



The Gera School Newsletter

20th November 2021

(Grade 3 - Grade 9)

Dear everyone,

The months of October to December have quite a few festivals to celebrate and I was reminded of the parent who came to me some years ago for the admission of his son and said the only condition he was putting for the admission was that the name of God would not appear in teaching or be taken at Assembly or be mentioned in any School prayers or songs, etc. He believed that God did not exist and that the whole 'issue' only caused more divisions among people. That got me thinking and I seek to talk about the two claims (if that does not sound judgemental already) with the avowed intention of seeking the benefit of our students.

Let me take the second – and easier-to-address – part of what the parent said. Yes, the followers of different faith traditions can get into conflict with one another. Even within a faith, there are dissensions and conflicts. People have fought wars, killed and maimed, banished or silenced voices – all in the name of a God of love and peace.

Many secular and religious leaders (especially those of organized religions) discourage questions forgetting that the great prophets and teachers and discoverers asked questions, many questions, many relentless and uncomfortable questions.

But all of this does not justify throwing the baby out with the bathwater. What is first to be understood is that God means different things to different people. Quite frankly, even in one's own lifetime, a person's understanding of 'God' changes at different times of one's life.

I believe we can have faith without insisting that we know all the answers, without reducing the idea and entity of 'God' to that of a mathematical theorem, complete with QED. To paraphrase Paul's words in the Bible, we see dimly now but will see fully later on.

We must be comfortable with not knowing all the answers to our questions but persevere in our faith, knowing that faith is more a verb than a noun and the more we love our neighbour as ourselves, do good to others, be a friend in need, be honest with ourselves and with our work, look after the Earth's resources, etc. **we will live our religion.** In all that we say, in interacting empathetically with our fellow human beings we will discover the divine in the other and in ourselves. *Then we will discover that God is bigger than religion!*

I return to the promise of seeking the benefit of our students. My belief is that schools, while eschewing religious instruction for our children, can and should help children understand and appreciate the enormous good that has come out of religions of the world. (As an example, Mahatma Gandhi's philosophy and actions were influenced to a great extent by – but not limited to – Hinduism, Jainism and Christianity. He, in turn, directly and indirectly, inspired millions round the world.) Thanks to the beautiful wisdom of our religions and the effect on artists, writers, social workers, statesmen, teachers, thinkers, etc. each of us is now part Christian, part Hindu, part Buddhist, part Muslim... So, with that knowledge, can we adults – forgive me the cliché – be the change and unite ourselves and our students and children in *living* religion and respecting the commonalities of our great faiths without getting side-tracked by that difficult question, "Does God exist?"!

Warm regards,

C P Joseph

PRINCIPAL

NEWS FROM THE SPECIALISTS

I. HINDI

Grade 3

Role play is fun and a 'playful' activity but also a key component in children's learning. Grammar too lays down a set of rules to be followed while writing and speaking the Hindi language in its pure form. That's what Grade 3 learners are aiming for. They learnt how to deliver stories and also identified the use of Viram Chih.

Grade 4

Video content can be a great way to learn. There are videos that demonstrate skills and talk about topics in an engaging way. Grade 4 learners learnt about the invention of the bulb by understanding the chapter 'Bulb Jala'. They also learnt the same through a video.

Grade 5

Debating will help you develop critical thinking skills that are essential in daily life. Critical thinking is the ability to make well thought out and reasoned arguments while also questioning the evidence behind a particular conclusion or stance. Learners faced tough competition in a debate and also played games for breaking the ice and having some enjoyment in class.



II. FRENCH

Grade 3

The learners of Grade 3 revised different places around us. For example, la boulangerie (bakery), la poste (post office), l'école (school), etc. They have started structuring short dialogues in French and learned two new expressions- "on y va" (let's go!) and "bien sûr" (sure, of course!).

Grade 4

The learners of Grade 4 made French Crêpes! They all participated excitedly in this cooking



class. After their crêpes were ready, they made their plates fancier and served their family members.

Grade 5

The Grade 5 French learners were assessed on their translation skills from English to French and vice versa.

Moving forward, the learners revised the French numbers and practised their listening and speaking skills. Taking it forward from there, learners were introduced to the concept of time in French (12- and 24-hour clock).

The learners were able to practice asking and telling the time in real-time.

III. CIRCLE TIME

Grade 3

The learners of Grade 3 went deeper into reflection and were able to identify their strengths and challenges. For a child to be able to reflect on their own lives, gives them an edge over the rest in terms of just how well they know themselves. In doing this, learners find it easier to deal with the demands of society and to be able to push themselves to achieve their dreams. They also worked on their vision boards which are ways for them to identify and follow through with their goals.

