



PROJECT AND ACTIVITIES FROM SEPTEMBER TO MID DECEMBER 2024

RED GROUP



RAIN & RAINBOW

BARISH RANI & INDRADHANUSH

During the rainy season, since some children liked rain, and some had the inhibition to get wet or to walk bare foot on wet grass, the topic Baarish Rani was taken to develop their relationship with the rain.

It started with the song, ‘Badal ki ghode pe chadhke aayi barasha raani’ and continued as when Baarish raani comes, whom she brings along with her (“jab barish raani aati hai to apne saath kiskis ko lekar aati hai?”) Children then went for a nature walk. They observed the greeneries in the sun, young leaves on the trees, green grass around and also the insect friends (kide dost).

Their friendship started with a few of the insect friends like ants, slugs, caterpillar and the earthworm. Children liked to observe ants and earthworms while going to the field or jungle gym. During play too they would get snails on their palms and show them to Didis, and wanted to put the slugs back in their homes, if they came inside the group.

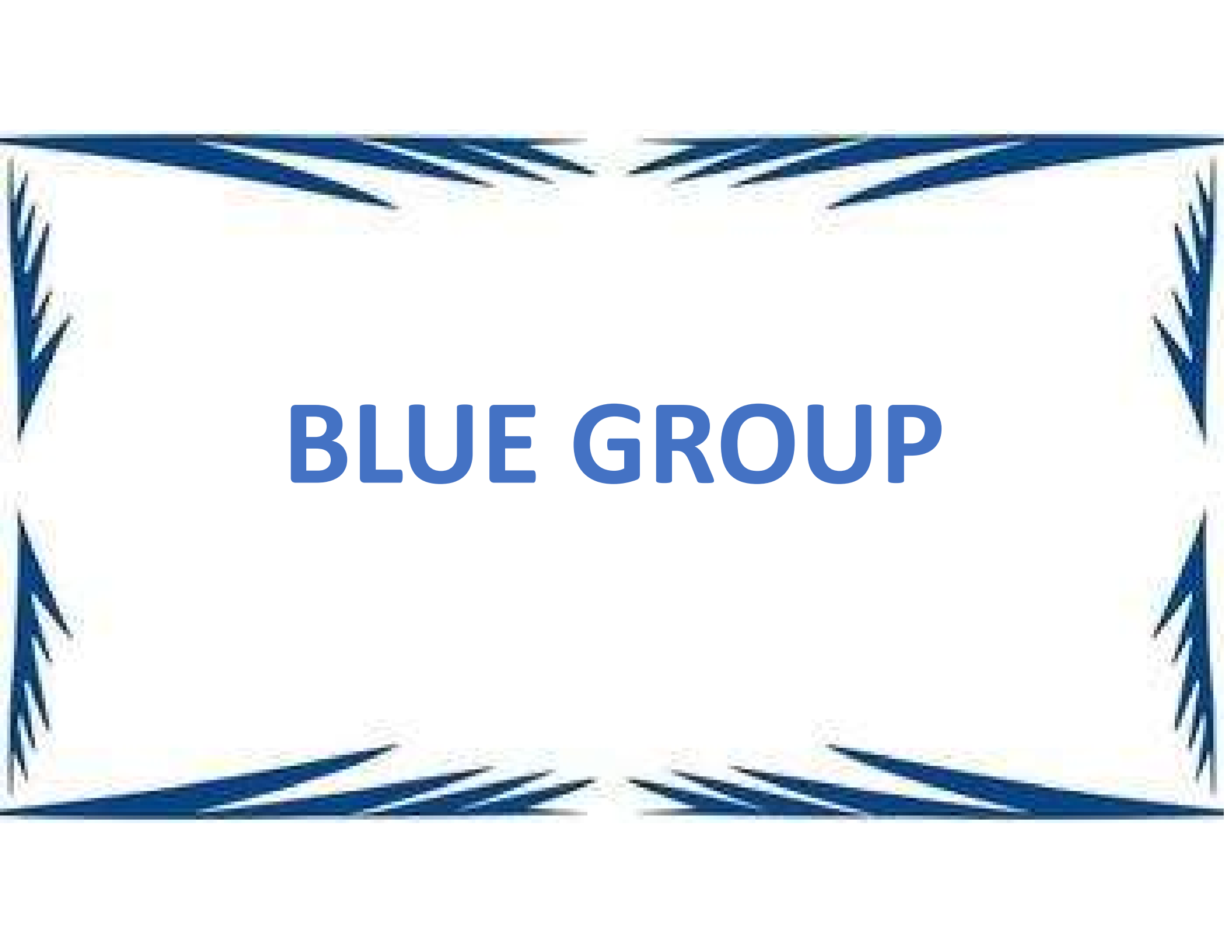


While the Barish rani topic was going on, children would talk about Indradhanush with enthusiasm. Therefore, we wanted to take the topic of Indradhanush and its colours.

This topic also started through a beautiful story. Sooraj dost wanted to meet barish rani but couldn't as always barish rani was surrounded by clouds. one day they met each other and they were so happy that Indrashanush came.

Then one by one we worked on different colors. Each day children would come wearing different color clothes and accordingly different things and activities were arranged. Like on the day of red color, children brought different red color fruits and enjoyed eating. On the green color day children came to know about different vegetables. Like this children made friendship.



A decorative border composed of stylized, overlapping geometric shapes in dark blue and white, framing the central text. The shapes resemble elongated triangles or chevrons arranged in a circular pattern around the text.

BLUE GROUP

INSECT & GHAR PARIVAAR

During the rainy season, the children observed numerous insects in the surroundings. While some children were fascinated and drawn toward the insects, others preferred to keep their distance. This inspired the group to take up the topic of insects for discussion and exploration.

