

DEEPANAM SCHOOL

Dec 2024 | **newsletter** | Vol. 2



What's
Deepanam
School?

Well...

Located in a lush green and beautiful campus in the international township of Auroville, South India, Deepanam is a unique school for children between the ages of 7 to 14 years.

Founded in 2006, Deepanam is a movement towards an unending education. Our aspiration is to cultivate a nourishing environment that helps children become lifelong learners.



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OUR EIGHT-YEAR
LEARNING PROGRAM IS
DIVIDED INTO FOUR
MIXED AGE GROUPS.

THE MIXED AGE GROUPS
PROVIDE ABUNDANT
OPPORTUNITIES FOR
EXPLORATION AND PEER-
LEARNING.





DEEPANAM SCHOOL

Living Science

Deepanam School has a long and changing history with sciences, from disciplined STV classes over 15 years ago, to life sciences, rich with snake recognition and handling for over a decade, to more recently, a dedicated – and expanding – Science Laboratory for experiments in physics, chemistry and understanding biology.

**TODAY, THE SCIENCE PROGRAM IS
ONE OF THE SCHOOL'S MANY
STRENGTHS.**

The dynamic and interactive journey in the Science Laboratory begins in Peace Group at the age of 8 and a half. It is through hands-on activities and experiments that our students explore different subjects, with the aim of a deeper understanding about themselves, the world around them and the interconnectedness of science, self and environment, so students consider their responsibilities, place in the world, and relationship with other living beings, and with planet Earth and the Universe.

School science often tends to cover much ground, yet does not necessarily encourage kids to think independently, or to question until a later age. This is what we do not want.

**IT'S THIS AWE AND RESPECT
FOR THE PHYSICAL WORLD WE
WISH FOR, AND TO GET OUT OF
THIS MECHANICAL WAY OF
LEARNING.**



Clarity of thought

Science requires us to work a lot with clear ideas. So whatever we try to learn has to be put in their own words, in their own way, but clear—not approximate or confused.

So, I ask questions and wait for the answers. And then question again, they think a bit deeper. It is not the first question which is important, but the second and the third one, which reach deeper.

WE WANT THEM TO HAVE CLARITY IN THE CONCEPTS, RATHER THAN MEMORISE FACTS. FOR ME, IT'S BETTER TO KNOW LESS, BUT THEY HAVE THIS "WOW!" MOMENT.



THE CURRICULUM IS CONSTANTLY EVOLVING, IT IS BEING REFINED OVER AND OVER TO MAKE COMPLEX TOPICS MORE ENGAGING, ACCESSIBLE AND EXPERIENTIAL.

Current explorations

Third graders

The first year builds a solid understanding of basic physical phenomena. For, it is the basis of the physical world and its laws that we are exploring. This year's theme is water, introducing atoms and molecules through experiments on surface tension, capillarity, density, states of matter, the water cycle, and water in our bodies.

Fourth graders

Started with matter and atomic structure, then moved on to waves, sound, and hearing. Now exploring light with hands-on experiments like mirrors and refraction, connecting stars to periodic elements and supernovas.

Fifth graders

Transitioned from inorganic topics like Earth's composition and gravity to studying life, including plants, animals, and potentially the origins of life.

Sixth graders

Mostly new students who expressed interest in chemistry. Explored atoms, molecules, and plastics, with the possibility of shifting to life sciences.

Seventh graders

Focusing on building a foundation for genetics by studying cells, biomolecules, and DNA.

Eighth graders.

The whole term focus was on exploring in depth about Human physiology. From cells to a variety of organisms and organ systems in humans.

Preparation and materials

Additional materials are created each year. Everything is filed and organized. From density boxes, atom and molecule jars, laminated tools, and preserved specimen.

transpiration
root pressure
capillary action

Light Group

Age 6 to 8 years

It is who we are, rather than what we do which reaches children. It is often passionate individuals who awaken in a child a passion for a subject, and sphere of knowledge.

From Near to Far

Or mammals to arthropods

To anchor the animal projects from the first term, to expose them to individuals dedicated and passionate in their fields, as well as to see how our students do around other living beings, the field trips this term took us to Baraka, to brush and interact with horses, to the Faith Farm of the Sri Aurobindo Ashram, where Atma received us, and we petted an emu, caught mice, fed birds, turtles and honey gliders, held hamsters and rabbits.

A FREE AND NATURAL
GROWTH IS THE
CONDITION OF GENUINE
DEVELOPMENT

Finally we met Jana, a long time Auroville teacher, at the Botanical garden along with her Last School students of entomology and her enthusiasm fired us all up.



From the Auroville Botanical Garden

We learnt words like arthropods, that insects were around before dinosaurs, like the Meganaura, giant great grandma of dragonflies.

We fell in love with some beautiful beetles and heard stories of the incredible transformation of houseflies.



