

DEEPANAM SCHOOL

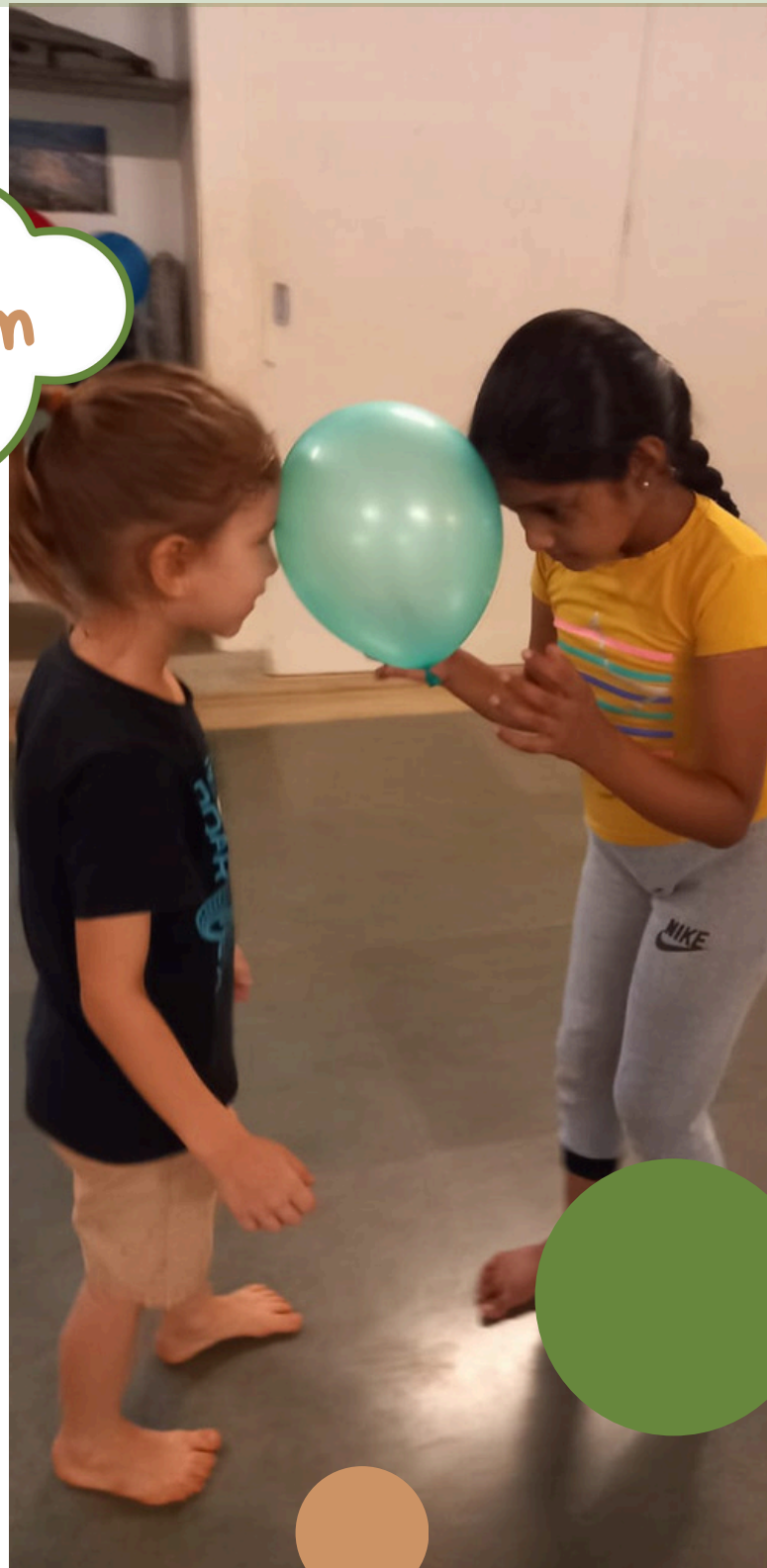
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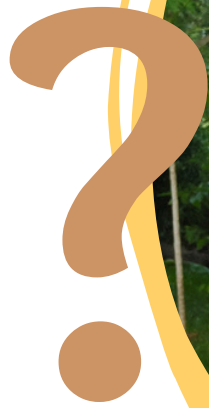
Well...