Aim of Insect Topic

- To develop sensitivity towards insects
 - To develop the observation faculty
 - Language development in terms of developing vocabulary and making poems and stories
 - Developing imagination and expression
- 

Presentation by Children about Insects



Decorated by children with the insects made out of paper crafts



A drama made by children and presented before Red group children

Children's Imaginary Expression & Story Book on Insects

- मैं चींटी होती तो हरदम चलती रहती और सबकी मदद करती रहती, मैं चींटी होती तो मेहनत करके घर बनाती, और खाना लेकर मैं आती सबको खाना देती।
- मैं घोंघा दोस्त होता तो, मैं रेंगते-रेंगते पेड़ पर चढ़ता और मेरे पास भी एंटीना होता, और मेरे पास शैल भी होता। शैल को लेकर चलता रहता, मैं घोंघा दोस्त होता तो धरती माँ के पास रहता।



Activities Related to the Insect Topic

Gross physical activities

- Doing different insect walk; crawl like, earthworm, slug, snail

Fine motor activities:

- Making insects through paper craft like caterpillar, lady bug, dragon fly
- observational drawing of insects

Sensitivity development:

Listening to stories about insects

Faculty development activities

Going for a nature walk to observe the insects in nature

Responding to “Aap ek kida dost hote to kya karte?”



Language Development: Singing songs & adding lines to the song - chakaie ke chaka dum

Making individual poems, created stories on insects & making paheli on insects

Describing the insects & expressing the similarities and differences between two insects,

GHAR PARIVAAR

During insect topic children were observing the houses of different insects like of ants and earthworms, and how the snail carries its own house. From here we transitioned to the topic of Ghar parivaar.

Aim:

- To know more about the house
- To be conscious about the role of different family members

ACTIVITIES

Gross physical activities:

- Played fun games like - change the house
- The children had the experience of mud house making, starting from carrying the soil in rickshaw, sieving the soil to putting the mud on the wall and decorating the walls.



Fine motor activities:

- Children drew the picture of their family members.
- Made a house with card board and other recycled materials

Mental development activities:

- Going for a nature walk to observe the houses such as ants' hill, birds' house, spider's house etc.
- Expressing about “Ghar banane ke liye kya kya chahiye?”
- Ghr me kaun-kaun rahate hain? Kaun kya karte hain?

PRESENTATION



Children made their own house with cartoon boxes. They made household furniture like; bed, light, fan, kitchen, toilet etc., using recycled materials and colored them. They made a group song on house.

A solid green horizontal bar spans the top of the slide. On the right side, a small graphic of a green plant with three leaves is positioned, partially overlapping the bar and the white background.

GREEN GROUP

PROJECT on ME and MYSELF & SHAPES

The topic "Me and Myself" began with the story of Lord Ganesha introducing himself to the Green Group by saying, "मैं गणेश, and आप कौन?" (I am Ganesha, who are you?). Inspired by this, the children began introducing themselves, writing sentences like "I am Reyaan" or "I am Aamaya." One day, a child sang two lines of the song:
"किसने बनाया चिड़िया को? प्रभु ने बनाया चिड़िया को।"



This sparked curiosity and led to deeper reflections with questions like, "Who made me?" The children responded with imaginative answers such as: मुझे मिट्टी और पानी ने बनाया।

भगवान जी मुझे magic से बनाए हैं।
मुझे कंकड़ ने बनाया है।

Building on this curiosity, we encouraged the children over the next few days to think and share more about themselves. They explored their identity by answering questions such as:

Who am I?

Where is my home? (Address)

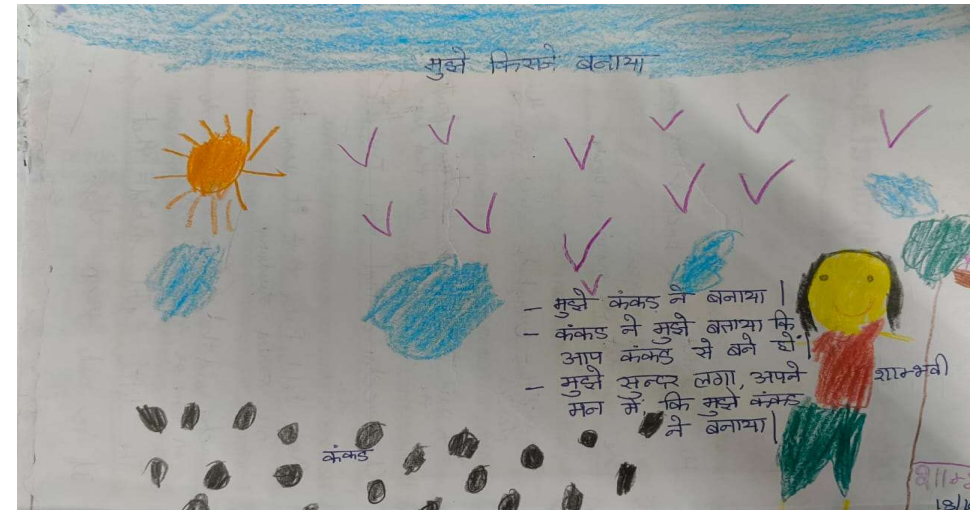
Who are my mother and father?

The children drew themselves with their parents and wrote "Maa" and "Papa." They also reflected on questions like:

What are their names?

What do they do?

How do you take care of your body?



SHAPES

In math, the journey moves with the shapes. Starting with the concept of shapes as patterns helps children connect math with the real world. When asked what shapes they could see around them, it encouraged them to observe their surroundings closely and recognize familiar shapes. Children's observation was 'छोटा, बड़ा, मोटा, पतला, लम्बा. मोटा, पतला, लम्बा.



At Mirambika, children's natural curiosity is inspired by their environment, especially during outdoor play. They enjoyed collecting things from nature, like feathers, stones, and leaves and then used them to make drawings, naming the shapes they observed. Through stories, children learned to recognize circles, squares, rectangles, and triangles. The activity extended to observing their surroundings at home and in school, where they identified objects by shape:

Circular: wheel पहिया, earring कान की बाली, hula hoop, bottle cap ढक्कन.

