ABHYUDAYA

A monthly newsletter of Abhyudaya Global Village School

September 2026



राखीच्या धाग्यांतून उमललेली सामाजिक जबाबदारी

A ₹2,300 *Loan and a Lesson in Giving Back*



A DIFFERENT WAY TO BEGIN

Every year, the rakhis our children make pay for the school's Shri Krishna Janmashtami celebration. Until this year, the money for raw materials came from Gandhi Acharya.

This year, three Art Module students, Anushka, Chaitali and Aarohi, decided they didn't want the money given to them. They asked the school for a loan instead. The school agreed to ₹2,300 at 5% interest. The girls bought their materials, made and sold their rakhis, and repaid every rupee with interest, on time.

THE HARDER QUESTION

Then came the harder question: what to do with the profit.

Their plan was the Art Module, which needed supplies. When they took it to Principal Manoj sir, he didn't tell them what to do. He asked them to look further.

If the profit went to the art room, what would happen to Janmashtami, which the rakhis had always paid for?

And then a bigger question. Many of the school's own programmes run because companies and individuals choose to support them. If society carries a share of responsibility for the school, do students carry a share too?

> "समाजाकडून आपल्याला जे मिळते, त्यातील काही भाग समाजासाठी परत देणे हीदेखील आपली जबाबदारी आहे.
>
> Part of what we receive from society, we owe back to it. That is our responsibility too.

THE PRINCIPLE

The girls sat with that. What they arrived at is the line we'd most like you to remember from this edition:

THE DECISION

They split the profit down the middle: half for Janmashtami, half for the Art Room.

Then they did something that rarely happens even in grown-up businesses. They put the decision to every other child who had made rakhis, asked for their agreement, and got it. They also told their business partners openly why the plan had changed.

FROM "FOR ME" TO "FOR US"

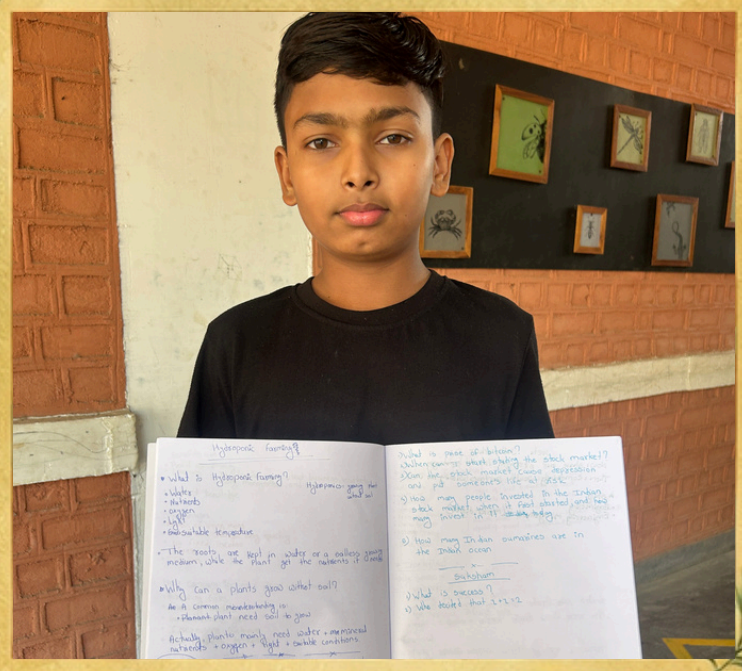
Count what these three girls practised in a single month: borrowing and repaying, keeping promises, changing their minds in the face of a better argument, and bringing others along honestly.

A rakhi is a thread that ties two people together. This one tied three children to their school, and their school to the society that holds it up.

It began with "for me", and they chose to make it "for us", as well.

Kaksha Se | From The Classrooms

DRAWING THE LINE, AND FINDING 100%



This month, our LOTUS boys learned to draw a line through their own minds. Above it, we are open, curious and ready to learn. Below it, we are closed, blaming and stuck.

