

DEEPANAM SCHOOL

April 2026 | *newsletter* | Vol. 7

What's
Deepanam
School?

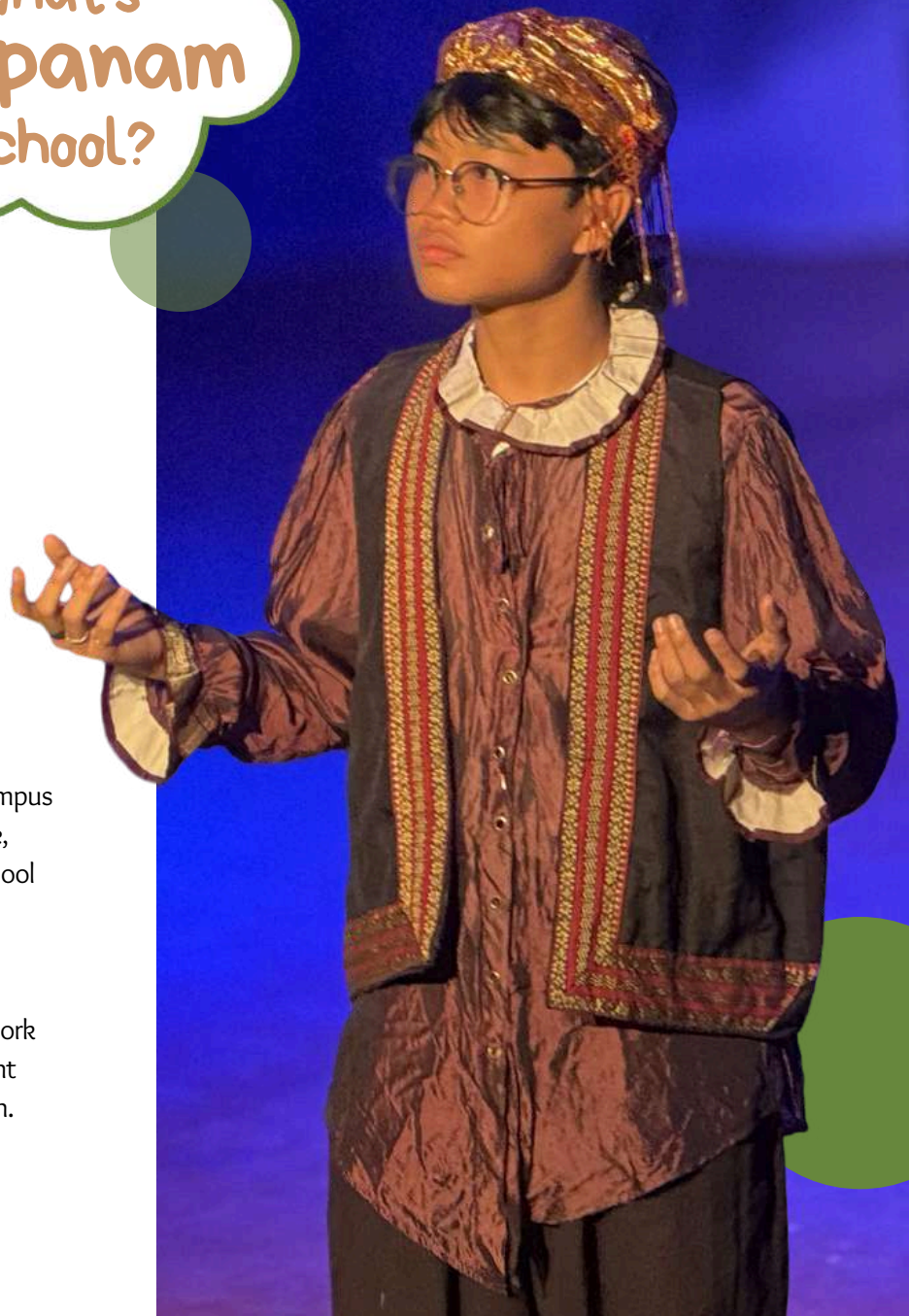


Well...

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

Founded in 2006, Deepanam seeks to work out approaches and means for a constant progress towards an unending education.

It's aspiration is to make manifest a environment of joy that inspires 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

An amphitheatre at the heart of the school

At Deepanam, theatre is central to the school. It is a form of expression for teachers as well as students. The amphitheater sits at the heart of the school, and it earns its place as one of the most important parts of the learning experience here.

It begins early, at age seven when they are in Light Group.

Over the years, students perform in English, Tamil, and French, plays and songs and dance, and bring Shakespeare to life. These are not small performances — they are full, lively shows that the community gathers to watch.

In the beginning, many children are shy and not sure of themselves. Something quietly shifts when they begin to learn to stand before an audience and speak. By the time they are twelve or fourteen, they are completely at ease on stage — speaking clearly, moving with confidence, expressing themselves without being nervous.



Lessons through Stories

There is an enormous amount of teamwork behind every production, and that spirit runs through the whole school.

Classes come together and bond deeply during rehearsals — and that connection matters just as much as the final performance, sometimes more.