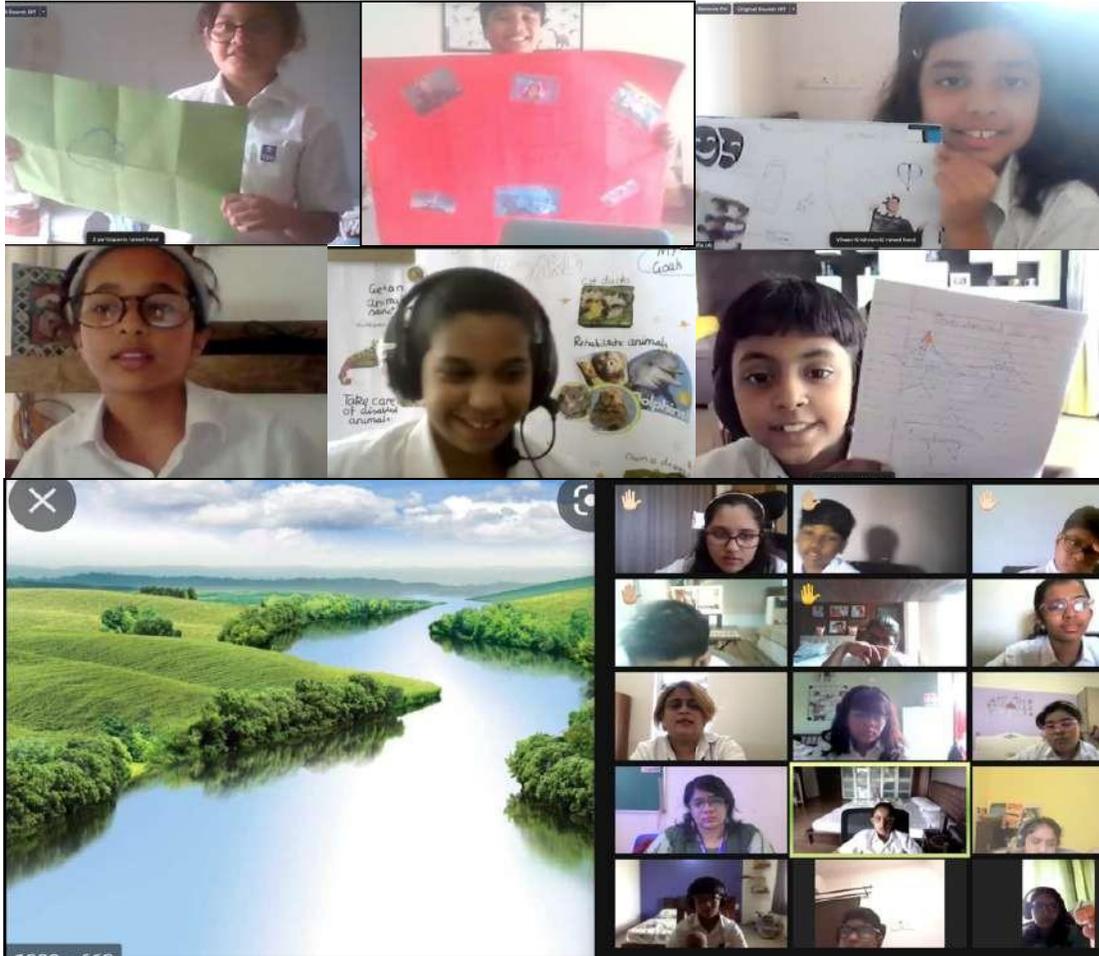


Grade 4

The learners of Grade 4 created beautiful vision boards and confidently shared their dreams and aspirations with their classmates. A lot of them also discussed their concerns with each other and their classmates gave them workable solutions. Through this process, a lot of them realised that to make a dream a reality is not tough; all you need is to believe and to work towards your goals.

Grade 5

The learners of Grade 5 discussed the importance of respect for their teachers in class and for their peers. They were reminded of the importance of following rules. As they reflected on their own behaviour, they were asked to observe certain aspects of nature and think about what would happen if Nature played by its own rules. They realised that chaos was the inevitable outcome. They also began their presentations of their vision boards.



IV. DANCE

Grade 3 continues to learn Garba in their dance class. Boys as well as girls have taken a wonderful fascination to this dance form with its claps and snaps as they twirl to the electrifying beat of the music.

Grades 4 and 5 have added new moves to their repertoire as they work dedicatedly on learning the open style dance choreography that is introduced in each class.



V. MUSIC



Grade 3

The Konkani folk song 'Honrad Ami Goenkar' was revised with Grade 3 learners.

VI. ICT

Learners of **Grade 3** were able to control the movement speed of the sprite. They created a program that senses if 2 sprites collide (crash detector), and used sound outputs in their program. Learners also learnt about variables, and were able to set and change the value of a variable and display it on screen. They were able to develop new program codes to make the game more interesting, and use fresh images and sounds in their programs.

Learners of **Grade 4** learnt about longitudes and latitudes, and linked that to the concept of the X & the Y axis on a grid. They further created a grid with a map and a treasure, and later played a



treasure hunt game using the X - Y coordinates. Learners created a treasure hunt game, while they understood the function of each block used to complete the code.

Learners of **Grade 5** watched a video on real-life robots. They learnt how robots work, and what kind of jobs they do.

VII. ART

Grade 3 learners have been hard at work creating a warm & cool coloured Grid Tree. This task helped them to learn how to divide visual space, differentiate and identify cool and warm colours. The learners have created this Tree, applying all their skills to make it a stunning creation.



Grade 4 learners have further explored landscape drawing. They have been successful in creating visual perspectives by applying their knowledge of Foreground, Middle ground and Background. The learners have also beautifully applied suitable colours by shading in with coloured pencils. Their grasp over the pencil shading techniques is very visible.

