICINE BALL

<i>Category</i>	<i>Winner</i>	<i>Distance</i>
4 th -5 th -6 th Boys	Sarhan	10.05m
4 th -5 th -6 th Girls	Hemali	8.15m

Before lunch, the 8th won a dodge ball match against the 7th. The field was deserted by 12:05 p.m. After two and a half hours of rest, everyone returned to the field. After a while, the 100m relay for 7ths and 8ths started, followed by the cartwheel for classes 4-8, which took place on the basketball court. It seemed that many people had left their sugarcane juice glasses on the basketball court. Next, the ten lap walk began, in which several teachers also took part. Some people strolled slowly, while others took fast strides. Some juniors were running, too.

This year, the school didn't have a special lunch because, after a heavy lunch, students wouldn't be able to participate well in their events. Instead, special dinner was served on both the days.

A basketball match took place on the evening of the 1st day of the Sports Fest. On the teachers' team were Parth sir, Akshata akka, Arun sir, Rahul sir,

Vinayak sir, Smita akka and Anjali akka. In the 10th students' team were Sashank, Pareen, Prakalp, Vedant and Abhishek of class ten. The crowd was cheering, "1,2,3,4, who are we here for? 5,6,7,8 whom do we appreciate? Teachers! Teachers!" and "Tenthies! Tenthies!" In the 1st quarter, Rishabh, Abizar and Saeesh of 9th played for the teachers, so it wasn't actually a teachers' team.

During the basketball match, Ozair provided the commentary in English, and after a while, Siddharaj took over in Marathi.

The score was 20-5 in the first quarter, with the tenths leading. The tenths won the match by a small difference. The teams were equal, because the 9th joined the teachers' team in the first quarter. At the end of the match, the score was 38-42.

The next day's fun events started in the forenoon.



The first event was the 100m relay for 4th, 5th, 6th. The baton was handed from one team player to the other quickly. Lakshman of 6th fell in the last round, but got up and started to run again. His right leg and right elbow got slightly scraped. The next was the 100m relay for the teachers, 9th and 10th.

In the afternoon, a volley ball match took place. On the teachers' team were Parth sir, Vinayak sir, Shirali sir, Akshata akka, Rahul sir and Suresh dada. On the students' team were Hast, Pareen, Siddharth, Vedant, Prakalp and Abhishek. Vinayak sir collided with Rahul sir, whose nose started to bleed. He was immediately rushed to the medical unit. The teachers won the first match with a score of game-19. The tenths won the 2nd match 22-game. The 3rd and final match was won by the teachers, but it was a very, very tough game.

The Tug-of-War was won by 6A, 7B, 8B, 9B and 10A. The teachers won the contest of strength against the tenths.

Those tenths who had not participated in the opening ceremony took part in the closing ceremony. They planted saplings near the long jump pit, after which Shailesh sir spoke a few words and declared the Sports Fest closed.

Reported by Lakshman, Manpreeth and Rahil ●

THE LONG AND THE SHORT OF IT

Sahyadri School started the Cross-Country in 1995. It is organized by the games department. The highest record of 1 hour 20 minutes set by the ex-tenth, Abhigyan, was finally broken by Suprabh this year with a timing of 1:18:53 hours.

The total distance of the Cross-Country is 16.5 km, and one round of the Parikrama is 2.30 km. It is compulsory for the 4th - 5th classes to run one level, and for classes 6th - 10th to run two levels of the Cross-Country.

According to Parth sir, students prepare for the Cross-Country on their own, but those who participate in the Marathon practise throughout the year.

Teachers are present at various points along the route. The most risky point is the sharp slope called the vertex point. "Other spots are not so risky," says Akshata akka. Students with injuries, who cannot run, help the teachers to man these spots.

Cross-Country usually extends over two hours. It starts at 6:30 a.m. and ends at 8:30 a.m.

According to Vinayak sir, the medical supplies needed during the run are just 50 packets of Glucon-D, 10-15 cans of Volini, 25-30 packets of Electral, lime juice, and bandages.