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 6 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

Exploring Forms of Assessment

Assessment is crucial to learning as it encourages students to own their learning while reflecting on their progress.

**THIS YEAR, DEEPANAM
IS EXPLORING ASSESSMENT
TO TRACK STUDENTS' PROGRESS
AND FOCUSING ON REFLECTION AS
A LEARNING TOOL.**

This is being taken up as a focus this term, in each class.

The question is four-fold

- How can the school assess its growth and that of the continuous progress of its teachers?
- How can the teachers better keep track of the progress, enthusiasm and wellbeing of their students?
- What are the tools we can offer the students so that they may, step by step, take up their own learning more effectively, and constantly discover the joy that progress brings?
- And finally, in this rapidly changing world, how can we encourage a culture of courage and eagerness, and poised resilience in the face of challenges?



For the youngest

The idea of reflecting on one's progress is introduced by a teacher in the morning circle. So the exercise of figuring out how we grow begins with discussions, then drawing, and then deepening into the use of written words as the term progresses.

The children noticed right away that an additional section had been added to their weekly workplan: "Week Evaluations"

OH!

WE'VE GROWN!

THAT'S WHY!



For the older classes

One idea which came up was to use Emily Barrett's Classroom Engagement framework, which uses color coding to help understand the kind of engagement predominating during the week.

Red : Driven

Learning is forced with external pressure.

Orange : Doing it

Following instructions without deep engagement

Yellow : Invested

Taking ownership, showing curiosity, connecting learning to life

Green : Driving

Self-directed, motivated by curiosity, setting personal goals

At the end of each week, students fill out short reflections, sometimes in the form of colors, or simple questions about engagement, contribution, and challenges. The questions vary from week to week so as to avoid a sense of dull repetitiveness. The goal is to encourage honest reflection through self-awareness:

"This week in class I felt..."

"One challenge I overcame this week was..."

"What might help me move forward is..."

These weekly reflections seem to students:

- Look back at how engaged they were during the week
- Identify areas where they need to improve their focus or effort
- Think about changes they would like in learning materials or classroom activities
- Understand what makes them feel excited about learning

By the end of the term, thinking about their learning has become a routine assessment for students. This adventure continues, and we hope it will deepen with time.

Light Group

Age 6 to 8 years

Light group welcomes children from kindergartens and facilitates them to continue their curiosity and exploring the world of reading and writing.

For the year 2025-26 our class includes 21 kids aged 6 to 8: ten in first grade and eleven in second grade.



Starting the year

In more than 15 years of teaching, we have never seen such a balanced mix of boys and girls, and such varied backgrounds coming together.

The few weeks have been dedicated to building connections, understanding their peer learners and creating a safe space where everyone feels included and heard.

Which meant the first weeks were full of “No!” and “Last year it was...”

To support the shift, we made a Remember Chart — a simple way to name the behaviors and attitudes we want to grow in class.

Circle time, usually our anchor for sharing and reflection, was disrupted in the first month as we adjusted to a new schedule. Slowly, the group is finding its rhythm together.



Evaluations cups

The cups are our weekly evaluation system, inviting students to reflect on their week through a guiding question. In July, it was “Describe your week in one drawing,” which many linked to our field study in Auroville. In August, with “Describe your week in one word,” some wanted to say more, while others rushed without reflection. By September, “Describe your week in one sentence” brought deeper responses—children explained why their week felt good or difficult, what they enjoyed or disliked.

Eva



Describe your week in one sentence



On challenges

This year a school theme is “challenges and evaluations”, and in Light Group the approach has been very hands-on. We asked,

“So, what is a challenge?”

The children replied: it’s a way to grow, something we can learn, it makes us stronger.

A second grader shared that cycling was his challenge. The group decided to take it up — some learning, others helping. For ten days, at snack and lunch, they practiced until he could ride on his own.

Soon after, two younger girls also wanted to learn, and once again classmates stepped in.