Chorus of the insect song

YES! WE'RE INSECTS. WE'RE
ARTHROPODS,

HEAD, THORAX, ABDOMEN —
WE'RE ODD!

WITH SIX STRONG LEGS WE'RE
SET APART.

AND WE'VE BEEN HERE SINCE
LIFE COULD START.

Tune - I'm Gonna Be by the Proclaimers

IT TAKES JUST A LITTLE SPARK AT TIMES TO LIGHT A FIRE

From these two visits, stories were written,
favourite facts collected.

The Light group teachers created songs and
a short musical which were then adapted
further by the students, theatre and music
was born.

Anu & Gomathi



Story writing

Joy in challenges

Enthusiasm runs high at this age, and so does the wish to tell stories.

It is also the age at which students are learning the basics of sounds and solidifying their spelling and numbering. There is a wish to do well and do right.

Often, as a result, the process of creative story writing is taken up only at a later stage. This term we chose to challenge that: as we sat in the morning circle, one student's notebook was brought forth. On a new page, it read:

"Dear [child's name],
Please write a story about a flying puppy."

The proposition was made to that child to write a story at home, (if they wished), they could use the help of a parent or sibling, or do it on their own, and spelling was not to be bothered with at all. The only rule, no copying over from another book.



Excitement, rippled through the room:

"Whose is it?"

"Can I be next?"

And thus the adventure began. With light playful topics at first, or a series of words to be used for those who struggled responding to a prompt. And then, reflective stories:

"Dear [child's name]"

Please write a story about a little girl who gets angry easily, and doesn't want to anymore.

How will she change this?"

Aurevan





Body Movement

At this age, children fully live in their bodies. Engaging in daily movement helps them regulate emotions, understand feelings, and express themselves with joy through music and dance.

Movement allows them to be themselves while also learning to connect as a team.

This class also explores body memory, making children aware of different ways they learn—not just the ones emphasized in traditional education.

Through movement, they discover new forms of expression, coordination, and group dynamics, all while having fun!

Fleur



BECOME
MASTER OF
YOUR BODY—
THIS WILL
LEAD YOU TO
FREEDOM.

— Mother



Peace Group

Age 8 to 10 years

This age group is vibrant and full of curiosity, eager to explore and learn, they embrace new proposals with enthusiasm.

They thrive on opportunities for teamwork, fieldwork, and engaging projects.



Unstoppable Us

Where do we come from?

Every day in our morning sessions, we began reading Unstoppable Us as part of our routine. Gradually, the book captured the children's interest, and they became curious about how Stone Age people lived. This curiosity slowly evolved into a project where the children created beautiful representations of Stone Age caves, tools, humans, and clothes using various materials.

The children were completely engaged throughout the reading sessions, making the experience even more rewarding.

It has been a delightful journey to continue reading and exploring these themes.

We are now diving into the second part of Unstoppable Us, and the excitement is still alive.





Letters to the Earth

This term, we explored the challenges our planet faces—waste, excessive resource use, and global warming. Discussions sparked deep concern, inspiring children to reflect on their impact.

Each child took a personal pledge to make small but meaningful changes for a healthier planet. They also expressed gratitude by writing heartfelt letters to the Earth.

We encourage them to continue their efforts, carrying forward these lessons and inspiring others.

Together, small actions create significant change. Much can be said about a child's will.

**EACH ONE TO HIS PLACE, DOING
CONSCIENTIOUSLY THE WORK ASSIGNED TO
HIM, AND ALL WILL BE WELL.**



Dance for the Earth

This term, we focused on preparing a dance piece for the term-end open house.

Following the classroom theme (Global Earth Crisis), we first chose a song. The children wanted multiple songs in different languages to highlight that this crisis affects the whole world. We settled on a French song but kept a German one for later practice.

Though much of the choreography was planned, students discussed movements that could best express the theme.

The dance explored space in all dimensions, with both full-group and small-group sections, allowing each child to choose parts they felt comfortable with. Once again, emphasis was placed on using the entire space while ensuring everyone could move freely.





Introduction to Puppetry

Every week, Mireille's puppetry class enhances creativity in 3rd and 4th grade students. Through individual work, they discover the art of paper puppetry, learn articulation techniques and movement on stage. In small groups, they invent stories and adapt their puppets and sets to their stories. They experiment with their voice and sound effects to give more dimension to their play.

This experience brings out plenty of joy as well as develops the imagination, teamwork and self-expression, allowing students to become storytellers and performers.



Daily French

This year, Peace group is experimenting with daily French classes. The shorter sessions, Monday to Thursday, offer several advantages over the bi-weekly one hour-long sessions.

Shorter, frequent sessions maintain focus and reduce information overload, and have helped the students to gain confidence in understanding and speaking.

On Friday, the one-hour class allows us more in-depth activities. Games and activities enhance motivation and make learning enjoyable.