During the Cross-Country, students need to follow certain rules. No pushing, tripping, or violence is allowed. Students should run slowly or jog. You should neither walk nor take short cuts. Warming-up is necessary.

According to Shivang of class six, "I prefer to jog rather than to sprint." On the other hand, Apeksha of class six thinks that, "It's rough, because the roads are challenging. I feel energized as people cheer us at the four stops."

Now, the whole school is looking forward to next year's Cross-Country.

Reported by Ansh ●



IN THE LONG RUN

A marathon is a long distance run which is conducted annually in almost every state of India. People who are between 8 and 45 years of age can participate. According to Parth sir, the longest Marathon run in India is 42.19 kms long. Every year, the Pune Athletic Association organizes the Pune International Marathon. Sahyadri School started participating in the Pune International Marathon in 2010. Gopal sir, Vinayak sir, and Parth sir first came up with the idea of taking students to the marathon to gauge their interest and ability in long-distance running.

Every year, one of the games teachers, Parth sir or Akshata akka, asks for the names of students who wish to participate in the marathon. The participants practise running down the hill and back up for their time-runs. In the final time-run, teachers select some students, depending on their timing, effort and fitness. The final participants practise regularly for four months to run the Pune International Marathon. This year, the Pune International Marathon was held

on 2nd December, 2012. At 7:30 a.m., an hour before the four kilometre marathon started, participants ate a couple of bananas. During the marathon run, the route was clear and without traffic. Of the 38 students from Sahyadri, 33 finished in the first fifty, and all the participants were given a certificate.

Shruti of 9th, who bagged fifth place in the Pune International Marathon, says, "I feel it was fun to practise regularly. I want to take part again and again in the marathon. I didn't have difficulties because I had run the marathon before."

Aasif of 6th, who was the ninth runner to reach the finishing line in the Pune International Marathon, says, "It was a bit difficult for me to practise regularly, but I had fun. I want to take part again and get selected every time. As everyone was running and pushing, it was a bit difficult for me to run. But still, I was very happy when I got the certificate."

Parth sir says, "I feel very good when the students of a KFI school run in the Pune International Marathon. Earlier, we have some difficulties. The students didn't know when to run and when to stop, because of which many students weren't able to run well. But after that, I went to Pune to talk to the Pune Athletic Association members. They told me all the rules and procedures. Then I read them out to the Sahyadri School participants. From that year, we don't have any difficulties." He has one suggestion for all participants: "You don't only need practice; confidence in yourself is also very important."

Reported by Arbeena ●

STALLED



In Sahyadri School, in the second term, an entertaining Mela used to be organised. Navjot of class 10 says, "In the Mela, we had a lot of fun and I loved it a lot." In the Mela, many interesting kinds of things used to happen: fun, games, art and craft stalls, food stalls and so on. The Mela was started in the year 1990, when the school was young. According to Ram of class 10, "Mela was started for fun and nothing else."

Satish dada thinks, "It was a little bit hard for dadas and teachers to manage all the preparations for Mela." The Mela was organised by teachers and a few dadas. The art stall was organised by Purna akka and Salim sir. The dadas created the stalls. Students and teachers would order the things that they needed for their stalls.

In the Mela there were different stalls for science experiments, food, art and games. Students of art would make things such as weaving and batik pieces and some pottery work. They would also make macramé and origami objects. Seema akka used to make chocolates with junior students. Vandan akka would make jewellery pieces with senior girls. Fun games like bowling, water balloon fight and twister were organised. A huge giant wheel would be brought and students used to take rides on it. They were given coupons, which were used as money during the event.

A cultural programme was also held. Events such as dances and plays would take place. There was also a theatre made for the whole school, where everybody

in school would listen to old songs. Class 10 would perform a magic show.

Mela was stopped in the year 2010, as the school was making plans for starting the plus two section, and needed to conserve time and energy to focus on the planning. Some teachers also thought that it took a lot of time and money to prepare for the Mela, which was wasteful.