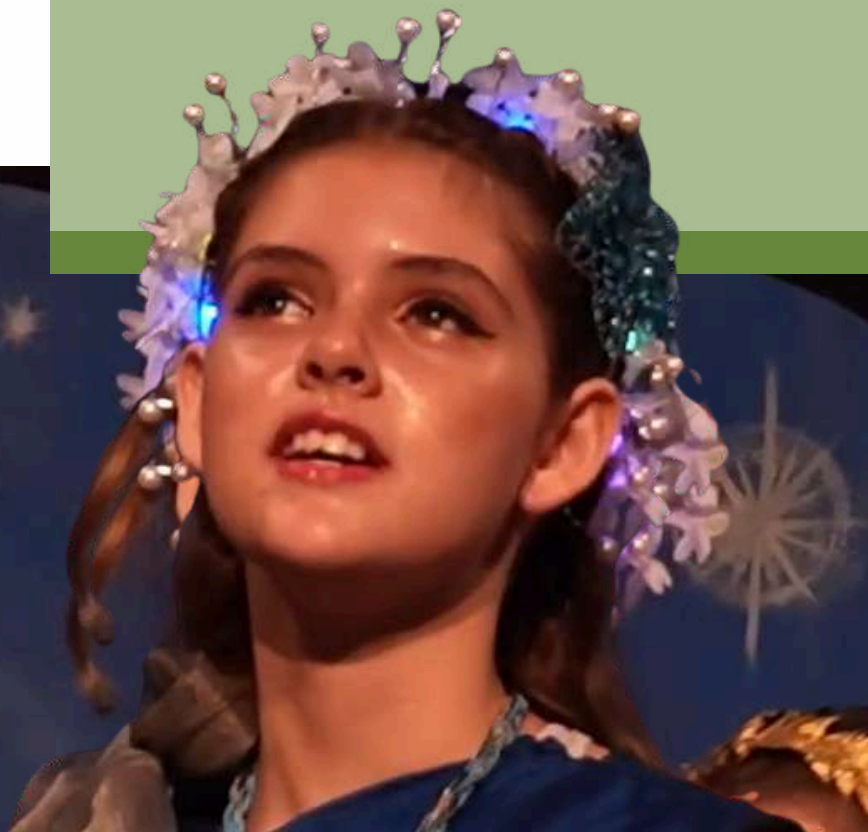
Mahavir

The students
say it best

"I never heard
applause so energetic."

"We learned about
teamwork and the
importance of
punctuality."

The amphitheater at the heart of
Deepanam brings everyone together
— and the stage gives them joy,
confidence, and a voice that stays
with them long after the curtain
falls.



Light Group

Age 6 to 8 years

As the year concludes with the school's youngers group, we speak of growth, of change, of care towards the new children who will be coming in next year.



Morning Circle

Every morning, children gather in a circle and share simple moments from their lives, such as seeing animals or birds on the way to school, celebrating birthdays, meeting friends and family members, or talking about special plans at home.

This helps children settle happily into the classroom environment, making them feel heard, valued, and connected.

They also develop confidence in speaking and listening as they interact with their peers and teachers.

We can see children enjoy expressing themselves joyfully through movement, conversation, and creative participation.

GIVE THEM THE EXAMPLE OF
DISINTERESTEDNESS, PATIENCE, SELFCONTROL,
CONSTANT GOOD HUMOUR,
THE OVERCOMING OF ONE'S LITTLE PERSONAL
DISLIKES, A SORT OF CONSTANT GOODWILL,
AN UNDERSTANDING OF OTHERS' DIFFICULTIES;
AND THAT EQUALITY OF TEMPER WHICH MAKES
CHILDREN FREE FROM FEAR,

FOR WHAT MAKES CHILDREN DECEITFUL AND
UNTRUTHFUL, AND EVEN CUNNING, IS THE
FEAR OF BEING PUNISHED.

— Mother





Dance

This term, the Light group took part in a theatre performance along with Faith and Hope. They explored movement using props and worked in duets, which helped them grow both creatively and responsibly as they learned to work closely with their partners.

The children were incredibly proud to be part of a larger performance !

Later, we connected dance to their classroom learning about continents, with a focus on Africa and North America. The children explored different styles of movement and then worked in small groups to create their own dances. What they created together was joyful, original, and full of life.

Meeting Parents

Parents' meetings are conducted regularly to build a strong connection between home and school. Before the beginning of the school year, all parents are invited for a general meeting to understand the classroom environment, the learning process, and the plans for the year.

During the second term, individual meetings are arranged with parents to discuss the child's overall growth and settling in the classroom environment. Teachers and parents share observations and experiences to support the child's learning journey in a positive and meaningful way.

At the end of the term, individual meetings are again conducted to reflect on the child's progress and development throughout the year.

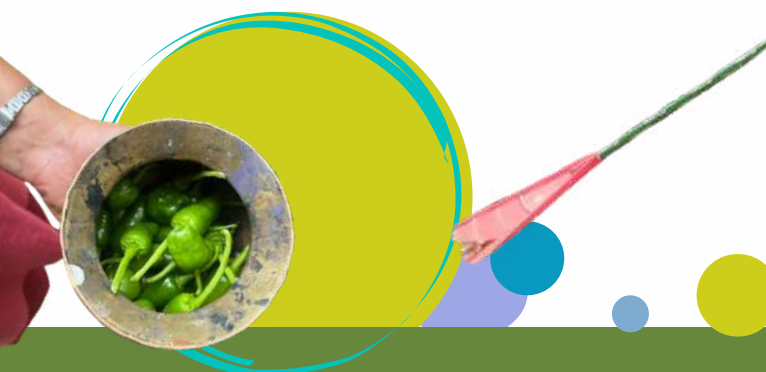
Gardening

The children participated in gardening activities once a week, observed the growth of the plants closely and took part in watering, caring, and maintaining the garden.