Square: sweet box मिठाई का डिब्बा, photo frame, carpet.

Rectangular: Mirambika building, door दरवाज़ा, paper कागज़, green board, calendar (अक्षरों का कैलेंडर),

Tringle: samosa समोसा, mountain पहाड़, ice-cream आइसक्रीम, cap टोपी



Finally, the children engaged in a hands-on project, cutting these shapes from paper, coloring them, and creating decorations like – toran तौरण and paper mats. This exercise not only reinforced shape recognition but also encouraged creativity, better fine motor skills, and a deeper connection with their environment. With children's interest in shapes and love for stories in mind, Didi narrated a story of shapes. We moved forward in our language-learning journey as children created their own stories of shapes.



The background of the slide features a close-up, soft-focus photograph of yellow lilies. The large, trumpet-shaped petals of the flowers are a vibrant yellow, with some showing subtle orange or brown markings near the base. Green leaves and thin stems with small buds are also visible, adding texture to the composition. The overall lighting is bright and warm, creating a cheerful and naturalistic feel.

YELLOW GROUP

PROJECT ON INSECTS

After the rains, many insects were seen on the ashram campus. The children were attracted towards them to see, watch and make friends. So, the topic, 'Insects' was taken up to develop the learning by being sensitive towards small creatures around us. The children were curious to observe the insects without fear while on their nature walks. They were happy to draw and write about these insects which they saw during nature walks. This project helped them to learn about different insects and to identify similarities and differences between them. They also thought and reflected on how the insects are helping us. They wrote about their favourite insects. They imagined the behaviour of their imagined insects. They made riddles on the insects. They prepared paper models of some insects like dragonfly, ladybug, butterfly.



OBSERVATION BY CHILDREN





ORANGE GROUP



PROJECT ON INDIA

The month September was devoted to working on 'India' project. This project helped children to develop their curiosity and enthusiasm to know about their motherland. By doing a variety of activities, such as creating maps, watching documentaries, and learning dance steps, the children were not just passive learners but active participants in discovering their country's rich cultural heritage. The variety of exposure, from tasting traditional foods to learning different art forms and presenting on individual states helped them to connect with India's diversity on multiple levels. Through this project, they cultivated within them a sense of belonging while deepening their understanding of the nation's history, geography, and cultural traditions in a memorable and meaningful way.



ACTIVITIES ON PROJECT



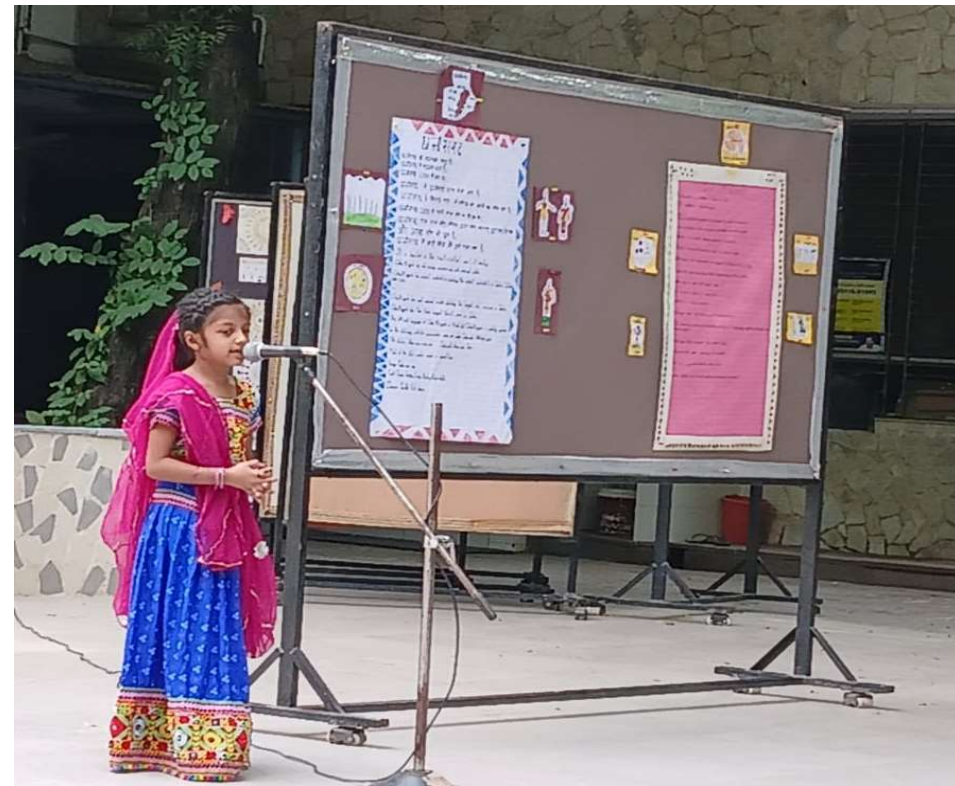
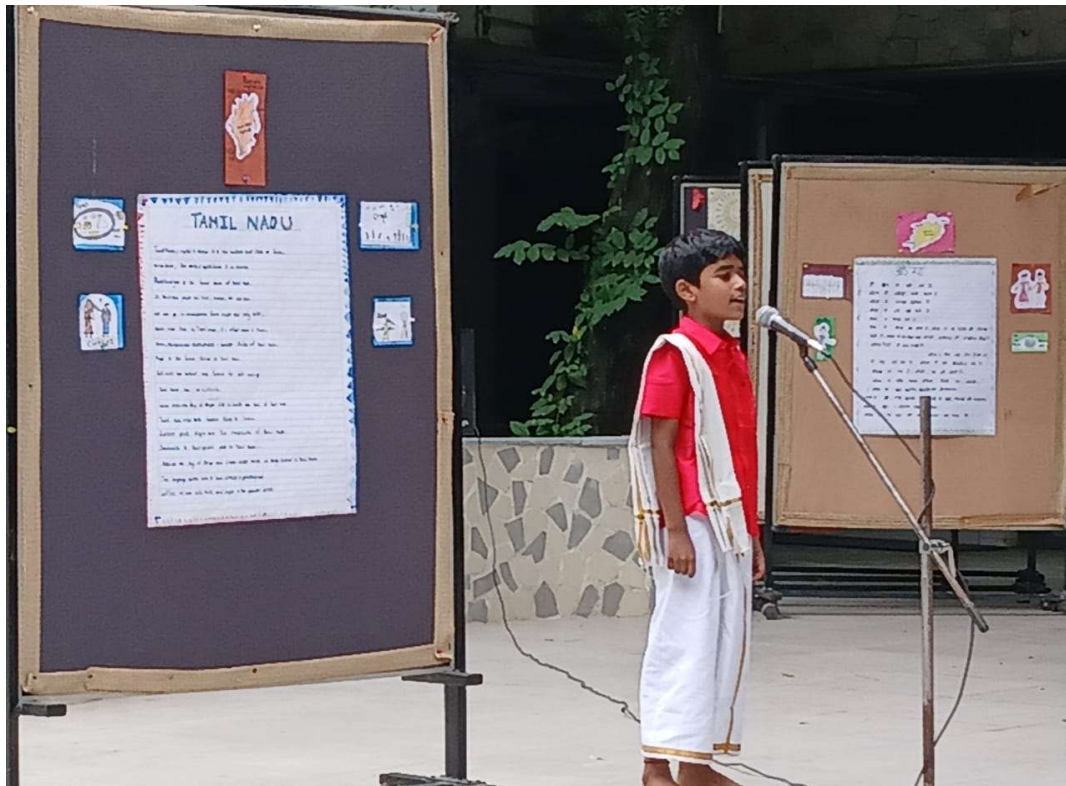
DANCES OF INDIAN STATES



