

DEEPANAM SCHOOL

Dec 2025 | *newsletter* | Vol. 6

What's
Deepanam
School?



Well...

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

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



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

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





DEEPANAM SCHOOL

Exploring forms of Assessment

All the class groups do the reflection exercise at the end of the week and the term to know and understand where the kids are at in terms of their academics, engagement and behavior.

It is a tool to see the progression in the whole group instead of just focusing on grades and tests based assessments.

Light Group (age 6 to 8)

During the first term class did a feedback exercise at the end of each week.

For the second term they wanted to create a fun monthly questionnaire where they can have that space to think about their month while being engaged.

Each monthly questionnaire had questions that would vary depending on the month's activities in class, often asking them to rate their month on a scale to 5 or to write their favorite moment at school.

From the feedback given we have tried to bring change in the class, when they've asked for more clay, we have given more clay.

This allowed us to understand what they want to learn more.



Peace Group (age 8 to 10)

Weekly Evaluation

Every Friday, students pause to reflect on their week. They think about their favorite experiences, new learnings, challenges they faced, and how they felt overall.

This simple practice helps them become more aware of their thoughts and emotions, express themselves better, and take responsibility for their own learning journey.

1st Term Evaluation

The first term focuses on building a safe and supportive learning environment. Students reflect on their feelings about learning, subjects they enjoy or find challenging, their relationships with classmates and teachers, the support they receive, activities they liked, how they learn best, and any changes they would like to see. This helps us teachers to understand each child more deeply.

2nd Term Evaluation

The second term focuses on inner growth and relationships. Students reflect on their sense of calmness, mindfulness, kindness, behaviour, and the choices they make in relationships.

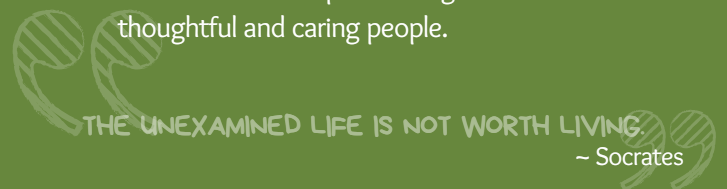
They also think about their personal growth and the support they may need moving forward, helping them grow both emotionally and socially.

Grace Group (age 10 to 12)

Every Friday, Grace Group students paused to reflect on themselves — how they were feeling, what they were good at, and what they could do better.

Each week they were given simple forms to tick or write about topics like friendship, punctuality, and their strengths and weaknesses.

Sometimes the answer was "IDK," and that was fine too. As teachers, our job is not just to teach but to help children grow into thoughtful and caring people.



Faith & Hope (Age 12-14)

Faith and Hope class have been using Emily Barrett's Classroom Engagement Continuum — a reflective tool that maps student engagement across four zones.

In the Red Zone, students act out of compliance or external pressure, doing tasks to avoid consequences rather than out of genuine interest. The Orange Zone describes students who are going through the motions — present, but not fully invested. In the Yellow Zone, students begin to take ownership: they ask questions, make connections, and show curiosity. The Green Zone is where students are truly driving their own learning — setting goals, seeking feedback, and going beyond what is asked.

This framework helps look honestly at where each student is, and then adapt their approach to shift learners from compliance toward taking the responsibility of their own learning.



Light Group

Age 6 to 8 years

With this age group the scientific subjects are approached through projects of all sorts. This term we focused on the concept and workings of sound.



Sounds of every kind

The project aimed to introduce kids to the concept of sound and its properties.

Activities included identifying sounds, understanding loud and soft sounds, and exploring sound-producing objects.



AN EAR OF MIND WITHDRAWN
FROM THE OUTWARD'S RHYMES
DISCOVERED THE SEEDSOUNDS
OF THE ETERNAL WORD,
THE RHYTHM AND MUSIC HEARD
THAT BUILT THE WORLDS,
AND SEIZED IN THINGS
THE BODILESS WILL TO BE.