This is why the Circle Time is so important in the morning. This is when we can meet all together and discuss things.



It’s when we really talk about behaviour and the kind of people each of us wants to be as we grow.

Gomathi

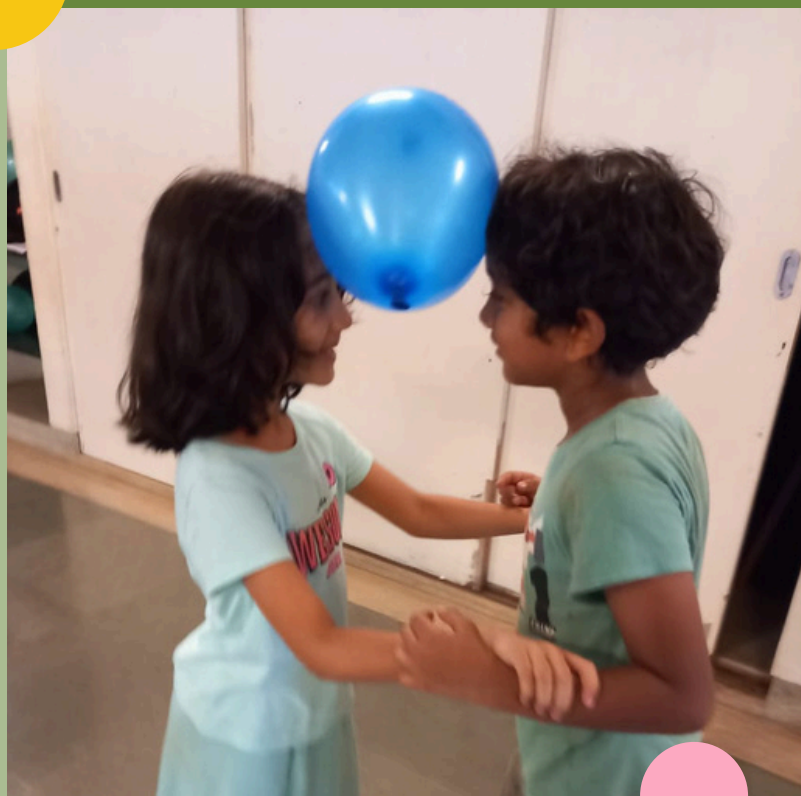


Through play and discovery

Assessment is not only about me observing progress but also about children noticing their own growth.

In dance warm-up movements each one steps up, finds pride of contribution, tastes leadership. Through choreographies and games, they notice it becomes easier to remember steps, dance as a team, and improvise freely. Their excitement in daring to show new ideas was their own way of recognizing improvement.

Fleur



Sri Aurobindo

With Sri Aurobindo's birthday approaching on 15th August, the children read about and enacted scenes from his childhood. What struck them was that

"Sri Aurobindo never complained,"
even in difficult times.

This simple line opened many conversations in the group about how we meet challenges and what attitude we bring.

At one point, a child asked,

"Who is Sri Aurobindo Tata?"

It felt unusual at first, yet there was a real intimacy in how it was spoken. Each one seems to find their own way of relating to him.

When the children learned that Sri Aurobindo's name means "lotus," it unfolded into a joyful project: writing the meaning of their own names and creating a symbol to match.



A contact with Mother

Since August, we've been giving ourselves a little time to work with words of The Mother.

Each week, we write a short quotation on the board. The first was:

🌀 **THERE IS NO GREATER COURAGE THAN THAT
OF RECOGNIZING ONE'S OWN MISTAKES.** 🌀

The children read these aloud, and discuss them, offering examples from their life and bringing up things they would like to do differently. After the discussion the phrase is copied carefully into notebooks. The passages chosen are simple, focused on behavior, growth, and change — encouraging questions like "how can I grow," "how can I become different?"

Deepa





A bonding experience

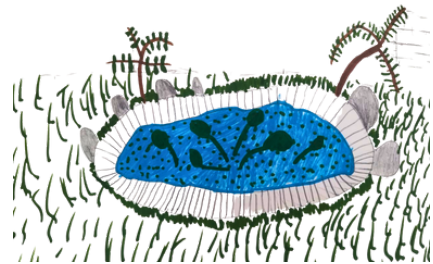
As both a mother and one of the Light group teachers (a new teacher), I believe that integrating first and second graders fosters essential life skills.