Veronique

Fun with Numbers

Children enjoy math when learning is interactive, engaging, and fun. Games, puzzles, and real-life examples capture their interest and turn complex concepts into exciting challenges. Fun with math opens a world where numbers come alive.

**WHEN MATH FEELS LIKE AN
ADVENTURE, CHILDREN GROW
IN CONFIDENCE, AND
DEVELOP A LOVE FOR
NUMBERS**

Activities like Sudoku, math riddles, or board games sharpen problem-solving skills while fostering creativity. Puzzles such as magic squares or cross-number grids build logical reasoning. We do plenty of mental math and problem-solving through quizzes to keep children motivated and on their toes.

Priti





Awareness through the body

Awareness Through the Body, (ATB) programme was born out of the query "Who am I really?" at Transition School in Auroville in 1992. It has since been intergrated as a crucial part of the curriculum of all Auroville schools, as a means to study oneself.

FOR WHY SHOULD CHILDREN WAIT TO
BE ADULTS TO BEGIN THIS INNER
JOURNEY.

Through these classes children explore self-awareness, concentration, and self-regulation through body-felt experiences.

By training to cultivate the witness attitude and managing inner complexity, ATB encourages students to better understand themselves and develop as centered, self-directed individuals.

THIS FLAME IS KINDLED IN THE
HEART OF ALL WHO ARE SINCERE

— Mother



Candle activity

This sensory exploration of the element fire offers the children an opportunity to enter into a deeper state, contact the inner being and nurture the witness attitude.

We started the class with the children sitting in a circle with a lit candle on a plate. We invited them to gaze at the flame, its color and shape. Next, to move about in the room in silence, to observe the flickering of the flame and to sit or lay down whenever they needed placing the candle on different parts of the body.

We ended with an exchange of candles, looking into each other's eyes and aware of the conscious gesture of giving and receiving.

The atmosphere of the room was very quiet all the time and the focus and quietness was visible in their eyes.

Their feedback at the end of the session was meaningful for us, some noticed a change in their mood, from nervousness to calmness, many experienced a feeling of warmth, gentleness, and connections within the group.

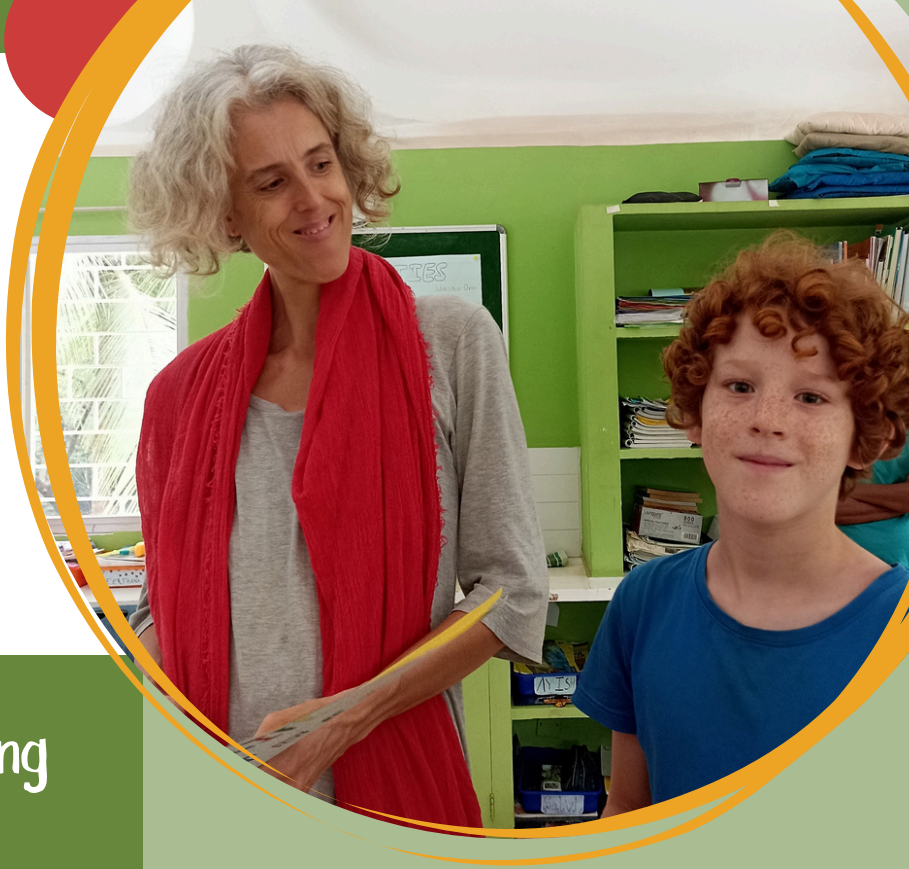
Patricia



Grace Group

Age 10 to 12 years

During the second term, we introduced the concept of biographies to our students and it turned out to be a truly engaging and rewarding experience.