Working with Bhagyashree Ma'am, the boys named the six "nets" that pull us below the line: blame, excuse, complaint, comparison, denial and giving up. They acted each one out until they could feel which one had caught them. They also learned that nobody lives only above the line. Everyone drifts below it, adults included, and noticing it is nothing to be ashamed of.

The biggest lesson was that self-blame is not responsibility. Blaming others is 0%, and collapsing into "it's all my fault" is 120%. Real responsibility is 100%, which means owning exactly what is ours and asking, "What can I learn from this?" The boys called this their wonder question.

Then they put it to work. Each boy chose three responsibilities of his own: one for himself, one for the campus and one for his family. For each, he chose what to do, checked whether he truly wanted to do it, planned it through research, exploring and designing, and then did it. Some succeeded. Some didn't. What matters is how they talk about both.

The boys now carry one sentence from this work:

> **"परिस्थिती माझ्या हातात नाही, पण प्रश्न आणि दिशा, दोन्ही माझ्या हातात आहेत."**

The situation is not in my hands, but the question and the direction both are.

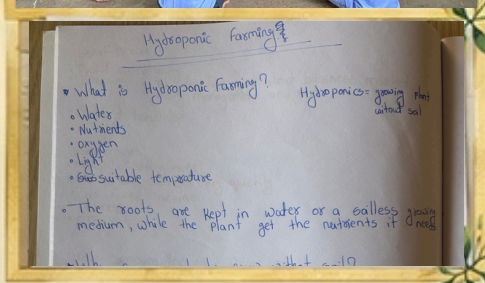
SMALL STEPS, BIG GROWTH

The work didn't stay inside the activity. Saksham has taken on the responsibility of tutoring a junior. Soham and Prathamesh created activities and connector sheets for the Acharyas, which were then used in classrooms to teach concepts. Children who chose responsibility for their own learning are now carrying some responsibility for other people.

Read Soham's words again. A boy who failed two of the three tasks he set himself does not hide it or explain it away. He says plainly what happened, and what it taught him about himself. That is the 100% this month was about. Many adults never find it.







THE REFLECTIONS

SOHAM

I learnt that 100% doesn't mean doing everything at once. It means giving my best to the things that are important to me. I also learnt to manage my time better and not waste it. "In Radical Responsibility I learnt ATL and BTL. I realised I had a lot of blaming traits. They made me give up on tasks, and at times blame myself. Now that I know the concept, I evaluate myself and my actions better, and I take more responsibility. I failed in the tasks I chose for myself and for the campus. I did my family task, though. But this has helped me know myself better."

VIRAJ

"We learnt about six nets: give up, excuse, blame, comparison, denial and complaint. We had to find which net we're caught in. If I'm given work, do I make an excuse? If something doesn't work out, do I just give up? From this activity I learnt to ask myself a wonder question: what should I learn from this? Never give up, never blame."

PRATHAMESH

"A few days ago I did an activity for myself, the campus and my family. First I chose what I wanted to do, then I checked whether I truly wanted to do only this. Then I planned it through research, collecting information, exploring and designing. For myself I chose hydroponic farming, for my family a vegetable basket, and I wrote a letter to my parents. I did all of it through these steps, and I truly enjoyed it."