Vedant of class 10 says, "I hope that the Mela starts again after the construction of the +2."

Reported by Aasif ●

UP CLOSE AND PERSONAL

There are 35 teachers in Sahyadri School. Students know very little about them and their lives. This article will give you a glimpse into the lives of a few teachers.

Kalpita Akka

Kalpita akka, who teaches Social Studies to classes 7, 8, 9 and 10, first heard about Sahyadri from one of her friends, an ex-10th from Sahyadri, who often told akka stories about the school. So she became interested in coming here.

Akka likes the campus, as well as the activities that go on, such as folk dance. Akka likes staying far from the city; she visits her home in Pune whenever needed. She doesn't believe in the concept of religion.

Kalpita akka likes teaching in Sahyadri, as she always has to think about new things and fun activities to do with students. When students trouble their classmates for no reason, it annoys her. The only problem akka faces is the uncertain phone and internet connection. Kalpita akka says, "When teachers have differences of opinion, they usually sit together and discuss their differences and try to find out a solution together."

Akka likes the meals offered in the dining hall, but says, "Sometimes the evening snacks are not enough." She likes playing badminton and basketball in the evenings because it helps her keep fit. She likes sunsets and quiet time.

Parth Sir

Parth sir, a fitness enthusiast and P.E. instructor, is also the house parent of Kritika, the 8th standard boys' dorm. Parth sir got to know about Sahyadri through the internet. Sir feels Sahyadri is a good place because it's "far, far away from the city." He feels relaxed, and also says it's a great place to do good work, and he likes the natural beauty here.

Sir doesn't visit Pune often, as he likes being away from the city. He loves his profession as a P.E. teacher. He feels it's great fun and challenging to be a teacher. Sir feels annoyed when students lie to him. He doesn't have any difficulties, but sometimes has challenges, and he says, "they are fun to deal with."

Sir said, "If possible, teachers should try to settle any differences of opinion. If not, we should accept the differences and move on. Each one does not have to agree always. Differences are natural."

Sir likes basketball, football, volleyball, cricket, badminton, and also some other sports which are not played in Sahyadri. He feels they are "a great way to exercise and stay fit, and a great way to get to know people." Sir does normal fitness exercises, besides sports, on a daily basis.

Parth sir says, "I read serious books," and he doesn't read nonfiction. He hardly ever watches movies, but when he does, he carefully picks the slightly serious, issue-based, critically acclaimed kind of movies. He spends his free time enjoying himself and doing something useful, even if it is just a conversation with someone. Sir doesn't cook at his house. He says, "I can cook, and I do so in the vacations at times."

Seema Akka

Seema akka teaches Hindi to classes 4,5,6 and 7. Her husband's student in Gwalior had once come to Sahyadri for admission. Through him, Seema akka got to know about this school, and then joined here.

Akka doesn't follow any specific religion. She enjoys staying far from the city, and whenever she feels up to it, she visits Pune. She enjoys teaching, and most of the time, no student's behaviour annoys her.

Akka likes playing badminton and enjoys going for walks as well as reading literature, philosophy and educational books in her free time. Akka sometimes watches the weekly movies shown in school.

Purna Akka

Purna akka is an art teacher in Sahyadri, and is in-charge of the Art room along with her husband, Salim sir. Purna akka has completed nine years in Sahyadri.

Purna akka likes everything about Sahyadri. She rarely goes to the city because she enjoys the quietness of this place and hates travelling. She feels that most of the basic necessities can be obtained here. She visits her doctor in Pune once a month for a check up.

Purna akka enjoys being with students, working with them and learning from them. She is annoyed with children who are rude to others or insensitive to others' difficulties. Purna akka doesn't have any problems in Sahyadri, but she says, "If we think something is a problem, it turns out to be a problem. If we don't think that way, there is actually no problem. It is all in our mind."

Purna akka says, "When teachers have a difference of opinion, they should find out why they have the difference. They should talk about it and not force their views on each other. In stead, they should allow each other to ponder over the issue." Purna akka feels the meals offered in the dining hall are wholesome and tasty.