In our school's Light group, second graders guide and support their first-grade peers, cultivating responsibility and leadership. This dynamic not only helps younger students feel secure but also encourages older students to step into mentorship roles.

I often witness second graders assisting first graders spontaneously, reminiscent of a sibling bond.

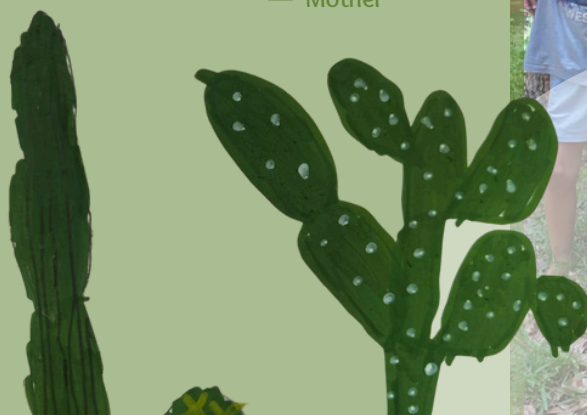
Such interactions enrich our school community and promote personal growth.

Priyadarshini



HARD IT IS TO FIND IN
THIS WORLD
A GREATER GOOD THAN
KINDNESS.

— Mother



Peace Group

Age 8 to 10 years

As we begin this new school year, we find ourselves exploring a fresh group dynamic and facing the exciting new challenge of coming together as a group.



Mindful beginnings

Building connections

The first few weeks have been dedicated to building connections, understanding each other, and creating a safe space where everyone feels included and heard.

Once we felt settled, we introduced a new initiative to help children become more self-aware and intentional in their learning. Each child was invited to choose a personal challenge they wished to work on, something meaningful to them.

The class teacher also suggested an additional challenge to gently guide their growth.

This process is encouraging children to reflect on their own strengths and areas of improvement.

It is helping them become more focused, conscious, and responsible for their actions, while fostering a sense of purpose and ownership of their personal development.

Priti





Growth & Observation

Observation is an important skill that helps children slow down, notice details, and connect with nature.

To encourage this, we began a weekly plant observation activity.

We visited the Mother's Flower Garden, where the children learned about different flowers and experienced the joy of observing nature closely.

Each child brought back a sapling from the garden and planted it in a pot.

Using specially prepared observation sheets, they began recording their weekly observations.



The children were deeply engaged and loved watching their plants grow and flowers bloom.

A few plants, unfortunately, did not survive but this too became a learning moment about the natural cycle of life.

The class continued to care for their plants with patience and dedication, developing a sense of responsibility and wonder along the way.

Priti

OF LILY AND JASMINE AND
MELODIOUS BIRDS,

ALL THESE THY CHILDREN
INTO LOVELY WORDS

HE CHANGED AT WILL AND
MADE SOULMOVING BOOKS

Sri Aurobindo



POETRY CORNER





Awareness Through the Body

Evaluation in cooperative games

With Peace Group we played a cooperative game outdoors. We divided the group in two, and each group had to carry a wooden block in balance while pulling equally the strings attached (see picture below). They had to organize by themselves how to do that.

At the end we had a feedback and evaluation talk. All the problems and successes were reviewed, which emotions were involved, listening to the perspective of each child of what was working or not working.

This whole process helps to create in the children self observation and group evaluation.

Patrizia

Cultural Dance Journeys

The second half of the term was interwoven with a cultural exploration of world dances.

Children were actively involved in naming continents, locating countries, and then learning traditional dances from places as diverse as Ivory Coast, Japan, Brazil, Tonga, and France.

Their participation, curiosity, and teamwork became the markers of progress.

A particularly meaningful form of assessment came when, weeks later, the children asked to redo all the dances and enthusiastically repeated and remembered most of the steps — demonstrating both deep engagement and lasting learning.

That moment showed them how far they had come.