CUSTOMES & FOODS OF INDIAN STATES



PRESENTATION BY CHILDREN



BY PARENTS

Getting inspired by the children's presentation, orange group parents also did a musical offering on 'India' in front of the school in the month of October. The theme was unity in diversity.



NIGHT STAY IN THE ASHRAM

To prepare children for a four-day trip to Madhuban, the orange group had a night stay on October 1st in the Ashram premises. The main goal of this stay was to develop confidence and independence in children, to encourage independent thinking and decision-making, allowing children to choose their own areas of learning and to build confidence in handling challenges, whether physical, emotional, or mental.

In the ashram, children visited different departments and listened to the bhajans in the meditation hall and did the night walk. They had a nice time in the ashram and we felt all children were ready for a trip without parents.



GOODNESS GROUP

The background of the slide is a soft, light green gradient. On the right side, there is a stylized illustration of green leaves and a white flower with a yellow center, partially visible. The text "GOODNESS GROUP" is centered in a bold, green, sans-serif font.

PROJECT ON MEASUREMENT

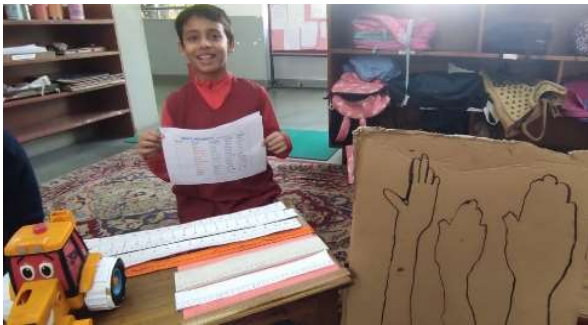
Aim of the topic: It was the time of pollution holidays. Children learnt about measurement at home and the exploration continued in school after the pollution ‘stay-home’ order was lifted. We used the environment and made learning positive in all situation.

Understanding the metric system and introducing the concept of how long, fast, heavy, hot, cold through weighing, measuring distance and capacity, time and money. Mental learning and emotional measurement were made through reflection activities.

Activities on Measurement



Made 1 metre tape and scale at home during online class



Sewing a piece of cloth after measuring with hand span (an ancient measuring technique)



Making 30 cm wooden scale in the group



Measuring the corridor with a one metre tape

INDIVIDUAL TOPIC

Aim: To develop children to take responsibility, they learn to choose topics based on their interest. This is a step towards independent learners to evolve from within.

The children individually chose and wrote about the topic they wanted to take up. Questions were given to them to help them think from a deeper level. Everything they learned to do independently, beginning with planning, selecting books from library, collecting resources and organizing activities, presenting topics and at the end they evaluated their self-learning.

Children chose the individual topic on water, river and water falls, flower, leaf, history of Sri Aurobindo Ashram, rain, grass, house of animals, birds, cloud, and how animals look after their babies. Children prepared their report on individual topics and made a presentation in the group.