VIII. P.E

Learners are in process of working on developing their fitness through practical lessons exploring commonly used training methods, wherein they are engaged in High Intensity Interval Training and Continual training program. They relate the theoretical aspects taught to make their learning more enjoyable and meaningful.



NEWS FROM EACH GRADE

GRADE 3

English

"Logic will take you from A to B. Imagination will take you everywhere." - Albert Einstein

When little minds can grow from A to Z and use imagination to make writing descriptive, you know they are enjoying the learning process.

Grade 3 were exposed to non-fiction text and had to summarize and prepare a PowerPoint presentation on what they had read. Keeping them atune with current affairs, Anika and

Zianne worked on the topic 'Welcome back, Air India!' Moving to descriptive writing, Grade 3 is now progressing in their writing skills. They can stretch a sentence and punctuate it effectively. They are now introduced to figurative language and are able to use and explain personification well!

Mathematics

We use decimals every day while dealing with money, weight, length etc. Decimal numbers are used in situations where more precision is required than whole numbers can provide. To know our exact weight, we must understand what the decimal value on the scale means. Moving forward with numeracy, Grade 3 learners are now able to identify the value of tenth and hundredth and convert decimal numbers to fractions and explain where they see decimals in real life like fuel stations, while weighing items on a scale, etc.

Science

We just enjoyed our Diwali holidays, the festival of lights! Learners of Grade 3 are now learning about the importance of light in our lives and its sources. They learned that light travels in waves from its source to an object and reflects off the object into our eyes and that's how we can see the object! They understood this by doing an experiment using a cardboard box, a coin and a torch. They also enjoyed listening to the song on light.

Global Perspectives

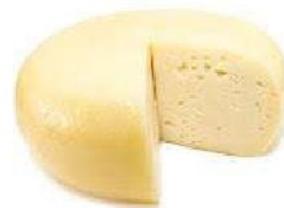
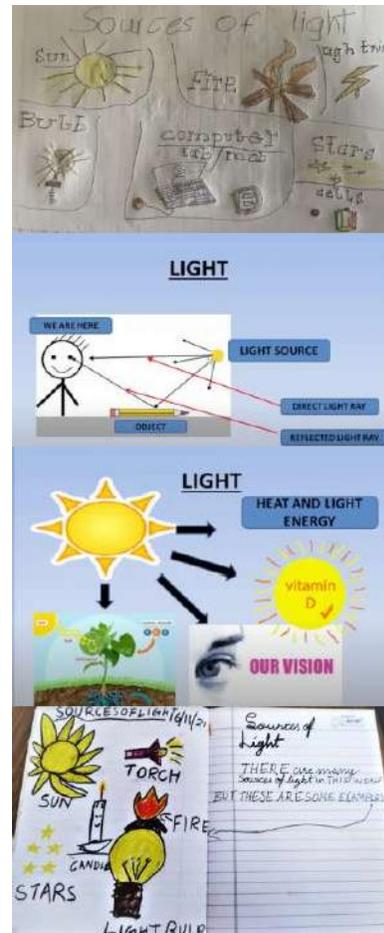
Grade 3 continues on their quest to learn about Water, Food and Farming. We've finished learning about allergies and food intolerance. We also learnt about how our chocolate bars are made and how milk is processed and eventually ends up as cheese on our pizzas at home.