Project Based Learning Biographies

From the very beginning, the students displayed great enthusiasm and curiosity about the project. They were excited to learn about the lives of their family members, such as parents, aunts, and grandparents, and they approached the task with sincere interest.

One of the most creative aspects of this project was the students' decision to present their booklets in various shapes, such as circles, squares, and other unique designs.

They decorated their booklets beautifully, showcasing their creativity and attention to detail. This demonstrated their ability to think outside the box and express their individuality in their work.

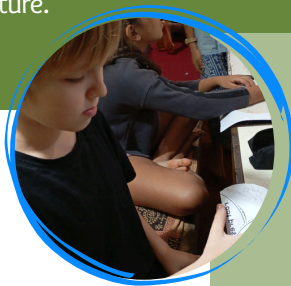
HOW OFTEN DO WE TELL OUR CHILDREN OUR STORIES?

Their eagerness to explore the lives of their family members helped them develop a deeper appreciation for their roots and personal histories.



Overall, the project was a valuable learning experience for both the students and us. It not only enhanced their research and writing skills but also encouraged meaningful conversations within their families. Witnessing their excitement and dedication was truly inspiring, and we look forward to incorporating similar projects in the future.

Narmadha



We observed that some students displayed leadership capacities effortlessly while it was hard for some to lead a team and get things done.

On Civilization

As part of the History sessions, we studied several civilizations from the past and discussed what life might have been like in different periods of time as we evolved. The class was enthusiastic about a group project that we proposed where they imagined and created a civilization of their own.

The intention of the group project was to bring together a set of students with diverse skills, capacities, temperaments, likes and dislikes and collaborate by working towards a common goal.

While a detailed Project Outline was provided to them, the team had to sit together and come up with a name for the civilization, choose a location, create a map, alphabet, number system, design samples of houses, clothing, art and culture and the innovations contributed by each imaginary civilization.

A QUIET AND
RESERVED STUDENT
ENDED UP LEADING
THE TEAM VERY
EFFICIENTLY

WHILE THE ONE WHO
WAS VOCAL
OTHERWISE HAD A
TOUGH TIME FINDING
CONSENSUS AMONG
THE MEMBERS.





Time to Grow

After three weeks, we saw a lot of progress in all the teams - they had gathered momentum, managed to iron out any differences and started producing items for presenting at the Open House.

The project provided an opportunity for students to tap into multiple intelligences — linguistic, naturalist, spatial, interpersonal, intra-personal, logical and musical.

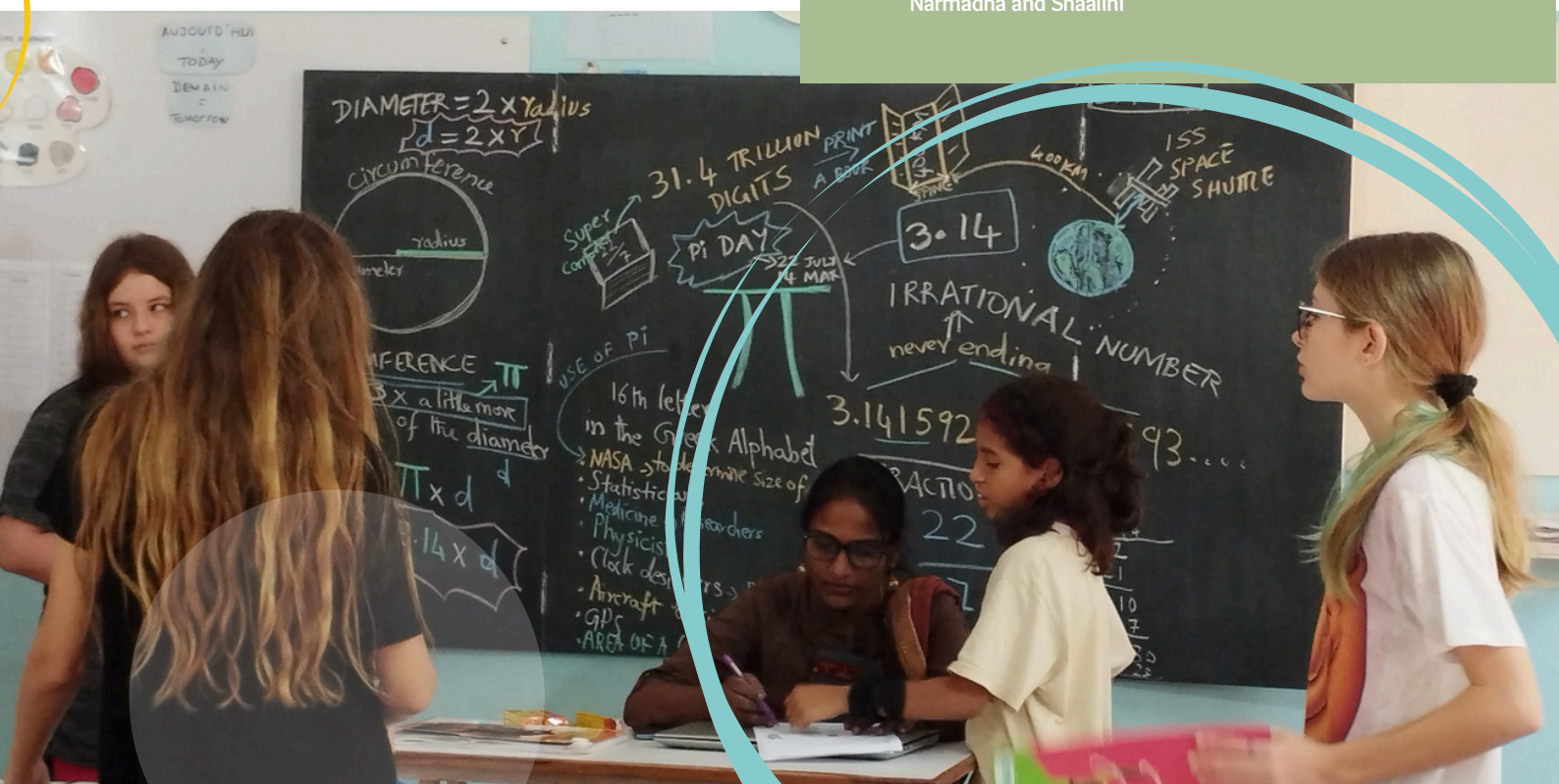
Each team discovered a person who could write well, another who could illustrate and draw, one who could build with hands, another who could plan, lead and track the project.