Aiden on 'Leaf'



Eva on 'Water, river and waterfall'



Sanyukta on 'Flowers'



Ananya on 'History of Sri Aurobindo Ashram'



Kajal on 'Rain'



Samrat on 'Grass'



Triptus on 'House of animals'



Vihan on 'Birds'



Tanush 'How animals look after their baby'



Ayra on 'Cloud'

SANSKRIT NATAK

Children prepared their story and presented it before the group



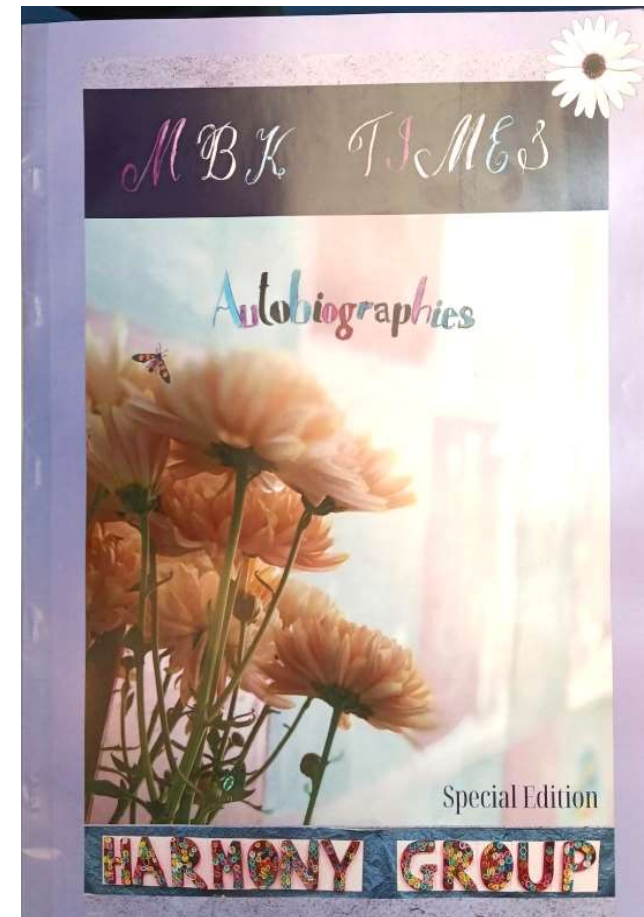
HARMONY GROUP

PROJECT ON NEWSPAPER

The MBK Times project was initiated to enhance various skills among the children, including information collection, writing expression, drawing abilities, mental comprehension, and handwriting. The project also aimed at improving creative writing skills.

The children chose to highlight the sports tournaments of football, basketball, and base-kick-ball, as well as the Independence Day and Raksha Bandhan celebrations in their publication. These were highlighted in the 1st volume of MBK Times. They gathered information by observing the events and conducting interviews with participants, group diyas, and the audience.

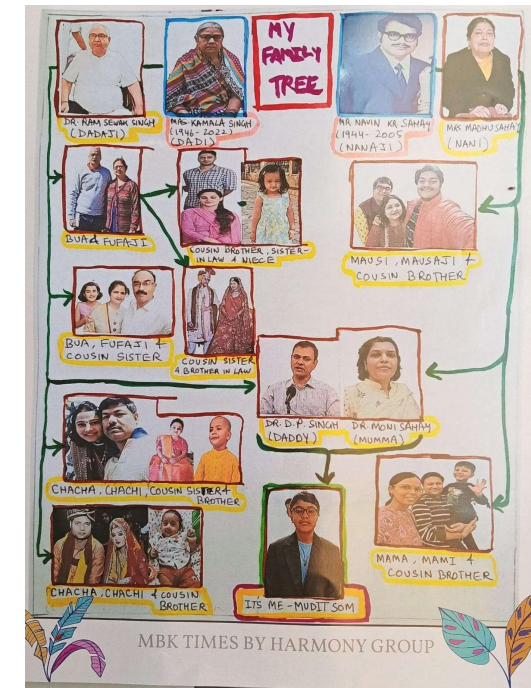
Once the information was collected, the children began writing their stories in their own words, focusing on clear and legible handwriting. They received feedback and corrections from Jayanthi didi to improve their writing. In addition, the children worked on creating detailed and neat illustrations to accompany their stories.



The autobiography activity was introduced in the second volume, focusing on self-discovery for the children. By reflecting on their own lives, the children learned more about themselves, their feelings, and the world around them. This activity helped them understand how their life has changed over time and what experiences have shaped them as individuals.

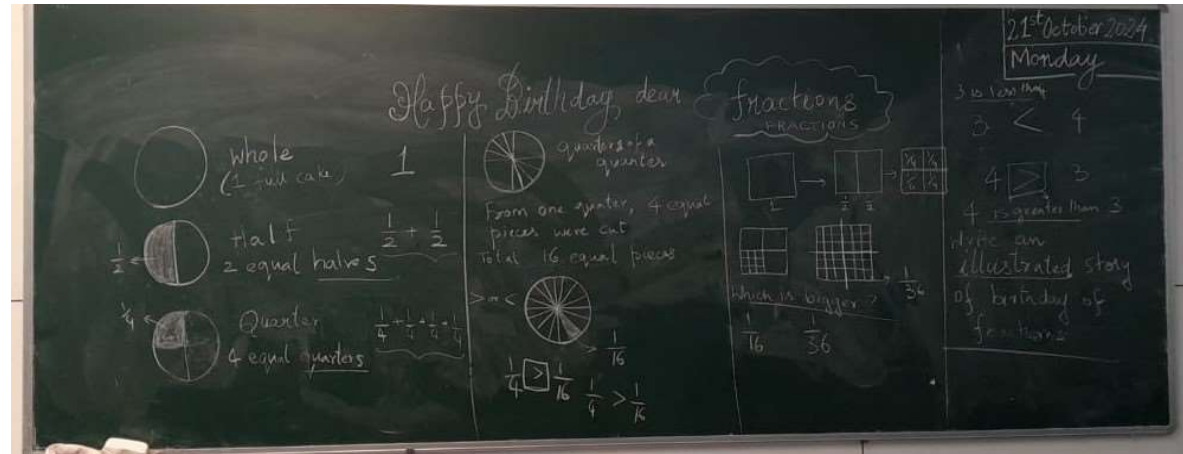
Writing their autobiographies allowed the children to be honest and open about their emotions and growth. It gave them a chance to tell their own stories and reflect on their personal journey. The children also learned the importance of knowing their family history - their ancestors, the place they come from, and their occupation. Remembering past experiences helped them understand who they are and what they have gone through.