Purna akka likes to watch cricket. She developed this interest by watching her son playing cricket matches. For exercise, akka likes to walk everyday. Purna akka doesn't go for astachal, as that is the only time she can go for walks.

Purna akka doesn't follow any specific religion as such, but feels the presence of the 'beautiful' in a good friend, a nice smile, a bright stone, a calm atmosphere, or while painting or hearing chants. She also believes what she had heard from her childhood: that there is something which takes care of us and helps us in our time of need.

Purna akka likes to read epics, biographies, fiction, practical experiences, philosophical books and light books too, just for entertainment. Purna akka watches the Sunday movies which are shown in school once a week. She spends her free time reading, arranging the house, writing letters and painting.

Kishore Sir

Kishore sir, the Chemistry teacher for classes 9 & 10, has completed two years of teaching in the school. He got to know about Sahyadri through the internet. He likes the natural surroundings and teaches in “whatever way I want to.”



Kishore sir likes being away from the city. He doesn't feel the need to visit Pune often, but goes there once or twice a term. The shopping which he is interested in is done in Sahyadri. Sir likes thinking about “scientific concepts and how students would understand them,” and this is the work he likes.

If sir is talking to some child and he doesn't respond properly, sir feels annoyed. He doesn't have any problems in Sahyadri life.

Kishore sir feels that if teachers have differences of opinion, “sometimes they should try to see each other's point of view; at other times, they should go along with what the other says.”

Sir feels the meals offered in the dining hall are “mostly fine, but I sometimes wish we would get more vegetables.”

Kishore sir likes to play badminton and to go for long walks. Kishore sir doesn't cook food at his house, but cooks things when he goes to Arun Sir's house. He doesn't come for astachal because he is busy with other activities. Sir is a Hindu by birth, but he is not religious. He likes visiting some temples because of the atmosphere, but does not follow any religion.

Sir likes to read old books written by scientists in 1700 or 1800 and does not keep track of the books he reads. Sir rarely watches movies, but spends his free time reading, working in the labs and taking naps.

Reported by Neer ●

‘BHAYO PRABHAT’

“Prabhat sir is an awesome man! He is the best teacher in Physics, Photography, Theatre, Culture and everything he teaches. He's a little moody, and very scary and dramatic when angry,” says Subhankar of class ten.

Prabhat sir is a protean character. One minute, he's conducting the theatre workshop, the next, he's going for a Nature Walk. Born in Bokaro steel city, in Jharkhand, he doesn't follow any religion. He has been teaching Physics, Maths and Culture to the ninths and tenths of Sahyadri, since 18th Dec, 2003. He's the senior school co-ordinator, helps senior students shape the student council, manages the senior school prep and is in-charge of the school publications and morning assemblies. He has accompanied the sevenths to Melghat and the Gurukul Botanical Sanctuary in Wayanad (Kerala), and the ninths to Auroville in Pondicherry and on the Hampi-Sirsi-Rishi Valley excursion. He also escorts the tenths to SPS and goes for the Himalayan trek.

Prabhat sir is interested in many kinds of intriguing things. He's interested in knowing how our mind works and how people relate with each other. He loves spending time alone with nature, looking at things closely and staring at the sky. He loves jungles, Physics, poetry, telling and listening to stories, likes reading books, looking at snakes, singing in groups and solving puzzles. He is passionate about taking pictures, theatre, being on stage, teaching and going for long walks in the sun. He feels that all his time is free time. ‘Siddharth’ by Herman Hesse, ‘Midnight's Children’, by Salman Rushdie, the autobiography of Mahatma Gandhi, ‘India After Gandhi’, by Ramchandra Guha and ‘Totochan’, by Tetsuko Kuroyanagi are a few of his favourite books. Prabhat sir likes playing badminton (especially picking drops), carom and cricket.

Prabhat sir has nine years' experience of teaching in Sahyadri. He looks upon teaching as storytelling, and thinks that storytelling and acting are interesting ways to teach. He believes that he has become a better story teller and actor-teacher over the years. He's also interested in how students take in everything that is taught.