TO US, THE CLASSROOM IS LIKE A MINI AUROVILLE. WE ARE HERE TO RISE ABOVE OUR EGO AND CONTRIBUTE TO THE COLLECTIVE BY SHARING OUR GIFTS WITH UNCONDITIONAL LOVE.

Each sixth grader led a team of fifth graders and the mixed age group classroom enhanced peer learning.

It was heartening to see the whole class come together and collaborate despite having differences of opinions and personal preferences.

Narmadha and Shaalini



Kindness Journal

Kindness and Gratefulness are like two wings of a bird. Having explored a Gratitude journal in the first term, the class experimented with a Kindness Journal next where they committed to doing an act of kindness every week and writing down a reflection.

The journal was custom-designed by the class teachers and had weekly prompts starting with Kindness to Self, rippling into Kindness at Home, Kindness in the Classroom, Kindness in the School, Kindness in the Neighbourhood and Kindness in the Community.

PSYCHIC GENEROSITY GIVES
FOR THE JOY OF GIVING.



Teacher's reflection

Just imagine a workday where you have four classes lined up, and you slept late the night before because you were preparing for them. Your alarm doesn't ring because your phone's battery dies. You dress up in a hurry, rush to your bike, and realize it looks very messy—one of these days, it definitely needs a wash. You barely reach school just in time for the bell.

Well, this didn't happen to me. I woke up early, took my time to get ready for school, but when I started my bike to head out, I thought, Ah! The bike looks very dirty. One of these days, I really need to clean it.

I reached school, finished my class, and headed to the parking lot. Lo and behold! I saw my bike all clean and shining, with a beautiful message on a yellow sticky note attached to it. I read the message and smiled. Suddenly, the day seemed much brighter.

This beautiful act was done by the Grace group kids as part of their Kindness Circle. They've been doing these little random acts of kindness and spreading joy around them.

A lot of times, we adults feel that our students lack gratitude, but in my opinion, being part of Deepanam and this beautiful community of Auroville, the children are absorbing and blossoming. Deep down, they are being transformed. They may not express it now, but they might surprise us years later with a thank-you letter, reminiscing about their time at school and how it helped them grow into the wonderful adults they are today.

Well, this is what some days look like at Deepanam. I feel so blessed to be part of this family.

Bhakti



Faith & Hope

Age 12 to 14 years

National Novel Writing Month (NaNoWriMo) began in 2018 for Faith group as a daunting yet exciting challenge: write as many words as possible in thirty days.



Nanorimo

A writing challenge

Now, every November 1, Faith and Hope students begin, determined to finish with a first draft.

Starting a novel is tough, but soon words flow, characters develop, and stories take shape.

The experience is both exhilarating and challenging.