They planted chilli, brinjal, onion, and also explored a variety of herbal plants

This helped them develop curiosity, responsibility, and a closer connection with nature.

They also expressed their observations creatively by drawing pictures of the plants they had grown.





Chanting

Every day begins with chanting before the morning circle.

Through chanting, the children are introduced to simple Sanskrit words and shlokas, and the meanings of certain words and lines are explained to help them understand and connect with what they are chanting.

These sessions create a calm and peaceful atmosphere and help the children develop focus, listening, and pronunciation skills.

Cultural program

This year, the children performed a play called Katharikka More Kuzhambu, inspired by the stories of Tenali Raman. The play also included a dance performance, which made the experience lively, joyful, and engaging for the children.

Participating in the play gave the children an opportunity to enjoy acting, movement, and storytelling in a fun and meaningful way.

They learned to overcome stage fear, and developed their communication and expression skills.



IT IS INDISPENSABLE
TO TEACH THEM FROM THE
BEGINNING TO DO A COLLECTIVE
WORK IN WHICH EACH ONE
PLAYS HIS PART;

OTHERWISE
THE WHOLE THING WILL REMAIN
ONLY AS AN INTERESTING PLAY FOR
A FEW CHILDREN.

— Mother





Painting

The children explored how one idea can take shape in many different ways through materials like clay, paint, and paper.

A simple drawing slowly transformed into a model, while a clay rose later inspired a beautiful painting.

As they painted, shaped, and created, they experienced the joy of bringing their ideas into the material world.

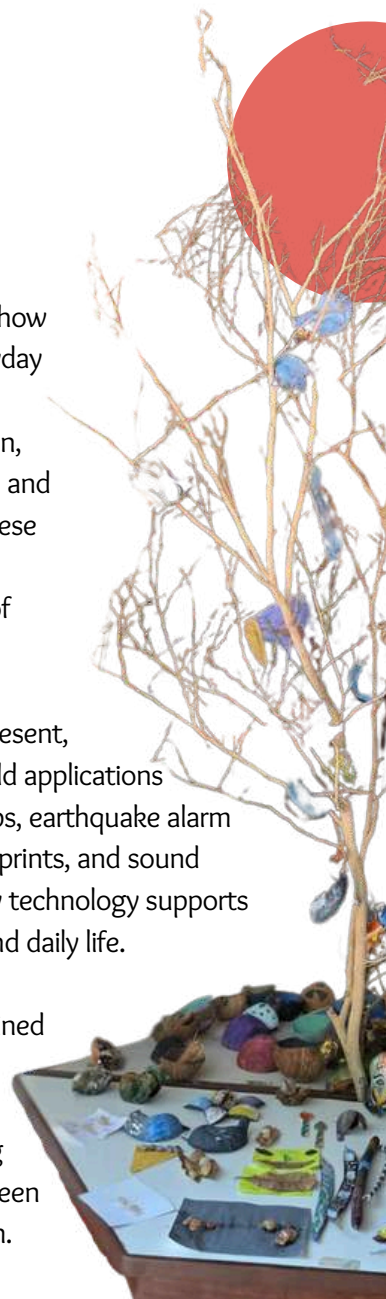
Through this process, the children began to understand how imagination can travel across different forms of art.

STEAM

The Light Group explored how early humans solved everyday challenges, experimenting with natural water filtration, early shelters, invisible ink, and the formation of Earth. These experiences helped them appreciate the ingenuity of ancient innovations.

As they moved into the present, they investigated real-world applications such as submersible pumps, earthquake alarm circuits, encryption, fingerprints, and sound science—discovering how technology supports safety, communication, and daily life.

Looking ahead, they imagined sustainable solutions like rainwater harvesting and futuristic shelters, building a strong connection between knowledge and innovation.



Concluding the year A period of transition

As the year comes to an end, children look back on the many experiences, learnings, and joyful moments they shared together.

It is also a time of transition, where they prepare themselves for new changes, new classrooms, and new journeys ahead with confidence and excitement.



Peace Group

Age 8 to 10 years

This age group is very open. These children are ready to explore, to learn. Propose something and they are all excited.



Nature Club

Field work and projects

Every alternate Tuesday, the children eagerly look forward to visiting the botanical garden, where the Nature Club team welcomes them with a new and exciting topic such as snakes, birds, mushrooms, and insects.

Learning about Auroville and its rich natural environment has been a wonderful experience for both students and teachers.

THEY EXPLORE AND LEARN ABOUT THESE TOPICS WITH CURIOSITY AND EXCITEMENT.

The sessions go beyond just learning about nature, they are also filled with creative activities, including art and craft, which make the experience even more engaging and joyful .





Continents and Countries Presentation

Term project

Our students did a vibrant “Continents and Countries” presentation. They began with research, exploring cultures, geography, wildlife, landmarks, and daily life across different regions.

A JOYFUL JOURNEY OF DISCOVERY, EXPRESSION, AND GLOBAL CONNECTION.

As part of this project, the children began with research work, where they explored their assigned continent in depth.