VEER

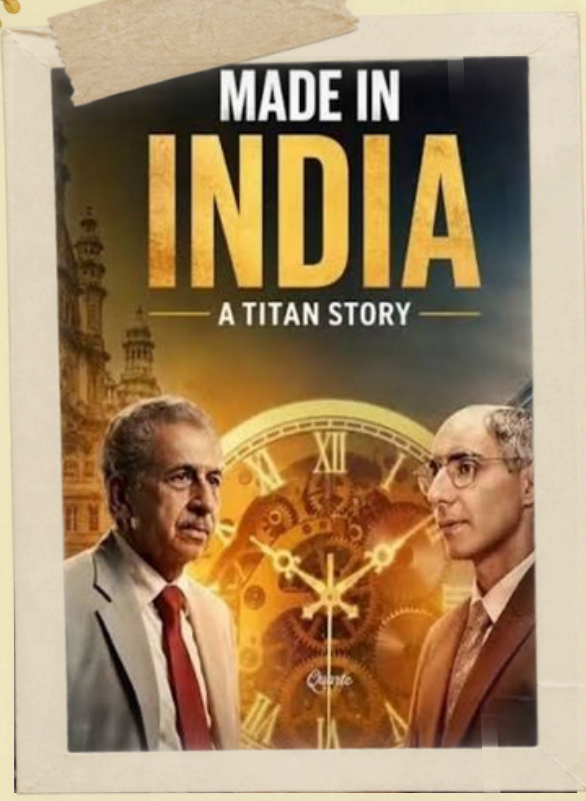
"Through radical responsibility I learnt how to take responsibility, and while taking it I saw where my mistakes were. I took on teaching a child, and he gave me new ideas too."

FIVE THINGS BEFORE ANYTHING

Titan, the Gita, and an Ayurvedic Plantation



How does a business actually begin? Our LOTUS students went looking for the answer in Made in India – A Titan Story, which follows how India built a world-class watch company from scratch.



Before they pressed play, they learnt five factors from the Bhagavad Gita that shape any action: Adhishthana (the foundation), Karta (the doer), Karana (the instruments), Cheshta (the process) and Daivam (the unforeseen, or nature). Look at these five before starting anything, whether a business, a social initiative, a job or a simple task, and you understand it better, plan well, avoid mistakes and keep proper records.

Then they watched with a lens in hand. They found the land and loans that formed Titan's foundation, the people who refused to give up, the tools and technology, the failures along the way, and the setbacks nobody could control. They wrote down their own learnings and linked each one to something they had studied before.

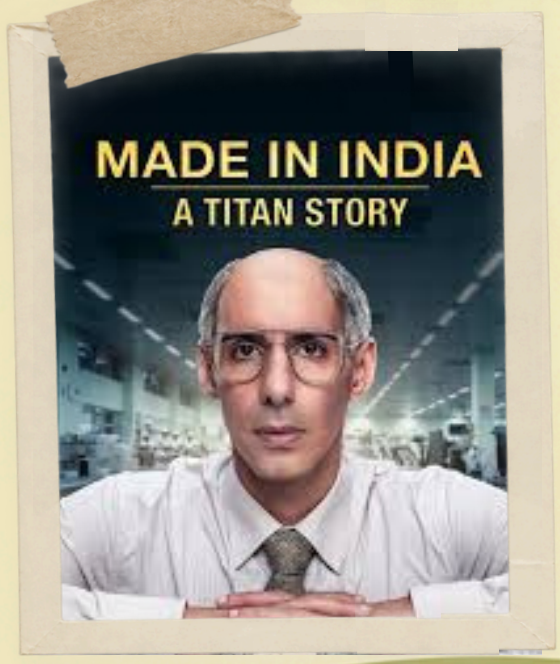
What strikes us is the pairing itself. A text thousands of years old and a modern Indian company turned out to be describing the same thing, and the children saw it for themselves.

Now it is their turn: our LOTUS students are preparing to set up and run an Ayurvedic plantation on campus, and they'll go into it with all five factors in mind. We look forward to telling you how it grows.



THE FIVE FACTORS FROM BHAGAVAD GITA

1. **ADHISHTHANA** (the foundation)
2. **KARTA** (the doer)
3. **KARANA** (the instruments)
4. **CHESHTA** (the process)
5. **DAIVAM** (the unforseen or nature)



FROM LEARNERS TO MENTORS:

Five Days in the Workshop



Workshop Acharya Shirish ran a five-day intensive training camp in the Maker's Space and metal workshop, for LOTUS students and adults together. LOTUS had two roles, and the first one is the surprise.

They were teachers. Two adults from the Forest Department joined the camp, and the LOTUS students mentored and assisted them: how to use each machine properly and safely, and how to make basic furniture like stools and racks using different tools, machines and methods. Picture a teenager from a village school patiently showing a government officer how to handle a machine. Few classrooms can offer a child that experience.