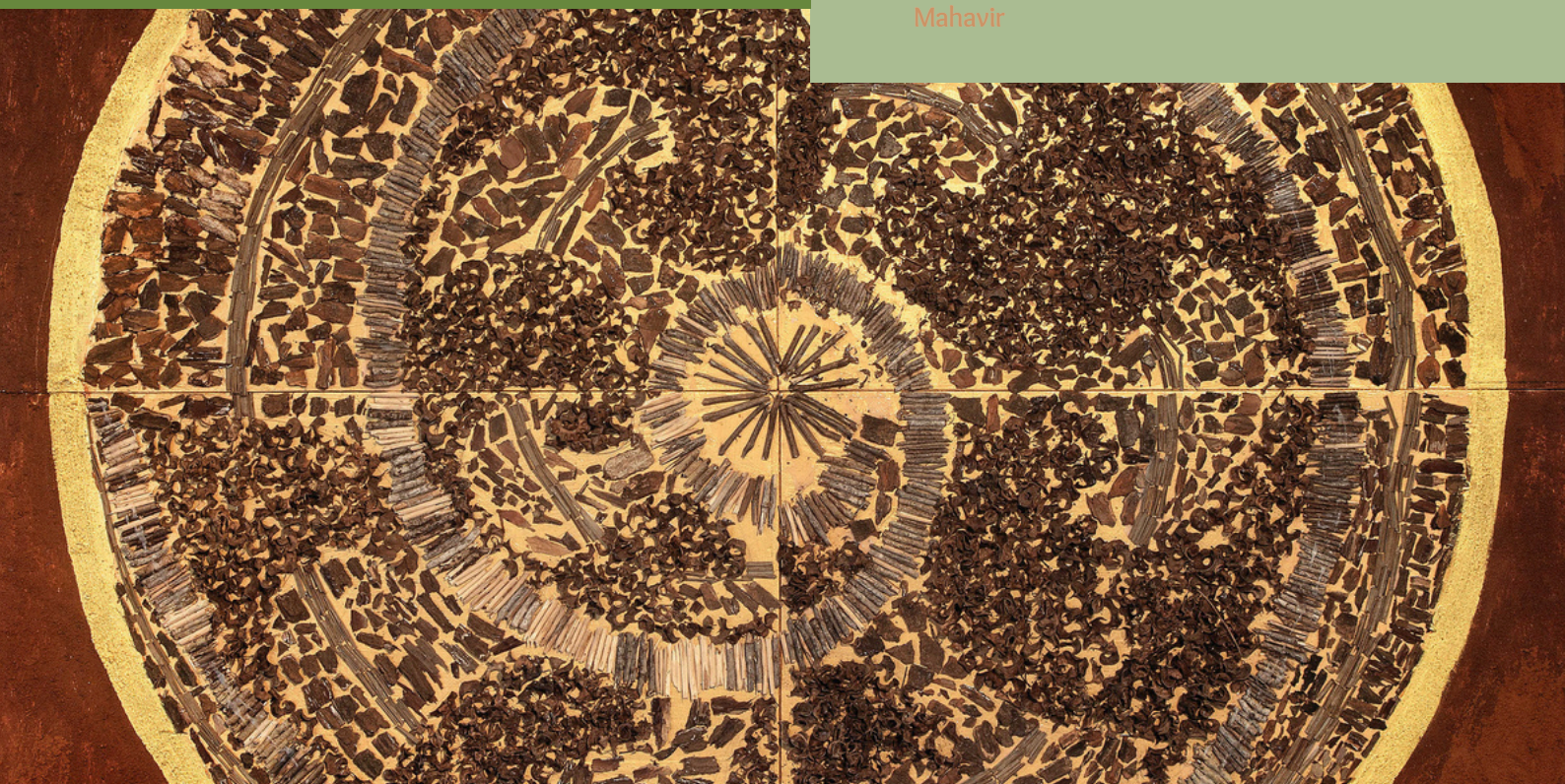
Some struggle at first, unsure where their story will go, but as the days pass, they discover the joy of storytelling.

The classroom buzzes with conversations about word counts and creative struggles.

Teachers emphasize the process over perfection, reminding students that NaNoWriMo is about creativity, discipline, and resilience. It's not just about word count—it's about taking risks, making mistakes, and finding their unique voices.

Many leave with a sense of accomplishment, and some even discover a passion for writing.

Mahavir



Awareness Through the Body

Cooperation and teamwork

The last two weeks we have been focusing on cooperation and teamwork after a process of 6 weeks working with 'sticks' (which requires a lot of attention individually and in smaller groups).

The cooperative exercises 'Crossing the River' and 'Crossing the Swamp' are designed for the whole group.

THEY HAVE TO FIND WAYS TO COLLABORATE
AND COMMUNICATE IN EFFECTIVE AND EFFICIENT WAYS,
OBSERVING THEMSELVES IN THE PROCESS

The pictures taken here are of them crossing the swamp where they get a few materials and with these materials they have to cross without touching the floor and in a way that everyone agrees upon and feels comfortable with. It's a process.

Faith and Hope are doing great in this, they're helpful and are learning how to ask for help and when to ask for help, which is a skill.

Natascha



IT IS NOT BY CHANGING MEN THAT THINGS
CAN GET BETTER, BUT BY CHANGING
ONE'S OWN CONSCIOUSNESS AND CHARACTER.