They were guided with thoughtful questions that helped them inquire and discover information about culture, geography, wildlife, landmarks, and daily life.

The work

They expressed their understanding through creative drawings, lively skits and colorful, energetic dance performances.

The children’s confidence, teamwork, and creativity shone throughout the presentation. This helped them develop research and communication skills, cultural awareness, and self-expression.

IT IS THE SPIRIT IN MAN WHICH MOULDS HIS FATE; IT IS THE SPIRIT OF A NATION WHICH DETERMINES ITS HISTORY.

— Sri Aurobindo



Building Gratitude & Kindness

Students have begun maintaining a Gratitude and Kindness Journal, where they reflect on:

- Things they feel thankful for each day
- Acts of kindness they offered or received
- Moments when they chose understanding over reaction

Children are developing:

- A sense of appreciation and empathy
- The ability to recognize and express kindness
- Stronger and more respectful relationships

It is beautiful to see how they slowly started understanding and building a classroom culture rooted in care, respect, and gratitude.

Priti



STEAM

The Peace Group explored how science and innovation shape our world across time.

Beginning with traditional medicines, early printing techniques, and bull carts, they gained insight into past lifestyles.

In the present, they studied animal science, wildlife crossing bridges, and sensor-based cars, developing awareness of how technology can protect nature and improve safety.

Looking toward the future, they imagined transformative ideas such as robot doctors and advanced healthcare solutions, showcasing their creativity and forward-thinking mindset.

Prema

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

— Mother



Expressive HeART

At Deepanam, Expressive HeART combines Nonviolent Communication (NVC) and art to support children's self-discovery, authentic expression, and deep listening.

Each session begins with a mindful check-in, meditation, and playful NVC activities, such as empathy circles, role plays, and creative storytelling.

The second part of the session is dedicated to free and judgment-free artistic expression.

This year, new practices emerged, including a "transformer machine" that turned self-critical thoughts into compassionate ones, collages that expanded beyond the frame, and wish cards beginning with the phrase, "May I or you feel/be..."

More than creating beautiful artwork, children experienced moments of relief, clarity, and joy.

Through this process, they developed empathy, creativity, and the courage to take small, meaningful steps toward making life more beautiful for themselves and those around them.

Sandrine



Dance

This term, the Peace group continued their journey across continents, exploring dances from Asia, Oceania, South America, and Europe.

After discovering different styles through music, videos, and costumes, the class split into four groups, each choosing a dance to learn.

The different styles brought a lot of energy and enthusiasm into the class.

Fleur



Grace Group

Age 10 to 12 years

As a child grows into the preteen stage, we have found it is crucial to address the vital being from various different angles.

Refining the vital

Through the arts

In the third term, children were introduced to the great artists of the world. Once a week, in the class meeting, a biography of one artist was read, and the artist's style and famous works were discussed.

Children learned about the challenges these artists faced in their times, how some received recognition only after their death, and how they stayed true to their passion and vision.

Students were asked to research one artist, give an oral presentation to the class, and refine their taste and sensitivity to beauty through art appreciation.



Colour, texture & form

This year, painting with Grace became a space for exploration, where students combined observation and imagination. Through color, texture, and form, they developed confidence in expressing their ideas.

They explored concepts such as symmetry, polygon art, and portrait drawing, while also engaging in playful visual experiments.



Optical activities like thaumotrope and agamographs introduced movement and transformation in images, sparking curiosity and creativity. Working with pointillism, Grace groupers explored how small, intentional marks can come together to create depth and atmosphere.

This opened the door to understanding perspective.

Throughout, the focus remained on curiosity, experimentation, and the freedom to create without pressure.

Tatiana



On battles and sirtaki

In dance classes, we worked on choreographies to be included in their theatre play based on the Trojan War. To support the theme, we explored elements of traditional Greek dance, ancient Mediterranean music, and movement inspired by battle scenes.

The choreography combined group formations and dynamic sequences. The chosen dances such as a Greek sirtaki brought a welcome challenge, especially in developing coordination and posture—learning to keep the chest lifted and gaze forward while the legs moved laterally required focus and control.

Throughout the term, the group showed commitment and enthusiasm, and it was rewarding to see them bring energy and intention to their roles within the larger performance.

Fleur

Free writing

Free writing is a timed, non-judgemental writing exercise which allows the children to express their ideas freely on the page.

When introduced at the beginning of the school year, children were a bit clueless about what to write, and parents were also concerned that their children were not able to construct proper sentences, were not focusing on grammar or spellings, and were not really learning how to write.

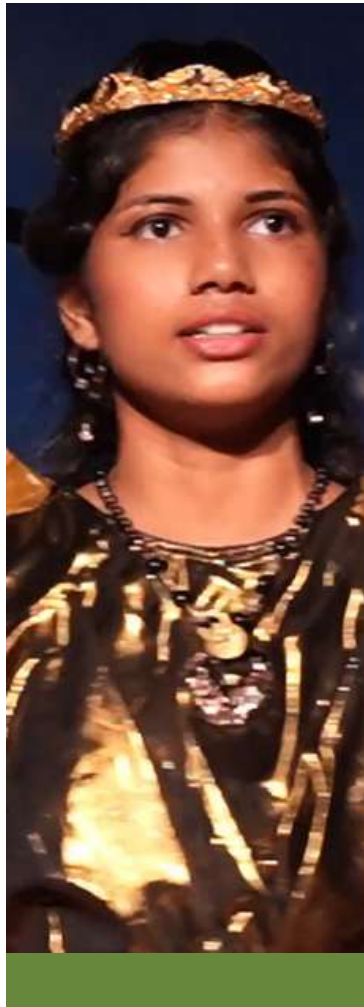
The aim of this exercise was to get the muscles of the hand trained to write, because a lot of children complain that their hands start paining if they write for too long.

