

**Vanakkam Aikiyam Friends**

This time we are very late in reaching you all with our regular school Newsletter. This is due to a few organizational changes in Aikiyam School. The school is doing well and we are very happy to bring you the school's updates with even more enthusiasm!

Aikiyam school did some summer repairs including renovating the Kindergarten swimming pool (a round cement water tub) and weatherproofing the Kindergarten roof. We are aiming to save our classroom materials and displays from dripping rain water. These repairs were done thanks to Auroville Budget Coordination group and SAIER executives.

In July 2019, Auroville Payanam Group organized a



*The Kindergarten renovated swimming pool.*

70-kilometer cycle trip to Ginjee and Thevathenampettai Hills with our 8th grade children. This trip was very special because one of our children, who has gone through Deepam training for children having special needs, participated in it. Nadia cycled with the other children and completed a two-and-half hour hike in Thevathenampettai Hills! She enthusiastically participated in all the activities with the other children throughout the trip.

So, we send a very special thanks to the whole Deepam team for their physical therapy work so that this special-needs child could achieve what others could. Please accept our sincere gratitude for your continuing support. Aum... Shankar



*Nadia on the Thevathenampettai cycling trip*

**Saravanan's Article on our Stemland Project**

STEM land starts with simple electronic concepts

Current, Voltage, Resistance, Capacity, Diode, Bread board and IKS connections, Open circuits and closed circuits

The name Stemland is in fact an abbreviation for Science, Technology, Engineering, and Mathematics. Stemland is a place where students can learn innovatively

and interactively. The activities we do here have an influence on all of their studies as well as on their logical thinking processes and in creative processes through the manifesting of their own ideas. Here, the students make their own models using the abilities they have. Stemland uses real life applications. The students' learning in Stemland is part of real working life.

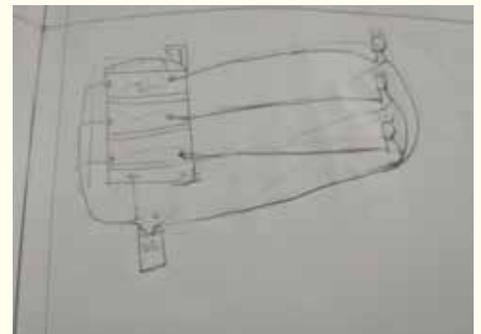
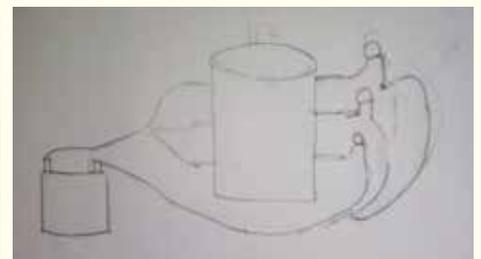
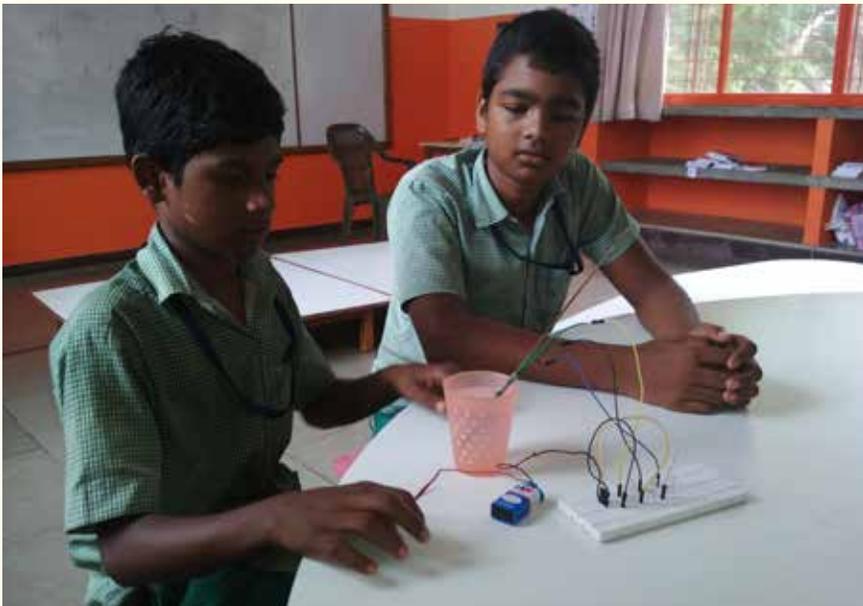


I am so happy to be handling the Stemland program at Aikiyam. I can share all of my thoughts on my profession as an electrical engineer with the students and thus teaching becomes deeply meaningful to me. I am very happy when I see my students thinking in a proficient manner. Sometimes I teach them logical thinking in Science and in Math. This will help them later on when they are looking for a job or working on a university degree.