Mathematics

Many students enter my math class believing they are either "good" or "bad" at math. This fixed mindset creates obstacles to learning.

I TRY TO CHANGE THE
MINDSET AND CREATE AN
ATMOSPHERE OF LEARNING
WITH JOY.

I often talk about the following three mantras during the course of the year in math classes.

Speed is not important

Understanding matters more than speed.

Mistakes help you grow

Mistakes are welcomed in the classroom.
What we seek is fearless exploration.

Everyone can do math at higher levels

Consolidating this belief builds
resilience and confidence in
the students' learning.

I try to create a supportive, non-judgmental classroom where students feel comfortable asking questions. For growth takes precedence over performance—effort, perseverance, and strategies matter more than just correct answers.

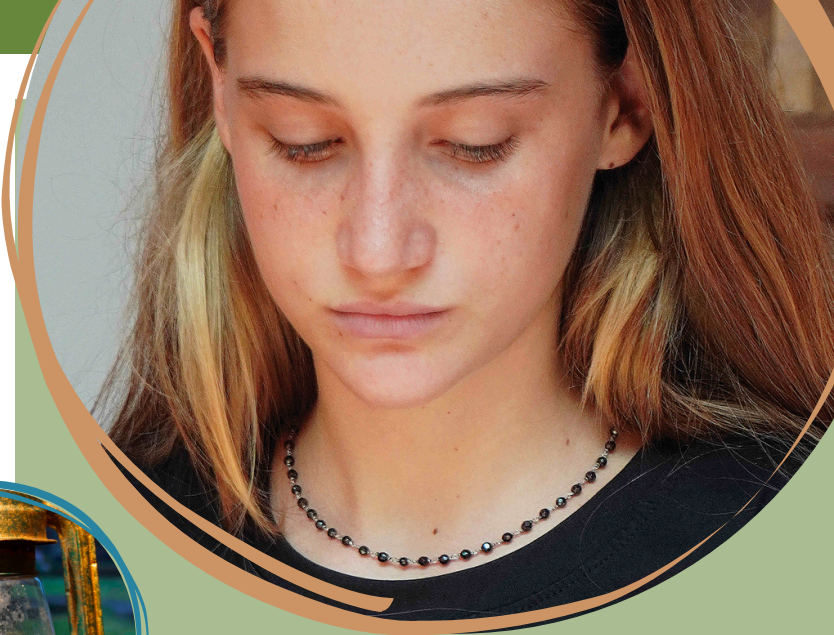
To make learning engaging, I rely on books by mathematicians, not just textbooks.

I encourage students to tackle open-ended challenges together, discuss, reason, and explore multiple approaches. Flexibility in thought deepens understanding.

Math games, logic puzzles, and hands-on activities add fun and help reduce anxiety.

Mahavir

I FEEL MATH CLASSROOMS SHOULD BE PLACES OF
EXPLORATION, CURIOSITY, AND ENCOURAGEMENT. EVERY
STUDENT HAS THE POTENTIAL TO SUCCEED IN MATH—IT IS OUR
ROLE AS EDUCATORS TO CREATE THE RIGHT CONDITIONS FOR
THAT SUCCESS TO FLOURISH.



Dance

We picked two dance styles this term: one classical, one modern. Practicing both, we explored similarities, challenges, and differences.

Bharat Natyam

Two students led warm-ups, bringing awareness to key body parts for the next segment through age-old form.

Street B-boying

Though this modern style emerged from the streets, it involves significant improvisation. At our beginner level, many steps are formalized before we can experiment.

Some dancers preferred top rock (standing moves with rhythm and coordination), while others enjoyed down rock (acrobatic style). There's no one-size-fits-all—everyone finds their strength.

For the year-end party, we choreographed a piece with teachers, balancing common and individual parts so each dancer could showcase their skills confidently.

Fleur



Exploring ourselves through art

Faith Group

In this class, art becomes a gateway to self-discovery, emotional growth, and meaningful connection. Rooted in art therapy principles, it offers a safe space for students to explore emotions, challenge limits, and express themselves.

Each session begins with grounding exercises and emotional check-ins, followed by a warm-up to spark creativity, collaboration, or energy. The main artistic exploration encourages students to reflect on themselves and their world.

Focus remains on the process, not the product—fostering growth, exploration, and creative problem-solving without judgment.

Sessions evolve based on student engagement. Guided reflection and sharing help articulate insights in a supportive space. A closing visualization integrates the day's learning.

Through art, reflection, and adaptability, students develop emotional resilience, authentic communication, and creative confidence.

Matilde



IN AUROVILLE OPPORTUNITIES OFTEN PRESENT THEMSELVES TO YOUTH, AND IF THE SCHOOLS ARE READY TO STEP OUT OF THEIR REGULAR ROUTINES, MUCH CAN BE EXPERIENCED.