They were also learners. They sharpened their woodworking and picked up a new skill, welding, in the metal workshop, finishing the camp with a strong metal stool of their own. Shirish Acharya also took sessions on what happens before anything is built: design, sketching, drawing views such as the front view, planning a complex item before making it, and working out its costing and inventory.

The real result came after the camp ended. For the past month, LOTUS students have been going to the workshop on their own, with no adult supervision, and making things of real use: the rack used in Gramayan, science projects for the Class 10 students, and more. Nobody assigns these. They see a need on campus and build for it.



Next, they will design and make their own chairs and desks for Growth Lab, as part of a "Self Reliance and Problem Solving" initiative. LOTUS will pilot it before it spreads to the whole school. If it works, most classrooms at AGVS will one day have furniture designed and made by the students who sit on it.

It's worth pausing on that. A child who has built the chair they sit on relates differently to the room they learn in, to the tools they use, and to the idea that problems are things you can solve with your own hands.





ANGRY AT THE ACT NOT THE PERSON



It wasn't a lesson. It was a passing conversation between Mayuri Acharya and Chinmaya, one of our girls, the kind that happens a dozen times a day on a school campus and is usually forgotten by evening.

They were talking about anger: what to do when someone upsets you. Chinmaya had already thought it through. You shouldn't be angry with the person, she said, only with what they did. Because you don't know what they're carrying. Sometimes it's their situation. Sometimes the words just slip out. Sometimes they're caught up in work, or worried about something you can't see.

> **So what do you do instead? You go to them, gently, and ask: why did you speak like that? Then you listen.**



After all, she said, we've all been in situations where we said things we didn't mean.

Separating a person from their actions, assuming there's a reason before assuming the worst, and choosing to ask instead of react: adults spend years in workplaces and marriages trying to learn this. Chinmaya explained it in a casual chat, as if it were obvious. Perhaps, to her, it is.

Vo Sunehri Yaadein—

When Children Ask About Their Teachers' *Childhoods*



After a Hindi lesson on Mera Bachpan (My Childhood), students were given a project: interview an Acharya about their own childhood and turn it into a story. Athira Lonkar interviewed several Acharyas. We can only share one story here: her piece on Pooja Acharya, Vo Sunehri Yaadein (Those Golden Memories).

Pooja Acharya grew up in Hiwri Nagar, Nagpur, in a single cement room shared by four: herself, her brother and her parents. It was a childhood of climbing trees to pick mangoes, cycle races, and lagori, her favourite game, which started the moment friends turned up. Her best friend was Archana, and her favourite teacher was Aruna Karandikar. She loved history and science, drawing and crafts, and dreamt of becoming a chemist. When she had a question, she went to the library and hunted for the answer herself. Diwali meant new clothes, firecrackers and sweets.

The story is lovely. What moves us more is that the children wanted to know. It is rare for children to wonder who their teachers were before they were teachers: that they too climbed trees, had best friends, and once dreamt of being something else. To ask that question, a child has to see a teacher as a whole person with a life of their own. That kind of curiosity builds a bond that no lesson plan can.



"जितना मज़ा वहाँ खेलने में आता था, उतना तो अब अपनी पगार लेने में भी नहीं आता।"

Playing back then was more fun than collecting my salary is now.

"जब मुझे सवाल आते, तब पुस्तकालय में जाकर खुद प्रश्नों के उत्तर ढूंढती थी। अब एक क्लिक करो और उत्तर हाज़िर।"

Back then, I found the answers to my questions myself in the library. Now, one click and the answer's there.

"हाय बचपन, तेरी याद तो बहुत आएगी... पर अब ऑफिस जाना है। बाय!"

Oh childhood, I'll miss you so much... but now I have to go to the office. Bye!