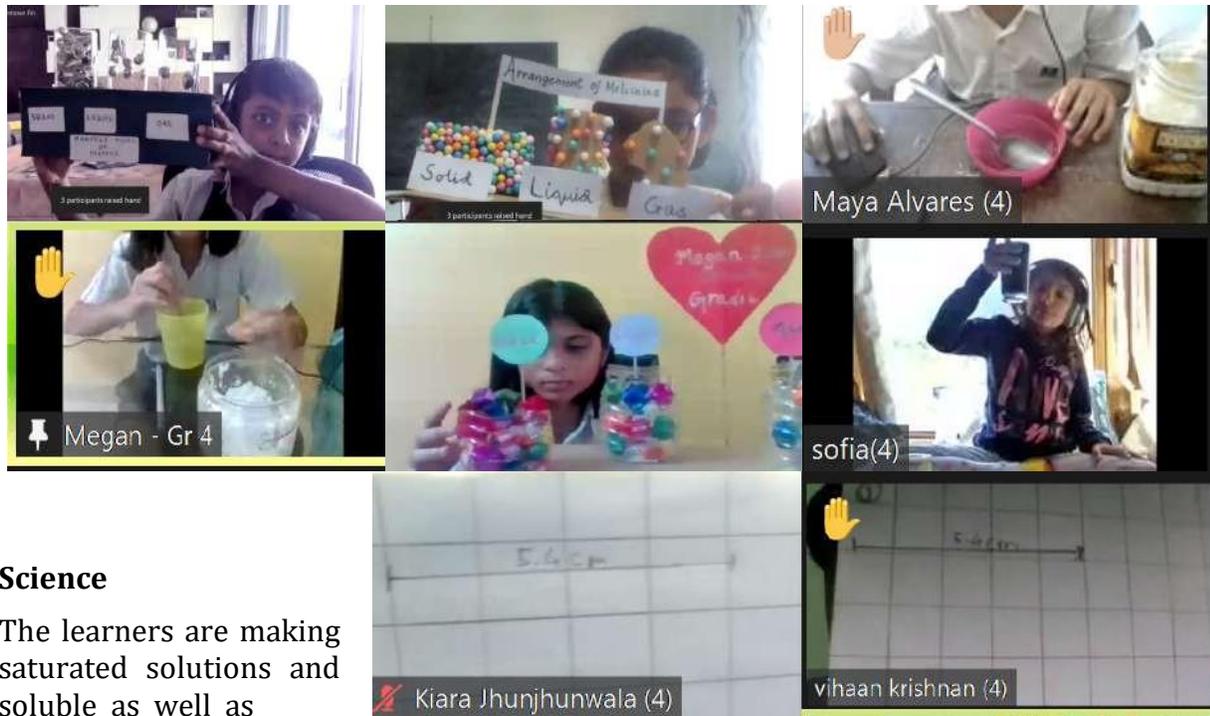
GRADE 4

Math

Measuring Lines

The wonder of gauging the world and measuring things around us as well as measuring our lives against the quality of relationships and the wise use of time is what Grade 4 is exploring. The learners made a connection between Math and life. Besides reading, estimating, converting, choosing and recording lengths in standard units, they came up with ways life can be measured by the quality of relationships and time spent with those we love as opposed to only working. We concluded that a work life balance would give us a good measure of the quality of life.





Science

The learners are making saturated solutions and soluble as well as insoluble ones. This concept in Science was linked to the skills of self-control and doing things in moderation so as not to reach a saturation point in life by making bad decisions of how we use our time and talents. Grade 4 learners also learnt about the water cycle, the wise use of water, its conservation and linked it to English where they wrote about their lives as a drop of water.

This concept in Science was linked to the skills of self-control and doing things in moderation so as not to reach a saturation point in life by making bad decisions of how we use our time and talents. Grade 4 learners also learnt about the water cycle, the wise use of water, its conservation and linked it to English where they wrote about their lives as a drop of water.

English

In Grade 4 English, we continued with our lessons on Classic Literature and delved deeper into the story of *The Jungle Book*. Learners read more extracts from the story, making inferences and predictions as well as noting character traits. We also watched clips from the animated version of the story, highlighting the character of Mowgli and his personality. As we reached the ending of the story, we wrapped up with a discussion examining the relationship between humans and wildlife. This was also tied up with the life skills of respect for nature and all life forms, human interference with wildlife, etc.

A wow moment that occurred as part of the lesson was a group discussion on “Will Mowgli really be able to return to human society?” following a video on a man who took refuge in a forest for 41 years, unaware of civilization and society and his choice to return back to the forest when discovered. Learners shared their views on the question posed to them and supported their answers with reasons.

Global Perspectives

Grade 4 has been sharing their findings about interviews that they have been conducting regarding a new topic we’ve started, called ‘The World Of Work’. Our young learners have conducted and recorded their findings to share with us in class. We also did a little bit of history as we learnt about how jobs may have been different in the past.

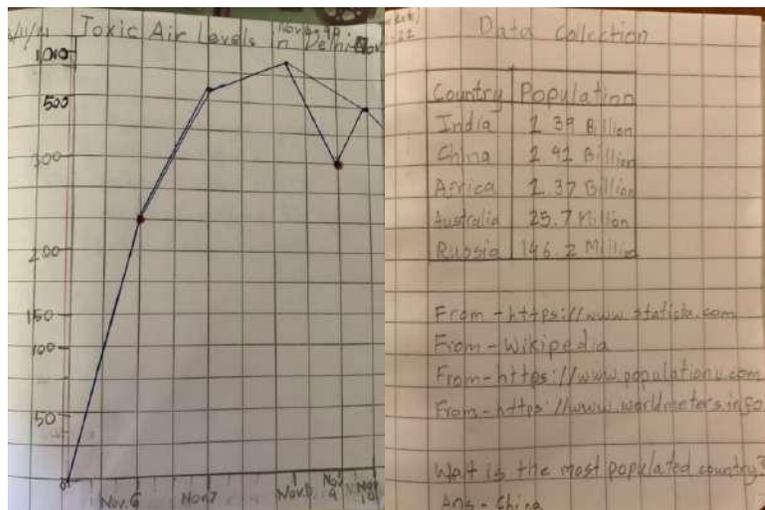
GRADE 5

English

We continued exploring play scripts, reading a range of scripts and scanning them for detail and analysis. Learners were given an assignment to write a playscript of their own. In the past few classes, learners presented their playscripts and shared them with the class. Another activity conducted was creating a playscript from a given story. Learners were given the story of 'The Naughty Leprechaun'. It was read out in class and learners had to then write it out as a playscript, mentioning the scene, descriptions and settings and stage directions. In between, we played the vocabulary game of Boggle and learners were given the task to solve their own and make at least 50 words.