Secondly, it was to overcome the fear of making mistakes and being judged, and to give a voice to the children and the freedom to write on the topics that matter to them or about their experiences. Over time, this sense of ease and ownership began to show in their writing.

In those eight minutes of shared silence, ideas take root for stories and catharsis is achieved when they write about issues that bother them. In the end, some children enthusiastically share their writing, while others prefer to keep it private, which is equally welcomed. Over the year, through this exercise, we noticed a clear improvement and a greater willingness to write.

Bhakti





Class Play

The Iliad

Each year we put up a play for the parents and community. This year, as we were studying ancient Greece, we decided to perform The Iliad. To build a background, we read the story and also watched videos to understand the plot.

In English class, we studied the different characteristics of an epic poem and how The Iliad began as an oral tradition and was written down by Homer in the 8th century BCE. Students from Grade 6 researched other epic poems from different cultures and made posters. The class as a whole did a deep study of their characters — physical and internal traits — and of the gods, which side they picked, and why.

In dance class, the children were already learning dances from ancient Greece with Fleur, who also helped choreograph the fight scenes.

Before the school took a break for Auroville week, the background was built and the first reading of the script was done. The children were asked to choose which characters they wanted to play and were given roles accordingly, which led to a happy cast. Some found that though they were playing their favourite character, they did not have enough lines. This was compensated by giving them narrations, dances, or monologues. Each child was given an equal opportunity to express themselves.

Consistent practice

The practice sessions from 2nd of March. Time was not enough, and the pressure was felt by both students and teachers. Costumes had to be made, as did the props. Mike, our improv teacher, worked on the dialogues and acting, while children who were not involved in the scenes were busy making shields, helmets, spears, armour, and painting the scene of Mount Olympus or the walls of Troy.

It was a very good example of the project becoming not exclusive to only one group, as children from other groups also helped in painting. Little ones always look at the work done by the older children and look forward to joining the group one day. One challenge we faced was the heat. To beat it, some practice sessions were held indoors in Cripa, which helped the children stay comfortable and focus for a longer period of time.

Looking back, I find it amusing, as the class was busy as bees and teachers were also bringing work home and staying up late at night.

The play was performed on 24th April at 7.00 p.m. at the school amphitheatre, with the help of parents in the areas of makeup, costumes, and making and serving a meal to the cast and crew. It was a harmonious event, a fruit of collaboration between parents, teachers, and students.

The play was well received. Parents of students were amazed by the costumes and props and were deeply appreciative.

I will quote one parent:

“To present an epic of this kind in such a short duration and with such preparation time is indeed a difficult task... Most importantly, the dialogue delivery has improved so much. Every child on the stage, no matter the character or the dialogue, was confident and audible.”

Bhakti

Entomology

This term, Jana offered us engaging entomology classes. Through these sessions, we explored the fascinating world of insects and related topics such as arthropods, pseudopods, and Mellitology, etc.

As part of our learning, we visited the botanical garden to observe insects in their natural habitat. The children also enjoyed insect watching at Deepanam, which made the experience even more interactive and exciting.

These activities helped them learn to identify different insects and understand their importance in maintaining ecological balance. Overall, the sessions sparked curiosity and a deeper appreciation for the natural world.

Narmadha



STEAM

From understanding how Artificial Intelligence learns to tracing the evolution of human communication—from cave drawings to emojis. Through parachute experiments we demonstrated the science of air resistance, activities like laser security alarms and breadboard circuits introduced basic electronics. Through role-play in mobile communication, they explored how signals connect people across distances.

French Classes

French classes with Grace focused on building confidence and ease with the language in a supportive, low-pressure environment. With diverse linguistic backgrounds, students were encouraged to notice connections between French, English, and other languages.

Through games, songs, and simple communication activities, they engaged with the language in a relaxed and playful way, developing familiarity step by step. The emphasis remained on creating a positive and stress-free learning experience.

Concluding the year

After working very hard on the play for nearly two months, the Grace group took a trip to Chennai's Tholkappia Poonga.

We were given a brief talk about the wetlands and the restoration work done there and we took a walk. Children participated in some interactive exhibits, but mainly enjoyed the coolness in the summer heat.