Fleur





“TO BE
YOUNG IS TO
LIVE IN THE
FUTURE”

“TO BE YOUNG
IS TO BE ALWAYS READY
TO GIVE UP WHAT WE ARE IN
ORDER TO BECOME WHAT
WE MUST BE.”



“TO BE YOUNG IS NEVER TO
ACCEPT THE IRREPARABLE”

The Mother



Free Play time

During free play, children are given the freedom to choose what they would like to do – whether it’s playing, drawing, or inventing their own games. This unstructured time has become a wonderful tool for building teamwork and creativity.

Each week, the children surprise us with fresh ideas, setting up imaginative spaces like restaurants, salons, or makeup stores. They even create menus, design makeup tools, and add little details to make their play more real and engaging. Through these experiences, they are not only having fun but also learning how to play together, share ideas, collaborate, and let go of disagreements.

Free play continues to be an important part of their social and emotional growth, allowing them to express themselves and work as a group.

Priti

The collage is a vibrant collection of hand-drawn tiles and paper scraps, framed by a thick orange border. The tiles feature various drawings, text, and symbols, including words like 'UNITY', 'CURIOSITY', 'DISCOVERY', 'FAITH', and 'RESPECT'. Some tiles show simple line drawings of people, objects, and landscapes. The overall theme is positive and educational.

The first term at Deepanam began with two creative approaches designed to bring students, teachers, and parents together in shared exploration.

The first project was inspired by the Social and Emotional Learning team's proposal to use the metaphor of a tree as a symbol of interconnectedness.

Roots represented self and identity, leaves highlighted similarities and differences, bark stood for safety and agreements, while branches and fruits reflected hopes and contributions.

THE PROCESS WAS
JOYFUL AND INSPIRING,
THOUGH SOMETIMES
CHALLENGING TO
ORGANIZE

In parallel, teachers experimented with a Fort Boyard-style adventure to build motivation. Throughout the week, Grace, Faith and Hope students faced a series of tasks and challenges, each success earning pieces of a key-puzzle.

When completed, it revealed the location of a surprise cycle trip. Even without all the pieces, the students solved the code, winning their reward.

This mix of teamwork, problem-solving, and discovery added energy and excitement, making the opening week a memorable start to the year.

Tatiana



Morning Tai Chi

Monday morning begins with the Art of Chi. This class is about 'dynamic to subtle'. It's a nice way to start the day! We work with body movement and have fun with it.

The key point 'to arrive at' is to experience and learn means of self-healing, to feel, develop self-confidence, awareness of posture and being present.

The place we use outside is wonderful and in every session there are moments of Presence, an atmosphere of fun and being together in a more subtle way.

Hans



Learning to look within

You know how Socrates said:

“AN UNEXAMINED
LIFE IS NOT
WORTH LIVING?”

Every Friday, our Grace group students take time to think about themselves. They ask important questions like:

What drives me? What do I need to work on? What's bothering me?

I give them reflection sheets to help with this process. I change the format each week based on what's happening in our classroom.

Over time, the kids are learning to really look at themselves honestly. Instead of just reacting to their feelings, they're starting to understand what they really care about, what they want to achieve, and how they can get better.

This reflection time has become a way for them to grow from the inside out. The students keep track of their own progress – noticing what they're good at, seeing where they need improvement, and celebrating small wins along the way. They're building a clearer, more confident picture of who they are.

I believe these habits will stick with them long after this school year ends, helping them become thoughtful, strong, and compassionate people.

Bhakti





Dance and movement

In the second half of the term, we partnered with English class to design a choreography to the

"FIGURATIVE LANGUAGE RAP."

This project blended fun and learning, as the music style — and the hip-hop dance that came with it — was right in their interest.

Through movement, students became more attentive to rhythm and to figures of speech.

Grade 5 enjoyed inventing their own similes and assonance, while one Grade 6 student impressively caught a metaphor right in the middle of class discussion!

In dance, we kept steps simple enough for everyone to join, while allowing the more experienced performers to polish their rhythm and coordination.

ASSESSMENT TOOK MANY FORMS HERE: NOT ONLY IN HOW I, AS A TEACHER, OBSERVED PROGRESS, BUT ALSO IN HOW STUDENTS NOTICED THEIR OWN IMPROVEMENT,

seeing that with practice and repetition, steps that felt difficult at first became easier and more enjoyable.