Math

There are some important skills we need to develop as we continue to learn Mathematics. Classifying is when you organize objects into groups according to their mathematical properties. Generalizing is when we recognize an underlying pattern by identifying many examples that satisfy the same mathematical criteria. Critiquing is when we compare and evaluate mathematical ideas, representations or solutions to



identify advantages or disadvantages. Learners of grade 5 continued to develop these skills through the topic, data analysis. They collected, analyzed and represented data in the form of line tally charts, bar and line graphs, pie charts and ready reckoners. They were also able to interpret data, identify patterns, within and between data sets, to answer statistical questions. They discussed conclusions, considering the sources of variation and checked their predictions. During the holidays, some of them conducted surveys to collect data and find out various things, mainly about pollution during Diwali time. They then represented this data in the form of line graphs, bar graphs or pie charts!

Science

What do you get when rubbing two oranges together? *Pulp friction!*

What shoes have the least friction? *Slippers!*

What is friction? It sounds like a difficult thing! Friction is the force which tries to stop things from sliding past one another. Friction is caused when two surfaces rub against each other. Learners of grade 5 learned about friction, how it can slow down moving objects and how it can also help us in daily life. Friction can also be very useful as it helps objects to

grip on surfaces. So while friction can be a problem as it makes objects wear out and get hot, it can also be used to help us in daily life like the brakes in bicycles, cars and other vehicles which use friction to slow down and stop. Learners of grade 5 enjoyed doing experiments on friction and sharing it with the class. They asked their classmates to make predictions and then conducted their experiments and finally recorded them too.



Global Perspectives

Using guest speakers to support learning is educationally rich and helps learners connect what they're learning in school to applying it in their life. We were fortunate to have Mrs. Swati Ravi Nain, who is an independent creative consultant, interact with the learners on how to effectively communicate orally and in a written format. She emphasized the fact that it is very necessary to know our audience and find a hook to captivate them. Her experiences had a profound impact on the learners. The class was excited about the subject they were learning and her talk broadened their horizons and raised their aspirations.

MIDDLE SCHOOL UPDATES

NEWS FROM THE SPECIALISTS

I. ART

The students of **Grade 6** have been working hard on their pencil shading skills and applied this to a still life drawing of Vases. They also explored colour gradation and identified Tints and Shades to create a graded background for their Vases. This artwork included drawing, shading, collage and painting skills and was created over more than one art class.

The students of **Grade 7** have been putting their creativity to the test and come up with innovative renditions of the Colour wheel and some very beautiful still life drawings and collages. They have used scrap papers, magazine sheets, paint and colour pencils and achieved beautiful results that display proficiency in technique and interpretation of themes using found materials.



II. FRENCH

Grade 7

The French learners of Grade 7 learnt comparaisons *plus---que, moins --que et aussi ---- que*. They then tried to find comparisons between different objects that they could see around them.

The learners then had a revision session where they practiced the different verbs such as *pouvoir, aller, venir etc* that they had learnt over the term. They also practiced new tenses such as *future proche, passe compose etc*.

The learners honed their listening skills and practised several listening comprehensions with different French and Francophone accents.

Grade 8

The French learners of Grade 8 revised the different professions and solves riddles on the same. Assessing their skills and abilities, they spoke about different professions that they would like to pursue in the future.

The learners also worked on *parcs d'attractions*, and how they would like to re-create their



own theme parks based on different ones that they have seen. The learners also revised how to read years in French (1990/1789 etc) and practised listening and speaking activities on the same. Finally, prepping for their summative assessment, the learners went through a rigorous session on tenses *passé, présent, future*.



Grade 9

The French learners of Grade 9 revised time and previously done vocabulary. The learners honed their listening skills with an audio on *parc d'attractions et Disneyland Paris*. Taking inspiration from the audio, the learners tried to imagine a theme park of their own and what all they would like to include there. The learners then moved on to revision of reflexive verbs and used them while talking about different actions/tasks that they undertake in their daily life. They also played Charades with reflexive verbs while their peers tried to guess and find out the verbs.



Finally, the learners put their speaking skills to test and presented a dialogue that they had created on the importance of learning a new language.

III. HINDI

Grade 6

Learners participated in a speaking activity wherein they spoke on the topic 'Jal hi jeevan hai'. Through this activity, they build their confidence level and public speaking skills. They also had oral questions based on the topic such as paryayvachi shabd, viramchihh and Visheshan-visheshya. Done the revision via activity.

The Learners of **Grade 7** participated in an activity of 'fill in the blanks'. They had to fill the blanks with the correct paryayvachi shabd. They also had their Story Telling Competition in which they exercised confidence in public speaking. Another activity they took part in was a Reading and Listening activity. In that they work on reading and listening skill. Done the revision via activity.

Grade 8

The learners presented the chart on the topic 'Muhavarein' (Idioms) to their peers. The activity encouraged them to build their thinking skills and public speaking skills. They solved Creative writing worksheets, which helps to build their creative thinking skills. Also

done reading work to build their reading skill.

Grade 9

Learners created a gratitude chart wherein they shared for whom they want to express gratitude. They used words such as kritagyata, Abhari etc. They learnt that they need to be thankful with what they have and show gratitude. They had done picture descriptions by using adjectives. A listening activity was conducted. Revision work was also done.

IV. CIRCLE TIME

Grade 6

The learners of Grade 6 have made some wonderfully aesthetic but also workable vision boards. They have been reflecting on their dreams and aspirations and have started created blueprints to ensure that this plans come to fruition.