Earn, Save or Spend: Learning Units and *Real Choices*



At AGVS, children run their own small economy. They earn Learning Units (LUs) for sincere effort in academics, sport, the arts, behaviour, campus duties and leadership. They lose LUs when work is left incomplete or duties are ignored, not as punishment but as accountability. They spend LUs on privileges that matter to them. And each child keeps their own LU log of credits, debits and balance.

In September, 22 students received scholarships against the LUs they earned across July, August & September. Their daily effort turned into something real and visible.

The same month, the school sold chikkis at 20 LUs each. What happened next told us more than any test could. Many students with 5,000+ LUs chose not to buy one. They saved. Many with fewer LUs decided a chikki was worth it, and bought one. Nobody advised anyone. Each child looked at their own balance, thought about now versus later, and made their own call.

Neither choice was wrong, and that is the point. These children are learning that money, even school money, is a set of decisions, and that the decisions are theirs to make and to live with. That is a kind of maturity many adults are still working towards.



Khel Ke Maidan Se | From the Playground

जिद्द, मेहनत आणि सांघिक भावना –
From Three Girls to *Taluka Champions*



Volleyball at AGVS didn't begin with a coach or a plan. It begam with three girls who loved the game and refused to wait for a team to appear. So they built one. They invited the school's kho-kho players to join their extra practice, and slowly a team took shape.

Every evening the girls were on the ground, with Shubham sir and Lakhan Acharya teaching them the basics: underhand passing, lifting the ball, serving. Most had never played before. What they had was stubbornness. Senior players stayed back to help newcomers, and somewhere in those evenings a group of individuals became a team.



At the taluka-level tournament, eight teams competed in the Under-14 girls' category. AGVS won. Each girl played her part, from the most experienced to those who had joined only weeks earlier.

The win took them to district level, and there they met a harder game. They played well, and came home without the title but with something just as useful: a clear, honest picture of what the next level needs. More practice, sharper technique, better coordination, greater fitness.

That is what we're proudest of. A team that began with three girls' enthusiasm has learnt that winning and falling short both carry lessons, and that the next step is theirs to take. Our warmest wishes go with them.

CELEBRATIONS



Shri Krishna Janmashtami arrived on campus in colour. Little Krishnas and Radhas came dressed for the day. The children had prepared dances and songs, and they staged a play in the spirit of the festival. The celebration ended, as it always should, with food shared among everyone.

It was a simple celebration, and that was its charm. This year it also carried something extra. Part of what made it possible came from the children themselves. Half the profit from the Art Module's rakhi venture went towards the celebration, after three of our students decided it should (see this month's Pratham Katha). A festival paid for in part by the children's own work and their own choice gave the day a little more meaning.



Care for the Whole Community, *Body and Mind*



With the help of the Rotary Club of Nagpur Metro and the Association of Counsellors and Psychotherapists of Nagpur, AGVS held a health camp on campus for everyone: students, teaching staff and non-teaching staff.

Everyone had a basic check-up, covering teeth, height and weight. A few children and Acharyas consulted the gynaecologists. Our LOTUS students and the Class 9 and 10 students met the counsellors and psychotherapists.



Notice who was in the queue. Not only the children, but the Acharyas who teach them and the staff who cook, clean and keep the campus running. And notice what was being looked after: not only bodies, but minds. Our adolescents had a safe space to talk to a trained counsellor.

At AGVS, Unconditional Love is one of our pillars. It isn't a sentiment. It shows up in days like this: when a school decides that everyone who lives and works within it deserves to be cared for, in body and in mind.

Our thanks to both organisations for bringing that care to our whole community.

Health builds stronger communities ♡

The Art of Reading Aloud — *with Aditi Baitule*



Last month, three of our team travelled to Reading Keeda Library to learn about building a reading culture. This month, its co-founder Aditi Baitule led a session for our Acharyas on conducting read-aloud sessions, and demonstrated one live.