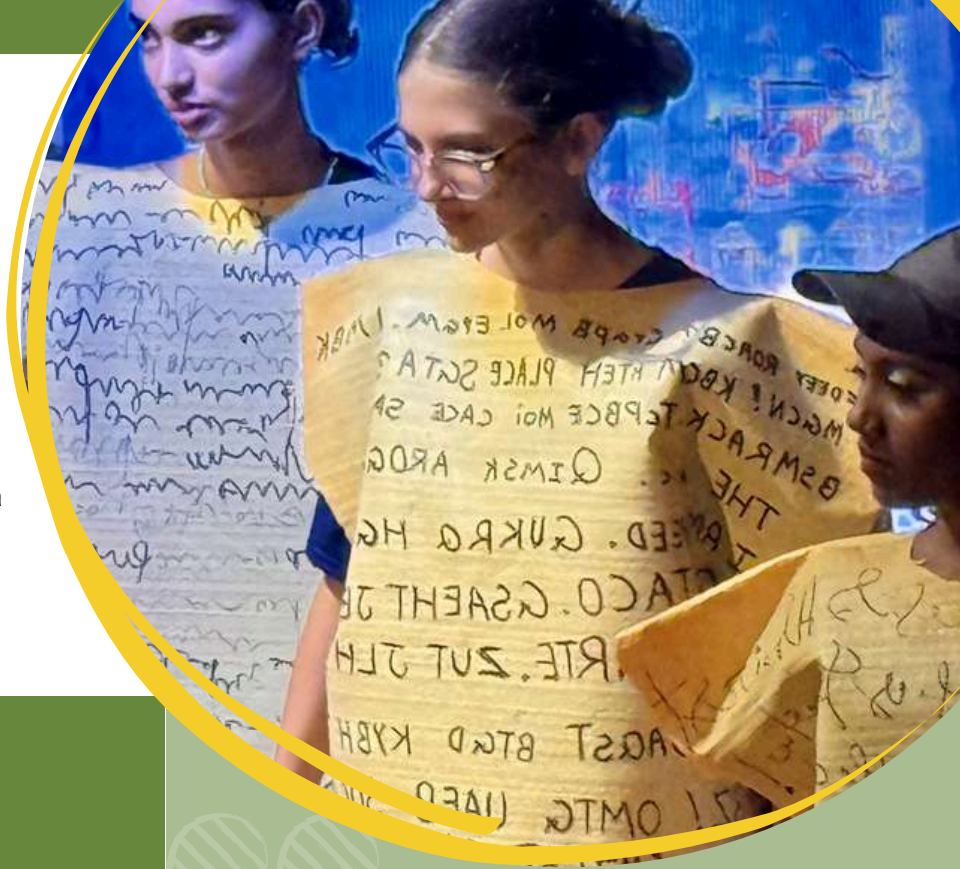
On the last day, we bid adieu to Feliciene, who was leaving for France, and Jeshikha, who is joining a school outside Auroville. We also had a symbolic graduation ceremony for the 6th graders, who would be joining the Faith group.

Overall it was a fulfilling year and we are looking forward to next school year.

Faith & Hope

Age 12 to 14 years

The last two years for a student at Deepanam offer students greater freedom and responsibilities, trusting them as they make their first steps towards young adulthood.



Haroun and the Sea of Stories

The great play

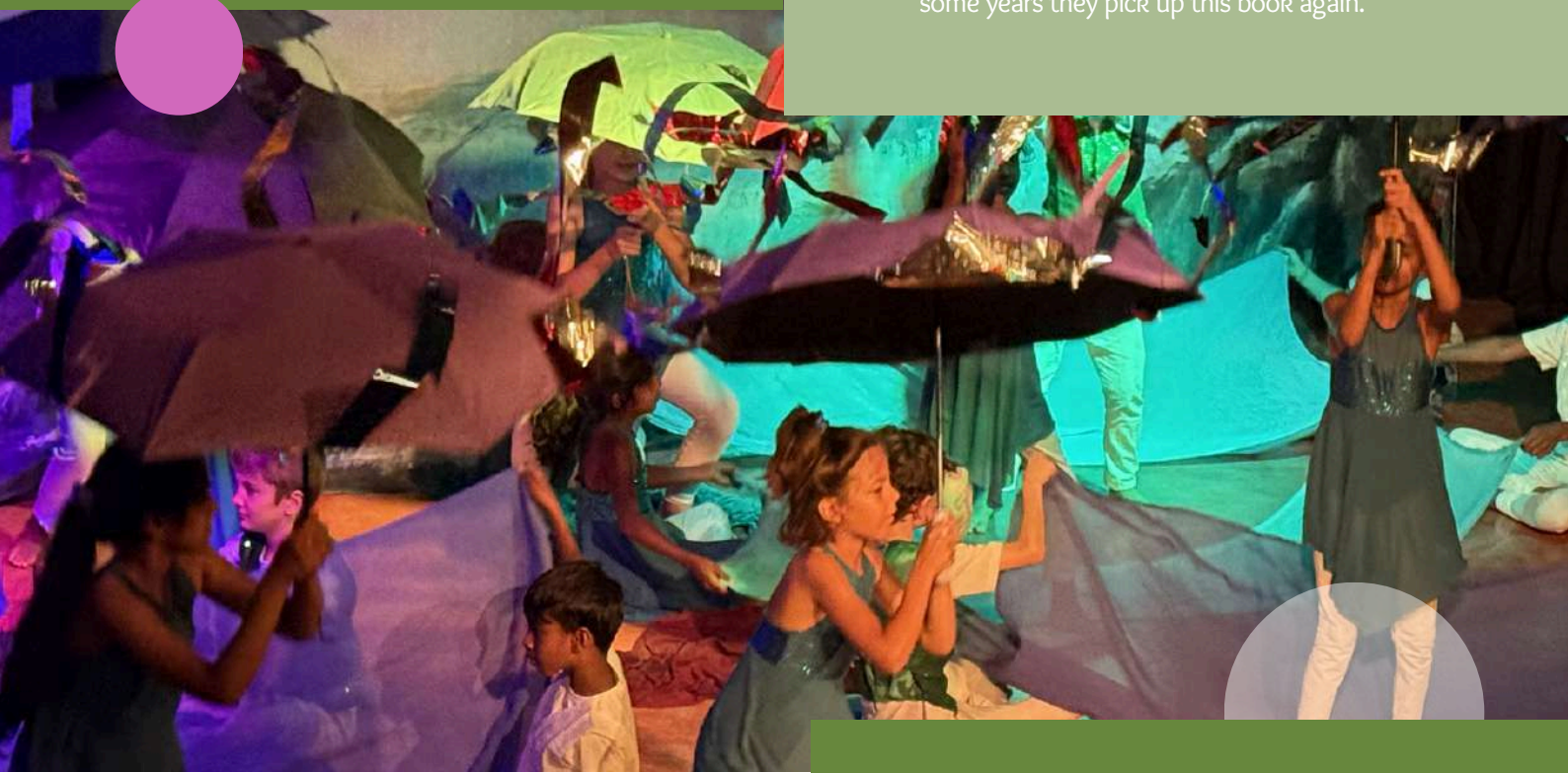
This particular group inspired a change from years of Shakespear, a different flavour and angle and so it was that an adaptation of Salman Rushdie's Haroun and the Sea of Stories was chosen.