The learners of **Grade 7** have been working on the blueprint of their vision boards. Sometimes, to make this happen and happen well, one needs to plan before they begin to execute their final plans. That being said, the learners of Grade 7 have been discussing the importance of planning and strategizing.

The learners of **Grade 9** were given the task of calculating their approximate expenditure in a week. Before the actual calculations, they were asked to estimate how much they thought their lifestyles cost. It was quite an eye opener when they realised that each one of them had in fact underestimated this in the beginning. In the next class, they went into a reflection of the privileges they were blessed with by experiencing what it was to study outdoors in the heat just after lunch. Some even expressed gratitude for the basics such as masks which a large population of children around would probably not have the privilege to own.



V. I.C.T

Learners of **Grade 6** worked with the concepts of data types, typecasting, calculations in Python, and Programming languages. They further learnt how a computer runs a program, and how machine codes are converted into source codes (m/c code, executable file, source code, compiling and interpreting).

Learners of **Grade 7** were able to make their programs readable and user friendly. They later revised the concepts covered in preparation for the exams.

Grade 8 learners were taken through the bits and digitization concepts, and revised the concepts of SOP and POS equations. They learnt the different Boolean laws and worked on proving a few using previous knowledge. Learners worked on proving and simplifying the 'Consensus Law'. They learnt about the duality principle and used it in solving various expressions.

Grade 9 learners worked on Pseudocode problems and test data examples. They were taken through the concepts of Operating Systems, Interrupts, High and Low-level languages (compiler, interpreter, assembler, etc). Learners further learnt how to increase the CPU performance (increase cores, increase bus width, clock speed, etc), and about the various registers available (MAR, MDR, etc)

VI. PHYSICAL EDUCATION

Learners are in process of working on developing their fitness through practical lessons exploring commonly used training methods, wherein they are engaged in High Intensity Interval Training and Continuous training program and relating the theoretical aspects taught to make their learning more enjoyable and meaningful.

NEWS FROM EACH GRADE

GRADE 6

ENGLISH

Grade 6 continued with their wonderful presentations for Role Play. Some students narrated a monologue of the Genie from Aladdin, while the others performed Cinderella

and Snow White with a twisted ending. Role-play helped a lot of students discover their dramatic side as gave them an outlet to play around with costumes and colours, thus tapping into their creative side. Post the Diwali break, the students spent sometime revising concepts taught to them this term (story writing, letter writing, grammar concepts) to help them prep for their exams.

HISTORY

We had a lot of fun looking at various Chinese inventions. We continued with looking at canals, the compass, silk and the importance of the Silk Road, paper and its link to printing, iron and steel, gunpowder and porcelain. What was very interesting is that students had very unique views as to why these inventions are important for us today and it was heartening that they all shared their viewpoints as a part of the class discussion.

To wrap up the term, we briefly looked at Genghis Khan and the Mongols. This matter was not tested for the summative assessment but was done as a means of adding to the general knowledge of the students.

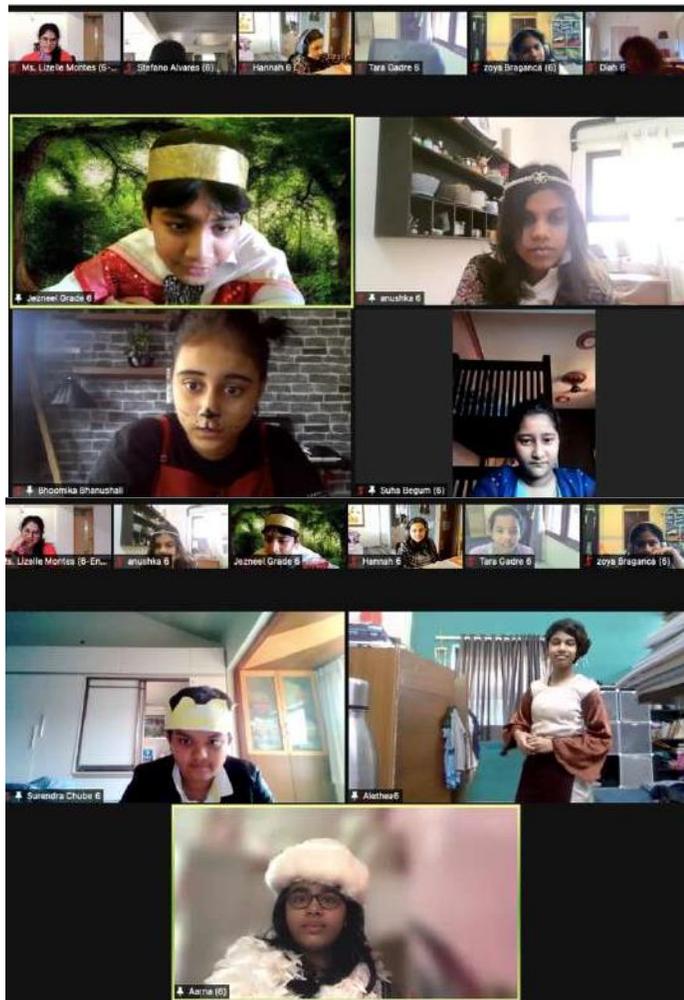
MATH

Learners calculated the unit fraction of a quantity by dividing the denominator of the fraction. For instance, $(1/3)$ of 18 km. Learners recollect the concepts of place value ordering and rounding, length mass and capacity, and angles.