Prabhat sir conducts two clubs and one workshop. But one of the clubs -- Cosmos -- was stopped due to lack of time. He used to take the 4th-5th for half an hour, 6th-7th for another half, and so on, for star-

gazing in the Cosmos club. His Theatre Workshop is compulsory for classes 8, 9 and 10 for the first two months, and then it's completely voluntary. But once you've decided to continue, you can't leave.

The name 'Prabhat sir' brings the word 'Nature' to one's mind. As you may guess, he's also the conductor of the Nature Club. It all started when a bunch of children asked him if they could come with him on his nature observing walks in 2004. Sometimes, Reena akka also came with him to help. Usually, around five or ten people (mostly junior boys) come, with their binoculars, field guides and notebooks. Prabhat sir is also usually equipped with his Nikon Coolpix P500. He allows people to look around freely, and tells the experienced birdwatchers to help the inexperienced ones. Earlier, members used to have ten minutes of silence to observe nature quietly, sitting in one place. But now, this has stopped, because it takes up time and people get late for their hobby classes. Most of the time, ten to twelve birds are spotted. Among those, the most common are red vented bulbuls, large-billed crows, jungle babblers, prinias, warblers, doves, robins, sparrows, white-eyes and sunbirds.

We are all hoping that a book with all his interests- 'The Journal of Prabhat Kumar'- gets published.

Reported by Ayush ●

LAYING THE FOUNDATIONS

Jiddu Krishnamurti, a great philosopher and seer, was born in 1895, in Madanapalle in Andhra Pradesh.

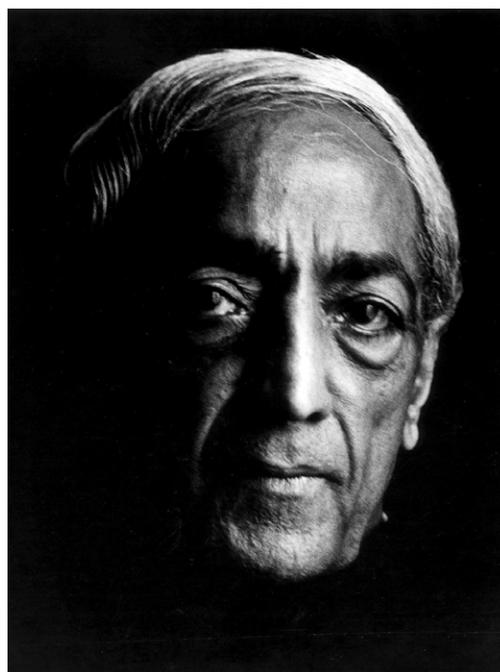
Charles Leadbeater, a senior member of the Theosophical Society, introduced Krishnamurti to Annie Besant, who was the President of the Theosophical Society. As Leadbeater had the sixth sense, he saw that Krishnamurti's aura was pure. Annie Besant felt that Krishnamurti could be the "World Teacher", so she adopted him as well as his brother Nityanand, because the two brothers were very close to each other. Annie Besant and Charles Leadbeater brought Krishnamurti to the T.S. (Theosophical Society) in Chennai. Krishnamurti stayed with them at the T.S. for 15 years, and then left.

Krishnamurti was greatly affected when his brother Nityanand died of tuberculosis. He lived through many terrible wars including World War I and II. He also lived through the India-Pakistan wars.

Krishnamurti died in 1986, at the age of 91.

Krishnamurti loved nature and liked exploring the behaviour of the human mind. Krishnamurti called the idea of belonging to castes and religions "stupid". He didn't believe in it at all. Krishnamurti's main aim was to help people be free of fear, prejudice, hatred and violence. Krishnamurti made schools, gave talks all over the world, had dialogues with people, and made centres where one can study his teachings. All his life, he had conversations with people in order to help them understand themselves and live life rightly.