The ingredients she showed:

- Suspense and repetition
- Questioning, and grabbing attention
- Not pointing out children's mistakes, and giving every child a chance
- Speaking clearly, keeping the audience and age group in mind
- Well-planned activities before, during and after the reading
- Acceptance



Look closely at that list. Half of it isn't about reading at all. It's about how a child feels while being read to: safe from correction, included, accepted. Our Acharyas noticed it in Aditi too, and described her as loving, smiling, humble and inclusive. She also guided our Librarian, Sheetal Sambhare, on running the library and on welcoming the children who come in to read.

Books open minds

WHY TEACH MARATHI?

A Vision-Building Exercise



Dhanashri Acharya led our Marathi Acharyas through a vision-building exercise. She began with a question that sounds simple and isn't: "Why should AGVS children be taught Marathi?"

Not "how", but "why". Teachers are rarely asked it, and the answer changes everything that follows. From that question, each Acharya built a shared vision and mission, and then planned backwards from it to monthly teaching objectives. This is where the group arrived:

VISION

प्रत्येक विद्यार्थी मराठीतून त्यांचे विचार व भावना मोकळेपणाने आणि स्पष्टपणे व्यक्त करतील, जेणेकरून ते आयुष्यात योग्य निर्णय घेतील, उत्तम संवाद साधतील आणि संवेदनशील व सक्षम होऊन जीवन समृद्ध करतील.

In English: Every student will express their thoughts and feelings in Marathi, freely and clearly. That way they make sound decisions in life, communicate well, and grow into sensitive, capable people who live full lives.

MISSION

आम्ही मुलांभोवती असं समृद्ध, आनंददायी आणि मराठीमय वातावरण निर्माण करतो, जिथे ऐकणं, बोलणं, वाचणं आणि लिहिणं यातून प्रत्येक मूल स्वत:चे विचार, भावना आणि अनुभव मुक्तपणे, स्पष्टपणे आणि आत्मविश्वासाने मांडायला शिकतं.

In English: We create a rich, joyful environment steeped in Marathi around our children, where listening, speaking, reading and writing help every child learn to express their thoughts, feelings and experiences freely, clearly and confidently.

Closing Reflection

Notice what the vision doesn't mention: marks, grammar or exams. It's about a child being able to say what they think and feel, and through that, decide well and live well. You can hear it already in this edition: Chinmaya on anger, the LOTUS boys on their failures, Soham on knowing himself. That's children finding words for what's inside them.

Three things AGVS did this month sit right at the heart of NEP 2020.

These aren't just activities. They reflect the National Education Policy 2020 in action. This month, our school community lived out three powerful commitments at the heart of NEP 2020.



LANGUAGE

NEP 2020 says that wherever possible, the medium of instruction until at least Grade 5, and preferably until Grade 8 and beyond, should be the home language, mother tongue or regional language. The reasoning is simple: children grasp ideas fastest in the language they think and feel in. This month our Marathi Acharyas went a step further than the policy asks. Their shared vision treats Marathi not as a subject to be scored, but as the language a child uses to think clearly, decide well and say what they feel.



VALUES

NEP 2020 asks that students be taught from a young age the importance of 'doing what's right', with a logical framework for ethical decisions and values such as empathy, integrity, tolerance and justice. Policy documents can only ask for this. This month at AGVS you can see it being practised: LOTUS boys naming their own excuses and owning their failures, three girls choosing to give half their profit back, and a student explaining why we should be angry at actions rather than people.



HEALTH AND WELL-BEING

NEP 2020 calls for regular health check-ups for every school child, and treats health, wellness and mental-health awareness as part of a complete education. This month's camp covered every student and staff member, and gave our adolescents time with trained counsellors.

CSR PARTNERS & SDGs. —

For CSR partners, these map directly onto NEP 2020's priorities for foundational language, values-based and holistic education, and student well-being, and onto SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education).