Through this project, the children gained valuable life lessons and grew both personally and emotionally. Writing has helped improve their thinking, communication skills, and self-reflection. It has also sparked their creativity, imagination, and critical thinking, leading to intellectual growth. The children of the Harmony group have greatly benefited from this activity.



FRACTION

The lesson aimed at introducing the concept of fractions, focusing on understanding the numerator and denominator, and learning how to identify different types of fractions. The birthday of Fraction was celebrated by cutting two cakes and dividing them equally among 18 people. Through paper cutting and folding the concepts of fraction was introduced



EQUALITY GROUP

The background features a light blue gradient with several overlapping, semi-transparent circles in shades of blue and green. At the bottom, there are three distinct, wavy horizontal bands of color: a bright green band, a dark blue band, and a thin red band at the very bottom edge.

Project on ANGLES

- Mathematics - a big part of this project
- Other areas:
 - Art designs using angles
 - Identifying the angles in games like carom badminton racquet and shuttle throwing



Project on TIME

- Working with water clocks
- Making sand clocks
- Making escapements
- International time zones, latitudes and longitudes
- Wrote about different types of time keepers
- Presented their work compiled in booklets and through models they had made





Humility Group

PROJECT ON BUSINESS AND INDUSTRY

- Project was on business and industry.
- The planning of a business led to discussion on savings
- Gulaks as starting of savings to be opened after summer vacation
- Each child designed his own 'gulak'



Understanding Machines

- How simple machines work
- Machines used in furniture, automobile, petrochemical, cosmetics, food and beverage, dairy, iron and steel and pharmaceutical industries
- Children took up one industry each and studied that in depth relating the process with **demand, capital needs, raw materials, labour and waste management.**

Project on Angles

- Mathematics was on presentation on triangles, history of mathematics in India, lines and angles.

Language

- Languages in the the group was mostly on grammar, focussing on adjectives and using these consciously in writing
- Writing an essay on my industry, an introduction

Art in Progress – Business and Industries



Art Work for Sports Day

- Making the Octopus, using Mozaic Technique



Sports Day Deco Pieces – Madhubani Style



School Trip to Pondichéry

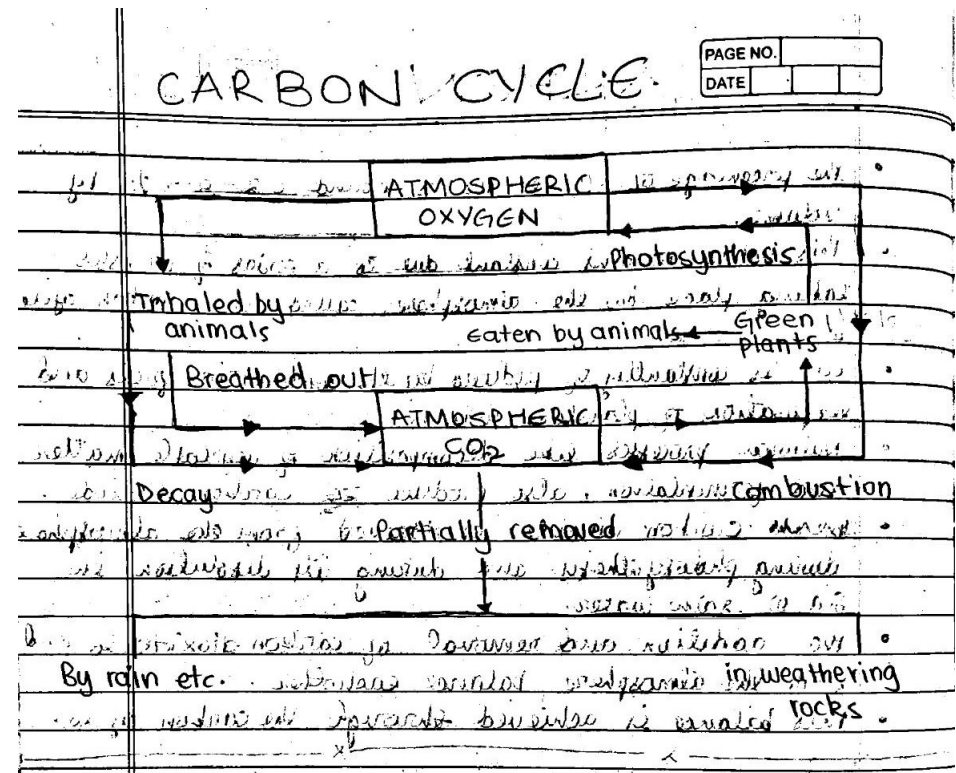
- Top Two Groups – Humility and Trinity (12 and 13 year olds)
- 21ST TO 29TH OCTOBER 2024
- Visiting Ashram departments and Auroville
 - Visit to the Batik Department, Marbling Department.
 - Visit to hand-made paper department were instructive and hands on. The dedication and love of the people working there are to be respected and followed by each one of us.
 - Visited Sri Smriti, Palyground and Puduchery Museum and forest.
- Stayed in Samarpan Guest House
- Visit to Auroville
- Meeting with Neeltje di and Dhira di in ashram

TRINITY GROUP



Carbon Project

- Carbon footprints in our life, in our surrounding
- Carbon Cycle, also as part of biological study
- Hydrocarbon
- Structure and functions of Hydrocarbons
- Natural Gas, Coal Petroleum
- Test to be given



Mathematics Projects

- Children chose to work on concepts and the personalities behind these concepts, their lives, achievements in formulation of theorems and other contributions

The chosen

- Pythagoras
- Ramanujan

PYTHAGORAS

LIFE

Pythagoras was an ancient Greek mathematician and philosopher. Born around 570 BC on the island of Samos, he is best known for his theorem. However, Pythagoras founded a religious movement known as the Pythagoreans, who believed in mystical properties of numbers and mathematics. He and his followers studied various subjects and believed that numbers were the key to understanding the universe.