Krishnamurti was originally a member of the T.S. and was known as the 'World Teacher.' After he left the T.S., he started travelling around the world and giving talks. Slowly, people got to know him, and read his books. He also opened schools and, according to Shirali sir, it took 15 years for him to become well-known.



Krishnamurti gave talks in London, California, India, Chennai, Mumbai, Rishi Valley, Rajghat Besant School and so on. Krishnamurti Foundation India was formed to help publish Krishnamurti's books, help run his schools, sell his tapes, DVD's and so on. There are many schools run by K.F.I.: Rishi Valley School in Madanapalle, Rajghat Besant School in Varanasi, The Valley School in Bangalore, The School and Pathashaala in Chennai, and Sahyadri School in Pune.

Many Krishnamurti foundations exist. The one in America is called the K.F.A., the one in England is called K.F.Trust and the one in Spain is called K.F.L. Krishnamurti was the founder of the K.F.I., that runs

Sahyadri. Krishnamurti made schools as he was interested in the development and freeing of the human mind.

Sahyadri School does not tell its students directly about Krishnamurti, as his teachings are complex. The school tries to create a free atmosphere in which students can inquire into everything. Most teachers in Sahyadri have read Krishnamurti's books and some have studied them.

Two quotes from Krishnamurti's teachings are :
"Truth is a pathless land" and "Be a light into yourself."

Have you read the book inside you? Are you jealous?

Reported by Shivang ●

INTENTS AND PURPOSES

Casting an eye over the world, we find it filled with many evils, such as violence and inequality. People allow prejudices to develop. Krishnamurti, a philosopher and seer, felt the need for a school where children can grow up aware of their own feelings, prejudices, thoughts and complications. According to Shailesh sir, Krishnamurti wanted to have a school where children can live happily in a safe environment. He wanted them to learn to live with each other without hurting each other's feelings. His vision was that the children of different cultures should live together and get to know each other. This way, perhaps, we could all realize that we are similar. He basically wanted to provide children with a holistic environment where they can learn about themselves. He succeeded in starting many such schools all over India and abroad. He wanted to have a school in the western part of the country as well, and on 10th September 1995, Sahyadri School was born.

Shailesh sir states that Sahyadri School's foremost intention for the children is that they should be happy and learn how to be wholly human. The school wants to create in students a desire for working hard and doing things beautifully, without being concerned about the final results. The school wants to help children find out what they love to do.

Sahyadri School's purposes are best served by a boarding school, says Shailesh sir. In a boarding school, the children, influenced by only one environment, get a chance to interact more closely with teachers, other students and their surroundings. However, in a day school, children are influenced by two different environments, and their minds get mixed up.

Shailesh sir feels that living far away from the influence of a city or town, where life becomes noisy and chaotic, is very healthy, and gives one the space to live alone and to think for oneself. Sahyadri School is close to nature because being in touch with nature has its own educative influence on the human spirit.

Prabhat sir asserts that Sahyadri School sees other living creatures as a part of its eco-system. The school lives in a way that doesn't harm them. Anjali akka adds that one of Sahyadri School's missions is to protect flora and fauna and give it the space to thrive. However, the school would like to keep the campus free of stray dogs, as they may carry diseases or chase students. The school cuts down branches at times, because they may interfere with telephone wires and other cables, but only when it is necessary. Shailesh sir feels that it is better to take a small life (plant) rather than a big life (animal). One should try to do as little harm as possible and make as light a footprint as possible.

According to Anjali akka, the relationship between teachers and students in Sahyadri is friendly and informal. The students, who are affectionate and amiable, respect their teachers. Similarly, the teachers are concerned and solicitous for the well-being of their students. On the whole, there is a sense of mutual respect, and the children feel open to ask questions.

Shailesh sir says that co-education is very important, or else boys and girls may form a strange image about each other. They can get to know each other only by living together and coming in contact with each other.

Anjali akka states that Sahyadri School doesn't use rewards or punishment as a tool to motivate learning. Rewards are dangerous as they don't allow intrinsic motivation to develop in students. The school would like students to do things because they love to do them and find joy in doing them, whether it is studies or playing.