HE KNEW WHAT HE KNEW: THAT THE REAL WORLD WAS FULL OF MAGIC, SO MAGICAL WORLDS COULD EASILY BE REAL.

— Salman Rushdie

A story of a child who sets out on a fantastical journey to restore his father's lost gift of storytelling.

We wished to invite the teenagers into a world of wild imagination, humour, and wonder, and leave them with some questions they might explore later, if in some years they pick up this book again.



Funk and confidence

Faith and Hope created a lively final dance for their theatre play, using a fun and accessible funk style. With simple and catchy movements, students worked on dancing together and feeling confident on stage.

They explored how hand gestures and body movements can support storytelling, especially around themes of listening and communication. The result was an energetic and engaging piece that brought the play to life.

In the second part of the term, Hope returned to cultural dance and reimagined a French cancan in a non-gendered way. This allowed every one to participate fully while highlighting their own strengths, from flexibility to acrobatic skills.

The project was full of energy and laughter, giving students the freedom to explore the style in their own way while enjoying dancing together.

Fleur



Painting

Painting with Faith offered a space to deepen exploration and develop more artistic skills. From nature studies and cross-subject links to visual experiments, students explored how images are created and perceived. They explored one and two vanishing point perspective, bringing both real-life inspirations and inner worlds to life. Panel painting encouraged working on a larger scale, while watercolor techniques allowed for visual experimentation. The process emphasized curiosity, creativity, and growing confidence in artistic expression.

Tatiana

French Classes

French classes with Faith supported students in building confidence and engagement with the language while working across different levels and backgrounds.

The focus was on discovering patterns, making connections with familiar languages, and gradually becoming more comfortable with understanding and expression.

Through reading, games, songs, and interactive activities, students explored the language in a dynamic and supportive environment.

The approach remained flexible and student-centered, encouraging progress at an individual rhythm and fostering a positive relationship with learning French.

Tatiana

The Yercaud Trip

Hope and Faith groups' trip to Yercaud took place from 30 March to 1 April. It was an enjoyable and memorable experience. The groups travelled by bus from school and stayed at TTDC surrounded by the beautiful hills of Yercaud.

During the three-day trip, all had fun with pedal boating, nature walks and visiting viewpoints. There were a lot of expectations when we decided to visit the waterfall. Kids were disappointed when there was not much water and on top of that it was difficult to deal with monkeys trying to attack the bags.

More than the places visited, the trip was about spending time together. The meals together, playing games in the cool evenings and long walks with casual chatting.

Graduation

Graduation is the final event of the year at Deepanam School. It marks an important transition—not only for me as a class teacher, but also for the eight students of Hope Group who are now preparing to embark on the next stage of their educational journey. They will choose between Last School and Future School, taking with them the experiences and lessons of their years at Deepanam.

As part of the celebration, we wanted to leave them with memories they could cherish. Each student received a photo album capturing moments from their journey at Deepanam, along with a T-shirt commemorating Haroun and the Sea of Stories, the play they performed so beautifully this year.

I also chose to give them one of my favourite books, Jonathan Livingston Seagull. It tells the story of a seagull who wants to learn to fly—not merely to survive, but to discover what he is truly capable of becoming.

Towards the future

In my graduation message, I shared my aim was never simply to help students succeed in examinations, earn grades, or comply with expectations. Rather, it was to provide them with the tools for learning—to create an environment that nurtures curiosity, critical thinking, exploration, and the courage to take responsibility for their own learning.

The year began with a Back-to-School programme designed to foster teamwork, self-discovery, and connection. It ended with the brilliant performance of Haroun and the Sea of Stories, a production that reflected the creativity, collaboration, and growth of the students.

Being the teacher of Hope Group has been a deeply rewarding experience.

Watching the students step forward into the next chapter of their lives, I felt grateful for the opportunity to have been part of their journey and hopeful for all that lies ahead.