Fleur

Calendar making

In history class, when we were discussing centuries, the children began learning about the concepts of BCE and CE, and how years are calculated before and after.

They also studied the Gregorian calendar, which sparked their curiosity about who invented calendars, how they were made, and how different cultures followed their own systems of time. This curiosity led us to take up a project on calendar making.

We encouraged the children to research calendars from their own cultures, such as the Gregorian, Tamil, Korean, and others.

Each child explored the origins and unique features of their chosen calendar, including how they calculate festivals, seasons, and other important events. They were excited to discover how people across the world have measured time in different ways, often connected to the moon, sun, or cultural traditions.

Finally, the children presented their work by creating calendar charts, which displayed their findings beautifully.

The project deepened their understanding of history brought forth cultural diversity.

Narmadha



Awareness Through the Body

In ATB classes, evaluation is understood differently than in traditional education. Progress is not measured by grades or tests but through the child's direct experience and growing self-awareness. Children are encouraged to notice how their attention, balance, or sense of relaxation shifts over time and to value presence over performance.

Although ATB learning objectives are less quantifiable than in academic subjects, facilitators regularly remind children of the aims: noticing where attention is and bringing it back, observing how exercises affect them physically, energetically, emotionally, and mentally, and developing sensory landmarks to better understand what they feel and how they might respond. Each session begins with a pause to "stop before starting" and ends with a moment to sense what has changed — perhaps feeling calmer, more awake, or less entangled in emotions or thoughts.

Evaluation also happens through cooperative games like "Crossing the River", where children collaborate using tools and strategies. They are invited to observe themselves in these situations — how cooperation influences their moods, thoughts, and emotions — and, as they grow, to connect sensations with inner states and outward behavior. Over time, this builds a "backpack of tools" for self-regulation and conscious choice.

Recently, Faith group reflected on their teamwork and unlike earlier attempts marked by distraction and restlessness, they completed the task quickly by staying focused, positive, and united.

They were delighted at the end of the session; they had recognized how a shared, constructive mindset allowed them to work together with greater efficiency and harmony. Thus, evaluation in ATB is not about external judgment but about learning to witness, understand, and consciously direct oneself — individually and as part of a group.

Natascha & Honor



Teacher's reflection

When I was asked to teach the Grace group this year, I decided to give it a try. I really enjoy working with kids this age — they're so curious and want to learn everything. It's like they soak up knowledge like sponges.

Before I even started planning lessons, I knew I needed to build a good teaching team first. We spent time reading what The Mother and Sri Aurobindo wrote about education and what makes a great teacher. This helped us understand our approach better.

Then I started wondering: what happens when kids fight or act out in class? Will they even be able to focus on learning? I realized we needed to create the right environment first. Teachers and students have to understand each other. When everyone can communicate well and share the same values and goals, teaching and learning become so much more enjoyable.

Our Back-to-School program really changed everything. We worked together to create classroom rules and agreements that we still use today. Now when problems come up, we can remind each other:

**"REMEMBER WHAT WE
ALL AGREED ON
TOGETHER?"**

My biggest goal has been helping these kids become kind and caring toward each other. Once we have that foundation, I believe we can achieve anything.

Bhakti

Faith & Hope

Age 12 to 14 years

The Back to School one-week programme, conducted at Faith, Hope, and Grace, created a vibrant start to the academic year by focusing on teamwork, self-discovery, and peer connection.



Back to School

Forming a group dynamic

Through student reflections and interviews, the program's impact was clear in both personal growth and community-building.

Student experience

Students described the week as fun, engaging, and different from regular classes. Activities such as team-building games, cycling trips, puzzles, and creative projects (like the tree trunk activity and human bingo) were memorable highlights. For many, this was the first opportunity to interact deeply across groups, bringing a sense of excitement and belonging.

Key reflections

The Back to School program led to the students ...

- Overcoming shyness and building confidence.
- Discovering independence and personal goals.
- Learning to collaborate and problem-solve.
- Feeling supported by classmates during challenges.