Likewise, punishment creates fear, and in KFI schools, fear is not used to shape students' behaviour. If students misbehave, the school tries to show them the error of their ways and helps them understand the consequences of their misbehaviour. When students break rules or do wrong things, the school reminds them about the rules and regulations, says Amresh sir. The school guides the children rather than punishing them. Teachers explain the rules, which must be reasonable, to the students.

Amresh sir feels that Sahyadri School differs from other schools. "In Sahyadri, conversations about learning and relationship are very important. Fear is not used as a means of bringing about discipline; nor are rewards used to make the students accomplish things. Each student is valued, and not compared with others, because comparison is baseless," asserts Amresh sir.

Anjali akka states that the school neither promotes any kind of organized religion nor does it ask students to stop following religions. It wants them to find the right way to live and expects them not to simply believe whatever they are told, but to question it. It encourages children to enquire and find the truth for themselves, as individuals. The school feels that following conventional religions leads to division, and division leads to conflict. Krishnamurti, the founder of the school, said: "Be a light unto yourself," and "Truth is a pathless land."

Amresh Sir asserts that different festivals ought to be celebrated equally in the school. One religious festival is not preferred over another.

Anjali akka's point of view about uniforms is that, "Uniforms make children feel like a part of a herd, which discourages independent thinking. Krishnamurti wanted students to be individuals and retain their uniqueness. He wanted them to understand rules, and not be blindly obedient." Prabhat sir adds that, "In Sahyadri, students are not asked to wear uniforms because the school likes to see children in different coloured clothes. Also, when children wear clothes of their own choice, they start to develop good taste in clothes".

According to Shailesh sir, Sahyadri is a young school which still needs to develop fully. Music and singing is very melodious in Sahyadri, but the school still needs to develop in students the skill of giving speeches. Sahyadri is like a small family, where we all live together.

Anjali akka says that, in many aspects, Sahyadri is what Krishnamurti wanted it to be. Sahyadri is child-centred and children live happily in school. Teachers are friendly with students and fear is not used to bring about discipline. Yet, to become a better KFI school, Sahyadri needs to help children to enquire into what is happening in the world. The flame of enquiry needs to grow stronger. Prabhat sir feels that the school needs to teach students the right way of living to prepare them for their whole life ahead. The school needs to help children question and find out by themselves who they are. Anjali akka feels that now the school is ready to work on these aspects.

Runali of class 10 says, "Sahyadri has changed my lifestyle and thinking in many ways. I am no longer concerned whether I am wearing branded clothes or not. I can speak better English. Sahyadri has given me a whole new idea about the world. It has taught me to see good in everything."

"I don't exactly know how Sahyadri has changed me, since when I joined I was very small. But my mother tells me that initially I was an introvert, and now I have opened up," says Nishi Patel of 10th class.

Navjot of class 10 remarks, "In Sahyadri I have learnt to be very outspoken and I have started to communicate more with people."

Ram of class 10 says, "In Sahyadri I have seen people around me grow and I have grown up with them. I have learnt to think and care about an entire community. I have become conscious of my lifestyle and can examine its details."

What do the tenths feel about Sahyadri? Navjot thinks that "Sahyadri is a good place if you join in later years. On joining it in junior classes, one can fall out of exam-writing practice." Ram says, "The school of my memories and the current one are not the same. I am very privileged to be in a school where being the best doesn't matter."

Ram's, Nishi's, Runali's and Navjot's opinion about Sahyadri is, "Sahyadri is totally different from the schools that we have seen before. Here, we can learn more than just the things printed in text books. Here, we don't have exams in junior classes, and teachers are very friendly. The relationship between students is very close-knit. Here, we live in a community and enjoy being with people."