*One student brought his robo-tractor from home. It had broken down. Here we see that the students have disassembled it with him to find out what is not working. They checked with the multimeter to see where the current was not coming through and why the motor was not working. They found that the part that allows the tractor to turn left or right was broken, at the attachment with the front shovel. They removed the electronic motor and put it aside for a future project.*



Arivarassan's "air cooler."  
 He put holes into bottles using a candle and an iron nail (learning about how iron retains heat). He put ice cubes into the bottles and had them placed behind the fans. This was decided because the fan sucks the air through from the back. We got this idea from a UTube video. Also, he was taught a lesson about air circulation (warm air rises, cool air descends.) Thus, instead of the fan blowing hot air, it immediately blows cool air so delivery is faster.



The students made a light-control-system for a water tank – a level indicator. First, I presented the problem of how to control the flow of water into a tank. How can we control the situation of wasteful water-tank overflowing in our own homes? I had the students draw solutions about how to control this using the connections from the light control-system. Some students brought forth their ideas. But this was a bit confused because the positive and negative connections were not properly indicated in the drawings, or in their minds. Then, I explained that to start, any node (neg or positive either) should be in the water and then to proceed from there. They have worked out how to be able to create settings on their level indicator for the water-tank's three levels; low, medium, and high.



Field trip to Aurelec "New Waves" a business in Auroville where computer components are made.

## Article by teachers Satyavani and Praveena

### ATB in Aikiyam Kindergartens

Awareness Through the Body (ATB) aims at offering a time when the children can explore the space between their inner and outer being. Through these exercises, the children are able to develop their attention and concentration. They must listen for meaning and start to learn how to manage their emotions and mind. They become aware of their senses and of their own perceptions. The activities are very creative and fun. We see that the children benefit a lot from this program.

From Creche to Upper Kindergarten the children get one 45-minute session per week. Satyavani works with the Creche and Lower Kindergarten children with the help of their class teachers. For the Upper Kindergarten, Praveena and Satyavani work together to help the children go deeper into their inner beings and to explore even more. Isora does ATB for 1st – 4th Grades and is hoping to add 5th grade this year. She will start up her classes again in August.



*This is the "freezing" game. First the children freeze two by two, then three by three. Here they are freezing "all together!"*



*Here the children are feeling the heartbeat of their partner.*



*This is the ring balancing activity. The children try to balance a ring on their backs.*



*This is a breathing exercise followed by relaxation with wood. When they breathe deeply, the "breath-o-meter" moves with their belly.*



*This is the "blowing" ball activity. To support their awareness of their breath, the children blow the ball from one gate to the other.*



*Here the student is in relaxation, instructed to feel the presence of the stones on the different parts of his body.*

## Manjula's Doll Clothing Project

### The Doll Clothing Project

Several dolls have been offered to the tailoring section with the understanding that making clothing for the dolls is the same principle as making clothing for full-sized people. The advantage is that it takes only small pieces of cloth to do the trial-and-error approach to perfection.

Laura, who was a tailor and clothing designer in France before she came to Auroville, is helping Manjula to understand the basic principles of couture.

They are using the dolls as models.

Patterns are first made in paper. Then seam allowances and darts are included. Then a sample is cut and sewn. The sample is then discussed together and alterations to the paper pattern are made in an effort to make a better fitting garment the next time. We do this over and over. We are learning together.

Here the first garment is cut and ready to sew after several previous trials.

Once a few garments have been made satisfactorily, embroidery can be added to the finished pieces. Embroidery is an art that Manjula practices and teaches the students who come to the tailoring section for classes.

Once the patterns are ready, we can teach the children to read the pattern, cut the pieces, and sew them together. Since all of the preparatory work has been done when making the paper pattern, the children will have immediate success and can put the new perfectly fitting clothes directly on the dolls.

The children are very interested in learning. They have been watching Manjula as she does her trial garments

preparing for her meetings with Laura. The children are bringing their own dolls to class. Once Manjula has learned how to make several different garments perfectly for one doll, she will then be able to apply the same principles to make garments for any type of doll and teach the children.



*Manjula is very enthusiastic and has good ideas and good taste. She wants to learn more and more about tailoring with Laura.*



*Here a test garment is cut and ready to sew after many previous trials.*



*Here is the first dress! Success!*

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**Aikiyam School, New Creation, Auroville 605101, Tamil Nadu, INDIA. e-mail: [assg@auroville.org.in](mailto:assg@auroville.org.in);  
ph: +91 (413)-2622358 or +91 (0)8940193339;**

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