Group artwork

Hope Group

When Aurodeva, an artist and art therapist born and raised in Auroville, proposed organizing collaborative art workshops using Auroville's red earth and natural flora as mediums, we said yes right away.

The workshop was conducted with the Hope group of Deepanam. Students gathered materials from the campus, such as bark, twigs, dried leaves, and seed pods, which would become the materials for the collective creation. The base of their piece was painted using a natural pigment made from Auroville's red earth. This would become one of the 4 pieces exhibited at Bhumiluicis.

Bhumiluicis - land of light

Inaugurated at Citadines Centre d'Art, Bhumiluicis is a collaborative art exhibit involving nearly 100 youth aged 3 ½ to 14 years old.

Mahavir



Accents across the school

Crafting joy and creativity

In conversation with Suguna and Kamala

Craft classes at Deepanam School are a journey of creativity and growth. Suguna, who began teaching in 2006, reflects on the evolution of the program:

"We started with basic beadwork and stitching small items like dolls and animals. Over time, we introduced new techniques like macramé, papier-mâché, and weaving, tailoring the activities to the children's interests and abilities."

One of the most inspiring aspects is the children's connection to their creations.

"They have a beautiful moment when finishing their work—not because they're told to, but because they want to. It's a sense of belonging to their work," Suguna shares.

From stitching dream catchers to crafting sea animals and solar system models, the projects develop fine motor skills and build in the children a sense of capability, in making things with their own hand.

THE FIRST THING
ONE OUGHT TO
TEACH CHILDREN:
TO LEARN HOW
TO LIVE.

"Sometimes children don't put much effort at the star, but by the end, they're eager to finish, saying, 'I want to complete my work!'"

They enjoy the process and take pride in what they've made," Kamala adds.

Parents are often touched by the quality of their children's work, which is designed to last for years.





These classes are more than just craft sessions—they're a space where children build memories, confidence, and a lasting connection to their creations.

"When they look at their work, they'll remember they did it themselves. That feeling stays with them," Suguna concludes.

The learning curve is carefully designed. New students begin with weaving to build foundational skills before moving to more complex tasks like stitching bags or creating papier-mâché models. Over time, children learn up to 15 stitching techniques, progressing to intricate designs like pillow covers or laminated table mats.

Children's engagement grows as they gain confidence.

"At first, they hesitate, but as they see their progress, they're motivated to finish their work," Kamala shares. Each project is an opportunity to master skills, develop fine motor abilities, and take pride in creations meant to last and evoke memories.

A
MIRACLE
MONGER
HER
MECHANICAL
CRAFT;
MATTER'S
MACHINE WORKED
OUT THE LAWS
OF THOUGHT,
LIFE'S ENGINES
SERVED THE
LABOUR OF A
SOUL:
THE MIGHTY
MOTHER HER
CREATION
WROUGHT,



Sets, costume etc.

Craft and stitching at Deepanam naturally connect to the school's theatre focus. Students make costumes, props, and sets for plays, blending creativity with practical skills. This hands-on work supports performances and reflects the importance of regular school plays across ages.



Open House at Deepanam School

On December 17th, Deepanam School opened its doors to the Auroville community for an Open House event. The occasion celebrated the creativity, learning, and talents of students from the Light, Peace, Grace, Faith, and Hope groups.

The event was filled with engaging performances and exhibits that showcased the students' efforts:

Light Group (ages 7-8)

Captivated the audience with their delightful insect dance, inspired by their study of insects.

Peace Group (ages 9-10)

Brought forward a meaningful message with a French song and a heartfelt pledge to save the Earth by taking small steps.

Grace Group (ages 11-12)

Performed a beautiful French song, showcasing their linguistic growth.

Faith Group (age 13)

Delivered an insightful presentation on the evolution of the English language, taking listeners on a journey through time.

Hope Group (age 14)

Moved everyone with their recital of poems, highlighting their expressive abilities.



HELP US TO BECOME CHILDREN
WORTHY OF THEE

A highlight of the event was the art section, featuring the students' stunning works in clay, craft, and painting. Parents and community members admired the creativity and effort that went into these pieces, expressing their appreciation for the artistic expressions of the children.

Open house event showcased Deepanam's commitment to integrating artistic expression, language learning, and environmental awareness in its educational approach, while fostering a strong connection with the broader Auroville community.

Mahavir





TO LOVE TO LEARN IS
THE MOST PRECIOUS
GIFT THAT ONE CAN
MAKE
TO A CHILD, TO
LEARN ALWAYS AND
EVERYWHERE.

- Mother



Lending a hand

Deepanam School is growing in numbers, constantly developing its curriculum and updating materials.

Currently it is in urgent need of additional classrooms to welcome new students for the coming school year.

If you would like to help with fundraising efforts, or have contacts you can reach out to, please do get in touch with us.

With much gratitude,
Deepanam Team

DEEPANAM
SCHOOL



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