Reported by Sheeba ●

A PLACE TO PAUSE

Whenever there is a KFI school, there is a Study centre near it, where people go to to learn more about Krishnamurti's teachings, or to attend workshops and dialogues. They may also come for a peaceful retreat. Started by J.Krishnamurti himself, these Study Centres are located in many places such as Sahyadri School, Rishi Valley, Valley School, Rajghat Besant School, Brockwood Park in England, the Oak Grove school in Ojai, and in many other places. The Study Centre at Sahyadri School, which is part of the Sahyadri Education Centre, is located on top of Tiwai Hill in Rajgurunagar, Pune. Pama and Sunanda Patwardhan built the Study centre at Sahyadri in 1995, after Krishnamurti had passed away.

The Director of the Sahyadri Centre, Dr. Shailesh Shirali, lives on the Study Centre campus. Suresh Manjani, who has very recently taken charge of the Study Centre, works there from morning to evening. He looks after the dining arrangements, rooms, workshops, dialogues and so on. He also looks after the visitors who come to the Study Centre to learn about Krishnamurti's teachings. Earlier, he and his wife Yasmin used to sell Krishnamurti books in big book fairs. Sunita didi works at the Study Centre during the day, and Ravi dada during the evening. Usha akka comes during the afternoon, to supervise their work.



The environment around the Study Centre is lush, as green trees such as custard apple, papaya, lemon and many others surround it. A beautiful lily pond lies on the grounds outside Shailesh Sir's house. Dinesh dada looks after the gardens. A long path leads from the main entrance of the Study Centre to the dining hall and to the office. There are twelve small cottages: eight around a central garden, and four beside the dining hall. The rooms are spacious, and well maintained by Sunita didi.

Sometimes, visitors stay on the Study Centre campus to learn about K's teachings, and sometimes, parents of the school are

provided accommodation at the Study Centre. Visitors often spend their time at the lotus-shaped library, with its rich stock of books and video tapes. Many books in the library are connected with Krishnamurti. He is the author of several books, of which the most popular is *Freedom from The Known*. Other books contain his talks, and there are a few biographies of Krishnamurti. Most of the time, people read about Krishnamurti or his teachings. Krishnamurti's public talks can be viewed on a large number of video tapes. These tapes are screened on an LCD during the workshops and dialogues. Inside the library, several chairs and mats are available. Visitors purchase books from a small book store on the Study Centre campus.

Many workshops and dialogues are held at the Study Centre, in the lotus hall. Workshops are held once in two months and dialogues every Saturday. In the workshops and dialogues, people come together and discuss a topic such as the nature of the mind, truth and beauty, freedom, fear, love, corruption and many others, expressing their feelings and thoughts. They also discuss Krishnamurti's teachings.

Shubhang sir says, "It is very difficult to understand Krishnamurti. It is also difficult to understand his teachings, which are discussed in workshops and dialogues, but I still want to understand him."

Many children of class 6 have visited the Study Centre. One of them, Apeksha, says, "For me the Study Centre is a place where I can understand Krishnamurti better and I may find the answers to my questions."

In the Study Centre campus, you have to be silent, as people need a peaceful environment. It is always open for everyone, and does not close even during the school vacation. The school dining hall is always open and provides food to the people living at the Study Centre.

Visitors keep coming in different numbers and sometimes alone, too. On an average, twelve to fifteen people come to attend the workshops held here. If you ever come to Sahyadri School, Pune, don't forget to visit the Study Centre!

Reported by Aditi and Janhavi ●

____A Note on the Process____

The class first defined the target audience and the purpose of writing news reports. Students learnt to discriminate between fact and opinion, and discussed news values such as objectivity and fairness, and the need for a report to be clear, concise and correct. Having selected a topic, students proceeded to brainstorm questions around their topics, helping one another. Information was gathered mainly through interviews, but also through documents and direct observation. Students planned interview questions meticulously, helping one another, and learnt how to conduct a good interview. Organizing the gathered data, students then made an outline of their report, with titles and sub-titles, working in groups.

They wrote the report out in three drafts, following the writing process. Students wrote a first draft, revised it themselves and then shared it with at least one classmate, taking suggestions for improving it. They then wrote a second draft, which was shared with the teacher, who made further suggestions in a one-on-one discussion with each student. Students made a final draft of the report and submitted it.