Ganit – The Numbers

Numbers that tell a bigger story

01

₹2,300

BORROWED FROM THE SCHOOL BY 3 STUDENT ENTREPRENEURS AT 5% INTEREST, AND REPAID IN FULL WITH INTEREST

02

500+

STUDENTS, ACHARYAS AND NON-TEACHING STAFF UNDERWENT A HEALTH CHECK-UP AT THE CAMPUS HEALTH CAMP

03

22

STUDENTS RECEIVED SCHOLARSHIPS AGAINST THE LUS THEY EARNED IN JULY, AUGUST AND SEPTEMBER

04

1ST

OF 8 TEAMS: AGVS UNDER-14 GIRLS AT THE TALUKA-LEVEL VOLLEYBALL TOURNAMENT

05

5 - DAY

INTENSIVE WORKSHOP CAMP, WHERE LOTUS STUDENTS LEARNT WELDING AND MENTORED 2 ADULTS FROM THE FOREST DEPARTMENT.

06

2

ACHARYA TRAININGS: READ-ALOUD WITH ADITI BAITULE, AND THE MARATHI VISION EXERCISE WITH DHANASHRI ACHARYA

Daan Ki Baat —
A Word on Giving



Held in Trust

Gandhi argued that those who hold wealth hold it not as owners but as trustees for society. Some of India's best-known business families took him seriously. The Tata Trusts trace their giving to 1892, and today charitable trusts hold about two-thirds of Tata Sons.

This month, three of our students reached the same idea on their own, over a few rakhis: part of what society gives us, we hold for society.

> *"What we have is not ours alone. It is a trust — for a better tomorrow."*

SHARE
SUPPORT
BUILD A BETTER TOMORROW

At AGVS, we believe that giving isn't just about money. It's about trust, community and a shared belief in a better future.

Aapka Yogdan – Your Contribution *at Work*

Real people.
Real stories.
Real impact.

A girl who explains, in a casual chat, why we should be angry at actions and not at people.

A boy who failed two of his three tasks and wrote about it honestly.

Three students who chose to share their profit.

A team that came back from district level knowing exactly what it needs to work on.

Children who wanted to know who their teachers were as children.

None of these came from a single lesson.
They came from a whole school that gives children **room to think, to choose, to fail safely and to try again,** and from Acharyas who have the time and training to notice those moments when they happen.

That room and that time exist because you stand behind AGVS. We can't put a price on a child learning to say "I failed, and here's what I learnt." But we can tell you, honestly, that it happens here **because of you.**

Haath Badhaiye – Can You Help?

What You've Read Was Free. What Comes Next Sustains It.

None of what you've read needed money. What comes next does: ongoing support that keeps this year's promises alive, month after month.

MAPPED FROM:

Carried forward from August's list, minus the school bus, the bus CCTV cameras and the For Play items.



In The Classroom

- *Smart boards*
- *Laptops*
- *Cordless mic*
- *system*
- *Desktops*



Everyday Learning

- *A4 and ruled*
- *paper*
- *Registers*
- *Files and folders*
- *Chalk*



For Creativity

- *Canvas boards and*
- *sheets*
- *Acrylic and water*
- *colours*
- *Brushes*



Celebrations

- *Structure*
- *pipes*
- *Curtains*
- *A stage*
- *structure box*

Sahyog Karein – How to Give

This month, three of our students decided that part of what they earn belongs to the community that stands behind them. If you'd like to do the same for them, here's how.

Bank Details

Vikalpa current account, SBI Jaiprakash Nagar Nagpur branch.

UPI QR Code

Use the QR code above for direct payments.

80G Registration

No. AAATV3061RF20212 (80G).

CSR-1 Registration

No. CSR00006798 (CSR-1).

Shashwat Sankalp

Monthly giving at ₹500 or multiples.

Antim Vichar
A Thought to Carry

"परिस्थिती माझ्या हातात नाही, पण प्रश्न आणि दिशा, दोन्ही माझ्या हातात आहेत."

— *LOTUS students, AGVS*

The situation is not in my hands, but the question and the direction both are.

This sentence also sums up the reflective thread running through the whole edition.

Loved this edition? Forward it to a friend on what'sapp
tag @vikalpaabhyudayaglobal on Instagram or tag someone who'd want to follow this journey with us.