Pythagoras travelled widely, including in Egypt, where he learnt from local scholars. He then spent a year in Babylon, where he studied mathematics and philosophy. He then returned to his native Samos, where he founded a school. Pythagoras died in around 495 BCE at the age of 75.

PROOFS

Euclid's proof of the Pythagorean theorem is a clear way to show that the sum of the areas of the squares on the legs is equal to the area of the square on the hypotenuse.

Archimedes' proof of the Pythagorean theorem is a clear way to show that the sum of the areas of the squares on the legs is equal to the area of the square on the hypotenuse.

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THEOREM

The Pythagorean theorem is a famous rule in mathematics. It states that in a right-angled triangle, the square of the length of the hypotenuse (the side opposite the right angle) is equal to the sum of the squares of the lengths of the other two sides.

Here, a and b are the lengths of the two sides (the legs) and c is the length of the hypotenuse.

For example, if $a = 3$, $b = 4$, then $c = 5$. This is the 3-4-5 right-angled triangle.

The Pythagorean theorem is used in geometry, construction and in many areas of science.

TRIANGLES

Pythagorean triangles are sets of three whole numbers that satisfy the Pythagorean theorem. The most famous Pythagorean triangle is the 3-4-5 triangle. Other examples include 5-12-13, 7-24-25, 8-15-17, 9-40-41, 11-60-61, 12-35-37, 13-84-85, 16-63-65, 20-99-101, 28-261-265, 33-56-65, 36-77-85, 39-80-89, 48-65-85, 65-72-91, 84-91-101, 96-91-101, 100-99-101.

Pythagorean triangles are used in many areas of science and engineering.

SRINIVASA RAMANUJAN

FELLOW OF THE ROYAL SOCIETY (1887 - 1920)

The man who knew Infinity!

His Birth and Early Life

Srinivasa Ramanujan was born on 22 December 1887 in a Tamil-speaking family in Erode, in British India. His father, K. Srinivasa Iyengar, worked as a clerk in a salt shop and failed from the government. His mother was a housewife. In December 1897, Ramanujan contracted smallpox during an epidemic in Madras, but recovered. After this, he moved with his mother to his parents' home in Kanchipuram. From his mother, he learned about numbers and his father taught him about mathematics and his knowledge of his college studies.

In 1903, when he was 16, he wrote a letter to the Cambridge University Press, asking for a book on mathematics. The book was a collection of 2000 theorems, which Ramanujan had discovered on his own. This book is generally acknowledged as the start of his mathematical genius.

The Purpose of His Life

On 24th July 1904, Ramanujan was married to the 19-year-old Janaki Ammal. Apparently, his mother was worried due to his obsession with mathematics and wanted him to pay attention to his family responsibilities.

When G.H. Hardy first contacted Ramanujan and asked him to come to England, Ramanujan replied that he was a foreigner. He said that Ramanujan's mother had a wild dream, in which the family doctor, Ramanujan, commanded him to leave the village and go to London and the University of Cambridge.

The Magic Square

Ramanujan's square refers to a particular magic square that Srinivasa Ramanujan constructed when he was just a teenager.

A Magic square is a grid of numbers, where the sum of the numbers in each row, column and diagonal are all the same. Ramanujan's magic square is especially fascinating because it contains numbers that are all prime numbers, including his mathematical properties.

Here is the example of Ramanujan's Magic Square, created using his birth date:

22	12	18	87
33	17	9	25
10	24	91	16
19	86	15	8

The sum of all the numbers in each row, column and diagonal is 139.

The top row contains 22, 12, 18 and 87, which denote his date of birth.

It is interesting that Ramanujan found, early in his career, that the sum of the numbers in his magic square was 139, which is the sum of his birth date.

The Famous Notebooks

Ramanujan's notebooks are a collection of his mathematical work, written during 1913-1920. They contain over 3900 pages, and many results in his notebooks were not published. Ramanujan's notebooks are a treasure trove of mathematical results.

His second notebook, written during 1915-1916, contains over 1200 pages. This book too, like the first one, contains many results that were not published. Ramanujan's notebooks are a treasure trove of mathematical results.

After Ramanujan's death, his notebooks were discovered, and they were found to be a treasure trove of mathematical results. Ramanujan's notebooks are a treasure trove of mathematical results.

1+2+3+4+... = -1/12

AN EQUATION MEANS NOTHING TO ME UNLESS IT EXPRESSES A THOUGHT OF GOD.

- Srinivasa Ramanujan

Language

- A study on Julius Caesar through of a play by Shakespeare
- Reading circle, each reading one characters lines
- Study of Julius Caesar's through other books
- Wrote an essay on Julius Caesar, appreciating his role in the evolution of political thought
- We went on to read The Invisible Man by H G Wells, ongoing.
- We are especially looking at Science and its impact, the personality practicing science, human values, psychology – individual and collective
- Children should be able to elaborate in speech and writing their views
- Practicing summary writing
- Asking appropriate questions, question structure and answers.

THE LIFE OF JULIUS CAESAR

Julius Caesar was one of ancient Rome's most famous leaders, and his story is full of adventure and ambition, with a dramatic end. He was born on July 12, 100 B.C., into a time when Rome was both powerful and troubled. Rome was no longer ruled by kings, but by elected officials in a government called the Roman Republic. However, the Republic was facing a lot of problems, like corruption, social unrest, and battles for power between rich and poor. This was the world into which Caesar was born.

Caesar came from a Patrician family, which meant they were part of Rome's aristocracy, or upper class. His family was not extremely wealthy, but they were well-respected. His father, Gaius Julius Caesar, was a senator, and his mother, Aurelia, was known for her intelligence and strong character. Caesar's family was also related to another famous Roman leader, Gaius Marius, which gave them a lot of influence in political circles.