Relationships noticeably improved, with many students reporting an increase in trust and connection — some measuring the shift as moving “from 5 to 8” or “from 3 to 7” in trust levels.



What we noticed

Enhanced peer relationships

Students got to know one another's strengths, interests, and preferences.

Teamwork and inclusion

Every voice was encouraged, creating a family-like sense of unity.

Confidence and self-discovery

Students became less shy, more open, and some stepped into leadership roles.

Shared memories

Outdoor trips, games, and creative tasks became anchors of collective joy and connection.

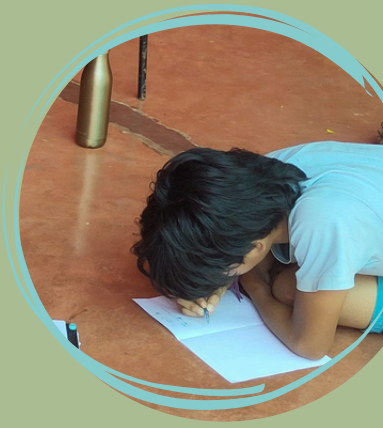
"I DISCOVERED THAT I CAN BE INDEPENDENT IF I WANT TO."

"THE TRIP TO NINE PALMS IS SOMETHING I'LL ALWAYS REMEMBER."

"I LEARNED THAT LISTENING TO OTHERS MAKES THE TEAM STRONGER."

"WORKING TOGETHER MADE ME FEEL LIKE WE WERE A FAMILY."

"I WAS SHY AT THE START, BUT BY THE END I HAD SO MANY NEW FRIENDS."



Collaborators

This program's success was made possible through the efforts of the Deepanam School staff and faculty (designing and facilitating the programme), the class mentors (supporting reflection and guidance), and the Maatram team, who co-created and anchored student-centered experiences.

And of course parents & community members, coming in for presentations and encouragement. Last but not least the students of Faith, Hope, and Grace – whose openness and participation shaped the program's achievements.

Next Steps

The Back to School programme gave students a strong foundation for the year. We hope this will help them feel more independent, supported, and bonded with their peers.

With small adjustments for pacing and structure, the programme has the potential to become a cornerstone tradition at Deepanam.

Udayan



Dance

For Hope students, assessment in dance class went beyond performance: students became active evaluators of their own learning.

We begin the year with a strong focus on understanding the body and deepening the connection between mind and movement. Through the term, we deepened the work on body awareness and safe, effective movements through the lens of biomechanics and kinesiology.

After studying how the body moves, each student designed a warm-up sequence with a specific purpose, identifying target body parts, joint directions, and the reasoning behind their choices. At first their plans were simple, but as they understood the structure and purpose of a warm-up, their sequences grew more precise and creative.

They began to see how intentional preparation could benefit not only dance but also their other physical activities. This process allowed them to recognize their own progress — moving from imitation to thoughtful design.

Looking ahead, they will take ownership again by researching traditional dances from their own countries to share and reflect on together next term.

Fleur



Inquiry sessions

Faith and Hope groups started “inquiry sessions” on Thursdays. These 30-minute sessions created a safe space for students to explore fundamental questions about human nature.

Class began by examining “belonging” – what drives our need to fit into groups and how it sometimes leads to excluding others. Students discovered the difference between “fitting in” (changing ourselves to be liked) and “being accepted” (being valued for who we truly are).

Exploration continued with topics like being different, comparison, and jealousy. Through honest dialogue, students learned to observe their own thoughts and feelings without judgment. They discovered that comparing themselves to others often creates both superiority and inferiority – neither of which leads to genuine happiness.

The most beautiful outcome was that students developed deeper empathy and understanding for each other, realizing that everyone shares similar struggles and fears, creating genuine connections.



Parents' Circle

Building community

The Faith and Hope group parents started a beautiful new initiative – the Parents' Circle. This gathering, held on Saturday, August 30th, created a space for parents to connect not just as caregivers, but as a supportive community.

At the heart of this initiative is the practice of listening circles, where every voice is valued and heard without interruption or judgment. Parents sit together in a circle, sharing experiences and offering their presence to one another. There's no fixed agenda – just the simple yet profound act of deep listening.