GRADE 7

ENGLISH

We started on our unit of vocabulary and looked at better ways to say happy, sad, tired and angry. We also watched videos on the same as a part of vocabulary enrichment. This exercise was made a lot of fun by using the game Hangman to guess the letters and fill in the blanks to figure out the words. This week we looked at collective nouns and engaged in exercises from the text and even played a game on the same. We even played games like Boggle and Scattogories as a part of vocabulary enrichment. We also did report writing and the students had to write a report for home work and upload it on Google Classroom. I explained to them the importance of knowing how to write a report, especially from the



professional standpoint. We wrapped up by having an English grammar quiz with questions taken from the English Olympiad workbook, thereby simultaneously preparing them to answer the English Olympiad in the future.

HISTORY

We looked at the causes of the Industrial Revolution. Students pitched in with their ideas and were able to understand how the prevailing conditions of the times led to the Industrial Revolution. The subtopics dealt with for the Industrial Revolution are Development of machines, Chemical manufacturing, steam power and transportation, textile industry, mechanized factory system, Iron and mining, Development of machines, machine tools, agriculture and Environmental Effects. The students were paired together and they had to make videos on the topics allotted to them. They all did a splendid job with very informative and creative videos!



PHYSICS

Learners learnt about dispersion of light. From the concepts, they described the formation of a rainbow. We then did a revision of the work done on sound and light.

CHEMISTRY

Since the Term 2 exams were fast approaching, this fortnight learners revised the concepts that had been taught. A short presentation and questions on the concepts taught ensured that students not only revise the concept but also clear any doubts.

BIOLOGY

Just as in Chemistry, learners revised the concepts of Term 2 in Biology as well. The topic was displayed on the screen and students came up with all possible questions related to it.

GRADE 8

ENGLISH

The students made presentations on the allotted poems on the theme of suburban life. It was impressive to see the deep level of analysis the students dived into. They also took a lot of trouble to make their presentations interactive and this was highly appreciated. We also worked on expressions, phrases, proverbs, sayings and collocations and watched a few

videos on the same.

We also looked at an excerpt from Romeo and Juliet and analyzed it. This was done via a PPT made on Canva and role-play. We also had the students share their interpretation of a few Shakespearean sonnets. It was a fun experience, having the students read out the dialogues and immerse themselves in their characters. We also had a test on collocations and expressions. We played Scategories and Boggle as games to build up vocabulary.

Additionally, we worked on letter writing. The importance of letter writing was explained to the students as this is a basic skill that needs to be known for both, our personal and professional lives. We wrapped up by having an English grammar quiz with questions taken from the English Olympiad workbook, thereby simultaneously preparing them to answer the English Olympiad in the future.

HISTORY

The Holocaust was the systematic, state-sponsored persecution and murder of six million European Jews by the Nazi German regime and its allies and collaborators. The Holocaust was an evolving process that took place throughout Europe between 1933 and 1945. Grade 8 was sensitized to the issues faced by the Jews and how life was treated like a commodity, something that can be easily given away with no concern for the consequences.

CHEMISTRY

Revision of the topics to be assessed for Term 2 exams was done this fortnight. Since buzzers tend to increase the heart rate and get the adrenaline pumping, we used 'Cosmobuzz' for the revision. Learners were asked various questions and they buzzed to win a chance to answer.