Despite his noble background, Caesar's early years were not easy. When he was just 15 years old, his father died suddenly. His uncle Marius was also defeated in a power struggle against another general named Sulla. This led to dangerous times for Caesar, as Sulla considered anyone connected to Marius to be his enemy. For a while, Caesar had to go into hiding to avoid being killed.

Even with all these challenges, Caesar was determined to succeed. He received a good education, studying subjects like philosophy, law, public speaking, and military strategy. His mother, Aurelia, played a big role in his education, making sure he had the best tutors. Caesar was especially interested in rhetoric, which is the art of persuasive speaking. This skill would later help him gain followers and influence in Rome.

Caesar began his career as a soldier, where he quickly showed bravery and leadership. He was captured by pirates on one of his journeys but managed to charm them, even joking that he would have them crucified after his release—a threat he later carried out once he was freed! This daring episode helped build his reputation as both a fearless leader and a man who could handle any situation.

As he grew older, Caesar started to play a bigger role in Roman politics. He knew that to gain power, he needed allies and popularity. He became a lawyer and worked as a public speaker, impressing the crowds with his eloquence and charisma. Then, he climbed the political ladder, becoming a military general and gaining the respect of his soldiers. He built a network of friends in high places, forming a political alliance called the First Triumvirate with two other powerful men: Pompey the Great, a respected general, and Crassus, the wealthiest man in Rome.

As a general, Caesar conquered vast lands in Gaul (modern-day France and Belgium), expanding the Roman Republic and bringing back great wealth. His success made him very popular with the people of Rome, but also very powerful and feared by other politicians. He was seen as a hero to some and a threat to others.

Caesar's growing power and popularity worried the Roman Senate, the governing body of Rome. They feared he was becoming too powerful and might try to rule as a king, which was something the Romans hated. Rome had not had a king for over 400 years, and the idea of one person having absolute power terrified many people.

When the Senate ordered Caesar to give up his army and return to Rome as a private citizen, Caesar made a bold decision. Instead of obeying, he marched his army across the Rubicon River, which marked the boundary of his authority. This act was a declaration of war against the Senate. "The die is cast," Caesar famously said, meaning there was no turning back. This event sparked a civil war between Caesar and those who opposed him.

Caesar won the civil war and declared himself "dictator for life" in 44 B.C. He started making many changes in Rome. He reformed the calendar, giving us the Julian calendar, which is very close to the one we use today. He also started new construction projects and reorganized the way the government worked, giving more power to himself.

However, not everyone was happy with Caesar's rule. Many senators felt he had too much power and was acting like a king. Some feared that Rome's democratic traditions were being destroyed. On March 15, 44 B.C., a day now known as the "Ides of March," a group of senators who called themselves the Liberators decided to take action. They conspired against Caesar and invited him to a meeting in the Senate.

As he arrived, they surrounded him and, in a shocking and brutal attack, stabbed him 23 times. His friend, Brutus, was among the attackers. According to legend, Caesar's last words were, "Et tu, Brute?" which means "You too, Brutus?" Caesar fell at the base of a statue of his old enemy, Pompey, and died. His assassination led to chaos in Rome, with his loyal followers seeking revenge and another civil war breaking out.

Caesar's death marked the end of the Roman Republic and set the stage for the rise of the Roman Empire. His adopted heir, Octavian (later known as Augustus), eventually took power and became the first emperor of Rome. While Julius Caesar's life ended in tragedy, his legacy lives on. He had changed Rome forever, leaving behind a name that would be remembered throughout history.

REFERENCES

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- Caesar (1917), [1st century BC]. *Gaule War*. Loeb Classical Library. Translated by Edwards, Henry John. [Harvard University Press](#)
- [Works by Julius Caesar in eBook form at Standard Ebooks](#)

NB: The underlined words are links, click to be redirected

Ahaana
Trinity
September 2024

Art Activities

- 'Gulak' Making as part of Project on Business and Industry



Art Projects

- Sports Project
 - Mozaic Art
 - Medal Making
 - Craft - Mascot making, Octopus
 - Paintings on Clay Plates



About the Octopus from a Trinity child

“This year the medal design has been chosen as an Octopus as it is extremely gentle and highly patient. Along with that, there are many more qualities that we can emulate. The Octopus has a great eye sight and a 360 degree vision making them very alert about their surrounding. They can also think fast and they have a good sense of space which is primarily needed in life and on the sports field.

We all can learn from the Octopus, and embody its qualities, within ourselves.”

Reflections

- Reflections are taken up as per the need.
- Here is an example of one such reflection that was taken up when the 'pollution break' was in force and online classes were taken.

reflection	
RULES FOR ONLINE CLASS DATE 19/11/24	
1.	Be on time
2.	Mute your mic
3.	Turn on your camera
4.	Pay attention.
5.	Raise hand to speak.
6.	Do not eat in class.
7.	Do all your work on time.
ONLINE CLASS	OFFLINE CLASS
1. Can be attended from anywhere.	Conducted in a physical classroom or school.
2. Requires devices like laptops or phones	No gadgets required, just books & notebooks
3. Affected by internet speed.	No internet needed, but needs physical presence.
4. Harder to stay attentive for some time.	Easier to focus because of the classroom environment - not



CELEBRATION

DIWALI



Creativity of Children

- Diya Painting and Rangoli Designing



Offerings by Children







GURU NANAK'S BIRTHDAY





Children listened to Guru Nanak's teachings which emphasizes on equality, humility, community service and devotion to God, by one of our parents. Prasad was offered to everyone after the observance. A serene atmosphere prevailed.

SCHOOL TRIPS

NAINITAL





RAMGARH







VATIKA





MIRAMBIKA SPORTS DAY

MANY HANDS. ONE SPIRIT.







MARATHON – Happy Run



BATON RELAY



TUG OF WAR



NOVELTY CORNERS





GLIMPSES.....

