The circle recognizes that parenting brings both joys and challenges, and that by listening to each other's stories, understanding grows and burdens feel lighter. Wisdom emerges naturally from the collective sharing, creating a safe space where parents can be authentic about their experiences.

Mahavir



Accents across the school

Sri Aurobindo's birthday: an offering

15th August is not just another date on the calendar. For us in Auroville, it carries a profound significance, as it marks the birth of Sri Aurobindo.

At Deepanam, celebrating this day has slowly grown into a cherished culture. Over the years, the children have offered poems, plays, sonnets, and readings from Savitri, each expression filled with sincerity and joy. For the children, it is both an introduction and a deepening, discovering Sri Aurobindo's life and his dream for humanity. For the teachers, it is a reminder of why we are here, and how our work with the children is connected to a larger purpose.

One of the most treasured moments each year is when the whole school, teachers and children together chant the Sri Aurobindo Gayatri Mantra, a mantra known by all.

This collective chanting creates an atmosphere of aspiration and unity, carrying us inward toward silence and offering.

Over time, this day has become a living culture at Deepanam: a way of growing together in the light of Sri Aurobindo and the Mother.

It strengthens our collective spirit and reminds us that education here is not only about knowledge, but about awakening, aspiration, and inner growth.

Through these shared offerings, we continue to walk together, remembering, renewing, and growing in the light of His guidance.

Priti

ॐ TAT SAVITUR VARAM RUPAM,
JYOTI PARASYA DHIMAHY YANNAH
SATYENA DIPAYET.

Sri Aurobindo's Gayatri Mantra



DP-COLAB

The launch

"DP-COLAB" is Deepanam & Parents Collaboration, a new initiative designed to strengthen the partnership between Deepanam school and the parents community.

The school identified needs where parents can actively support the school: from classroom setup and teaching support to fundraising and daily activities.

The framework

The idea was to have parent Representatives for each class group who serve as bridges between families and the school. These representatives coordinate with parents in their class and communicate directly with teachers.

The first meeting on August 29th welcomed 12-14 enthusiastic parents who engaged actively in discussions and plans for the year ahead. The positive response and participation was encouraging.



Tamil language

Tamizh Language is a priority in Deepanam school; it starts with the very youngest group, takes an important part in cultural programmes and the overall life of the school.

This term began with understanding and knowing the students' levels of where they have difficulties in learning Tamil.

So the first week went by asking each group, what were their interests and how would they want the class to happen in such a way that they are involved in learning the letters and writing fluently (basically to bring interest and fun in learning).

I thought of creating short projects related to their lessons. In which I found the kids having fun and having enthusiasm in doing hands-on things and asking for more. Which also makes them think creatively.

Story writing encouraged the older grades to create their own stories on topics chosen by themselves, in a way that helped them to improve their handwriting too.

What I like especially this year is the beauty of the project form of teaching, and how it is an easier and more interesting way for kids to grasp the language. This makes me happy, as if I have found the right path.

Anu

Mahavir



Cultural exposure

In Auroville, occasions often present themselves for the schools to open their doors an welcome offerings from around Auroville, India and the globe.



SPIC MACAY

Odissi event

The students (all groups) got a unique opportunity to participate in a workshop-demonstration by Sangeeta Das ji, a renowned Odissi classical dancer, on 11th September '25 at the school amphitheatre.

Sangeeta-ji explained about different styles within Odissi and how her style involves more grounded-ness in the movements.

She began the event with 'Mangalacharan', an auspicious introductory item where she invoked blessings from the divine. This was followed by other dance performances, including a childhood story from Lord Krishna's life.

Finally, she invited students and teachers for a brief dance workshop, where she taught the basic Odissi dance steps and also the different emotions expressed through the dance.



JUST AS FLOWERS BLOSSOM IN THE
SUN, CHILDREN BLOSSOM IN JOY



This event was inspiring for the students and sowed a seed in them to learn more about India's cultural heritage and the values embedded within it.

This event was arranged by SPIC MACAY (spicmacay.org), a 47-year old voluntary movement supported by Ministry of Education and others.

Ameya



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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