BIOLOGY

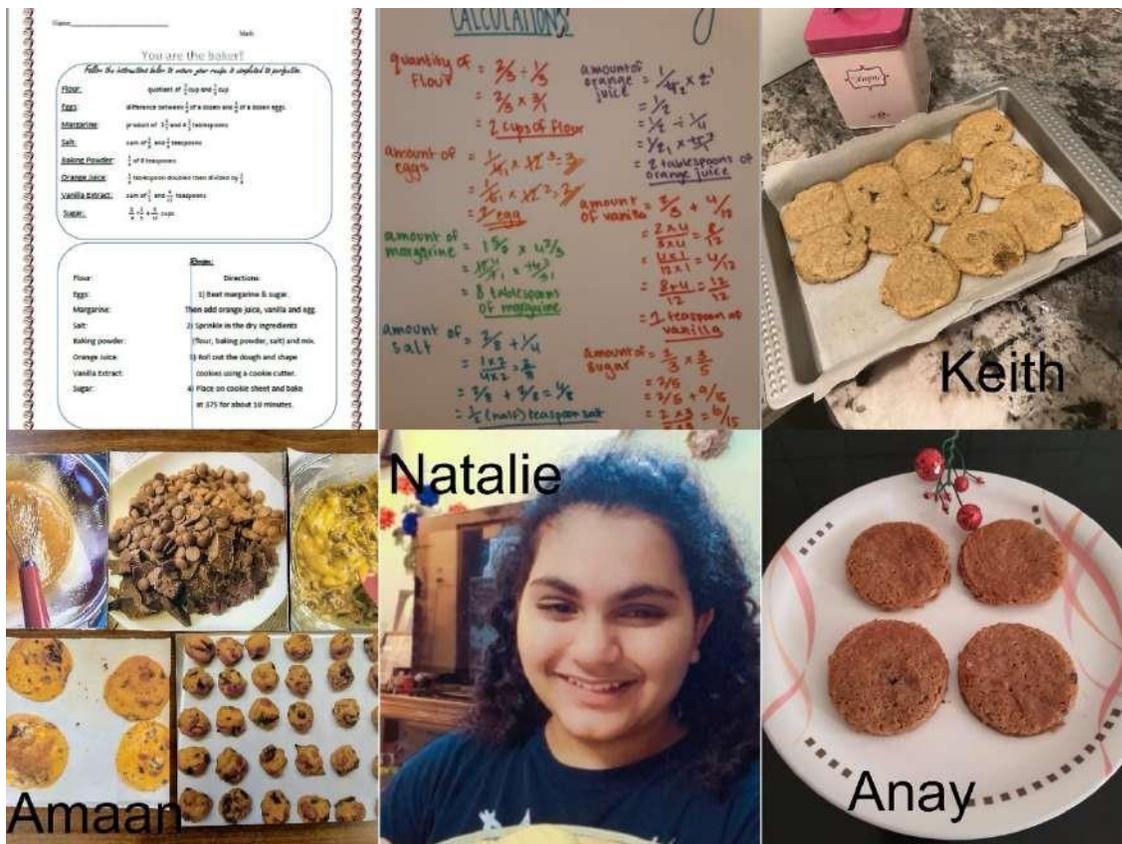
If we use the buzzer for Chemistry, we have to use it for Biology as well, right? Learners didn't let go of a chance to use the buzzer once again during the revision for Biology as well.

MATH – FRACTIONS BAKING ACTIVITY

After going through the basics of operations on fractions, the students of Grade 8 were tested on their knowledge in the most unique way. The teacher handed all of them a recipe for cookies. The only catch here was that the quantities of the ingredients were all given as problems on fractions. So the students had to first work out each one of these problems, and then get to work making their cookies. Naturally, any answer they got wrong had some interesting consequences with their cookies.

The students of Grade 8 seemed extremely enthusiastic to work on this assignment. What is nice to note is that, for a couple of boys, this was the first time they had ever baked something!

Overall, this assignment was the first of its kind with yummy results!



GRADE 9

ENGLISH

Writing your memoir helps you to identify the threads and themes in your life and make sense of what you've lived through. It contributes to recorded history and is your legacy to family, friends, and the world. – It provides a way to share your experiences, world view, life lessons, and wisdom with others. Grade 9 dabbled with the art of writing a memoir to help maintain a record of their beautiful memories on a vacation. This further facilitated their skill of recording events in a formal report. They used the art of presenting facts to inform the reader about a topic without including their own opinion in it.

CHEMISTRY

Taking full advantage of the fact that we now have physical classes, learners of Grade 9 performed the experiments they only saw videos of earlier. In the picture below, students are performing an experiment on 'chromatography', a technique to separate mixtures. They were given different dyes and performed the activity themselves to see how dyes travel up the paper at different times. This technique is used in quality control of food production.

BIOLOGY

As the students were preparing for their term end exams, they performed a few experiments related to them. Performing the activity and observing the results helps

students to not just memorize the result for an exam but also understand the process and the final outcome as a result. In the picture below, students are preparing the plant to investigate whether light is actually required for photosynthesis. They then tested the sample leaf (leaf covered with black chart paper) for the presence of iodine to arrive to a conclusion.



HISTORY

Much of Social History depends on the treatment of women and children of that era. Grade 9 was able to draw a number of comparisons between the status of women in Nazi Germany and that of women in British occupied India. Women were given domestic roles and rewarded for the same in society at the time. The youth on the other hand, like every fundamentalist society, were brainwashed into accepting Nazi ideology. It is only towards the end of the war that movements and organisations like the Swing Movement and the Edelweiss Pirates brought about some change in society.



BUSINESS STUDIES

Learners revised the topics that they have learned in the first two terms. They answered questions – both short answers and case studies – to identify the gaps in the teaching-learning process and bridge them. Areas of general concern were identified and thus the learners undertook a focused approach to improve in that part by doing more worksheets and cases.

ECONOMICS

Learners revised the topics that they have learned in the first two terms. They answered questions – both MCQs and structured questions- to identify the gap in teaching-learning process and bridge them.

PHYSICS

Learners learnt about 'How the change of state happened at constant temperature'. From this, they described the melting and boiling point. Students learnt about the specific latent heat of fusion and its empirical formula to find the specific latent heat which is measure in J/Kg. We also did a revision of thermal physics.

WINNERS OF THE MEME COMPETITION

The Winner of the Meme Competition Held in October as part of our buddy programme is a 7th Grader named Mann Tandon from Aurangabad! Congratulations! And the winner of the meme competition from TGS is Kabir Gadre from Grade 9. Here are their memes from left – Mann and on the right - Kabir.



Here we end this Newsletter. Our next Newsletter (dated 22nd December will be out by New Year's.

Regards,

The Gera School