Mahavir





A Teacher's Reflection

As the 2025–26 school year began, I felt nervous. For the first time, I was the sole class teacher, for both Faith and Hope Groups—a combined group of eighteen students. It was a new challenge, requiring me to balance the needs of two groups and create an atmosphere of strong sense of community and belonging.

Looking back, I feel grateful for how the year unfolded. We began with a Back-to-School programme designed to help students connect with one another, build trust, and develop a sense of belonging. Those early days laid the foundation for a learning environment where students felt safe, valued, and ready to participate.

Throughout the year, I tried to give students the freedom and space to explore their interests, make choices, and take increasing responsibility for their own learning. They responded beautifully. Over time, both groups developed a strong sense of camaraderie and supported one another very well.

What stands out most is the respect the students showed toward one another and their teachers. They handled their freedom well and contributed to creating a positive and cooperative classroom culture.



As the year comes to a close, I felt good overall. It has been a journey filled with meaningful learning experiences, personal growth, and memorable moments.

I am happy with what the students achieved over a year and I wish them the best for their path forward.

Mahavir



Accents across the school

Science Or learning to see

The history of science shows us that “truths” change when we look deeper or from a new perspective. When we observe the world with “new eyes”, we don't just learn about things, we gain a deeper understanding of ourselves, too.

SCIENCE IS ABOUT DISCOVERY.

Instead of telling students what to believe, we explore together and invite their own questions and observations. We do this through hands-on activities, open discussions or inquiry-based challenges. We ask the students to observe, and through that process, figure out the “why” for themselves.

The goal isn't to teach science, it's to encourage independent thinking and bring a sense of depth in the students life.



From the stars to a drop of water

Let's look at two examples:

The Universe and the stars

When studying the Universe, our focus not so much on memorizing celestial objects and events, rather it is on understanding the forces behind them.

STARS ARE A GOOD EXAMPLE OF A CONSTANT BALANCING ACT:

Gravity pulls inward while internal energy pushes outward. This invisible forces, in balance, are the reason life on Earth can exist. Even when this balance breaks in a supernova, it is that very event that creates the elements necessary for life on our planet.

By exploring the vastness of space and time, students can reflect on our humble, fleeting moment of existence.



Water

The same approach guides our study of water. Just as gravity is the motor of stars, the hidden world of molecules is the secret of everything we touch and feel. Through hands-on experiments with water's special properties- like surface tension, capillarity, density, heat capacity..- students see that water is not just a liquid but as a window to a different dimension of reality.

By connecting the seen (the rain cycle or a melting ice cube) with the unseen (molecular movement and energy) students learn that even the most common substance holds a hidden depth.

Whether observing a star or a drop of dew, the intention is to move students past the surface and think more deeply about the world and themselves.

Monica



The impact of STEAM

Enhancing Critical Thinking

Students analyzed problems across time and explored practical solutions.

Boosting Creativity

Imagining future innovations encouraged original thinking and innovation.

Strengthening Collaboration

Team-based activities promoted communication and teamwork.

Real-World Connections

Children understood how science and technology influence everyday life.

Confidence Building

Presenting ideas and models empowered them to think like young innovators.



Prema



20 years of Craft Programme

The Craft programme at Deepanam School completed its 20th year during the 2025-26 academic year, benefitting 49 students from the 1st to 5th grades.

Designed to foster focus, creativity, and fine motor skills, the curriculum was aligned with classroom project themes such as the solar system, birds, and animals. The students practiced diverse techniques, including weaving, papier mache, embroidery, patchwork, and crochet, to create functional items like pillows, bags, and national flags.

The major highlights were the two Open Houses, where parents were impressed by the intricate work created by students. The year was also marked by meaningful peer mentorship, with 5th graders inspiring younger students to attempt complex tasks like crochet.

Although there were some challenges such as limited class time, and maintaining focus among younger children, teachers successfully adapted activities to ensure engagement.

We were also supported by craft materials from local Auroville units like Nandini, Shradhanjali and Auromics.

Suguna & Ameya

The Cultural Programme

In February, for Mother and Auroville's birthday Deepanam's offering is through a cultural Programme. Each class works on performances in Tamil, Sanskrit or French. Bringing intensity of learning through that particular language.

It has become a tradition to open the cultural programme with the Grace group chanting the mantras they have learned in Sanskrit chanting class. This year, began with an invocation to Lord Ganesha in the form of the Ganesh Stotram.

Another contribution made by the group was a Tamil song, Aaru — rivers of Tamil Nadu. Rivers, the givers of life, have sustained civilizations since the beginning of time. Tamil Nadu is blessed with many rivers, which continue to play a vital role in the lives of its people. Be it major towns and cities or pilgrimage centres, rivers have nurtured human life across the region for centuries. The song names 125 rivers of Tamil Nadu, both real and mythical.

The students worked on pronunciation and memorisation in Tamil class. Learning and practising the song helped them overcome their fear of pronouncing words incorrectly, while also helping them grow more fluent and confident in Tamil.

Some children also performed a semi-classical Bharatanatyam dance. It was heartening to see the coordination and confidence among the dancers.

All in all, this event brings the whole school together, regardless of age or ability.

Bhakti





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.

Recently an additional classroom has been built above the dining hall. Thank you for your support. Summer works will continue so as to better organise the campus and 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

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SCHOOL



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