Kids enjoyed hands-on experiments like making sound with different materials and identifying sounds in nature.

We then explored musical instruments, their sounds, and how they're played.



Singing Classes

Since the beginning of this school year, teaching songs to the first 4 grades of Deepanam School has been a discovery and a joy. Yet, to hold their attention has been, and still is, a challenge. To find and choose the right songs for these age groups is really interesting though not easy.

We appreciate the happy and homely atmosphere of the school.

Joy & Rolf



I am the music man. I come from far
away and I can play.
(What can you play?)

I play the piano. Pia pia piano piano piano
- Pia pia piano pia piano

I am the music man. I come from far
away and I can play.
(What can you play?)

I play the violin. Vio vio violin violin violin
- Vio vio violin vio violin

I am the music man. I come from far
away and I can play.
(What can you play?)



Mazhai Song

மழை வந்து வந்து வந்து
வந்து எட்டிப் பார்க்குது
வானத்துக்கும் பூமிக்குமாய்
ஏனிப்போடுது

பட்டாம்பூச்சி பூவுக்குள்ளே
ஒண்டிக்கொள்ளுது
குட்டிப்பூனை அம்மாகிட்ட
அண்டிக்கொள்ளுது

ஓடையிலே கூழாங்கல்லு
உருண்டு ஓடுது
கோடி கோடி முத்து போல
கூரை ஒழுக்குது

I play the saxophone. Saxo saxo
saxophone saxophone saxophone
Saxo saxo saxophone saxo saxophone

I am the music man. I come from far
away and I can play.
(What can you play?)

I play the trombone. Ompa ompa ompa
pa ompapa ompapa ompa ompa ompapa
ompa ompa pa

I am the music man.
I come from far away and I can play.

Social Emotional Learning

Light Groupers took part in Social Emotional Learning sessions with Mathilde.

Through group discussions, fun and engaging activities, drawing and creative expression, body-based practices, and simple mindfulness exercises, the children explored emotions in a concrete and playful way.

They learned about the role of emotions, how to recognize and name them, how emotions are felt in the body, and how to express them in healthy and constructive ways. Children also practiced basic self-regulation tools such as breathing, grounding, and focusing techniques that can support them in everyday classroom situations.

These sessions aim to gently build foundations in emotional literacy and emotional regulation, supporting children's well-being and helping them develop greater self-awareness and confidence in managing their emotions, both in the classroom to support learning and beyond the classroom in their everyday lives.

Deepa



On our Field Trips

Off we went, to Svaram, Kalabhumi, and Auroville Radio to explore music production and catch a first glimpse of sound engineering.

Students created their own simple instruments and a model of a mixing table.

Exploring Time

Kids created their own 2026 calendars and clocks, exploring time concepts and math skills.

They learned to identify days, weeks, months, and tell time, while developing fine motor skills through hands-on crafting.

Priyadarshini



Dance and Movement



Light group worked on rhythm, tempo, and body percussion this term.

They explored unison, call-and-response, canon, tempo changes, and rhythmic movement in space before creating a short choreography with a steady-beat soundtrack.

Through play, they learned to listen, synchronize, and stay aware of the group—listening carefully, noticing when they were in sync, and adjusting their timing.

The final choreography grew from what felt fun and doable for them, and they danced it with enthusiasm and pride.

Fleur



THE SOUND OF
WISDOM'S
MURMUR IN THE
UNKNOWN
AND THE
BREATH OF AN
UNSEEN
INFINITY.



Peace Group

Age 8 to 10 years

Conflicts are a natural part of growing and learning together.

In our class, we noticed situations where gossip and unkind words began to affect friendships and feelings.



Growing

Through Conflicts

Though these moments, are not always easy or pleasant, it is important not to ignore them.

We chose to learn from them: with the guidance of Gopa and Mathilde, the children explored what friendship means to us and what do we value in friendship, how gossip and bullying can hurt others, and how to react when facing such situations.

Through fun activities, open conversations, role-plays, and reflections, they learned to pause, listen, and reflect.

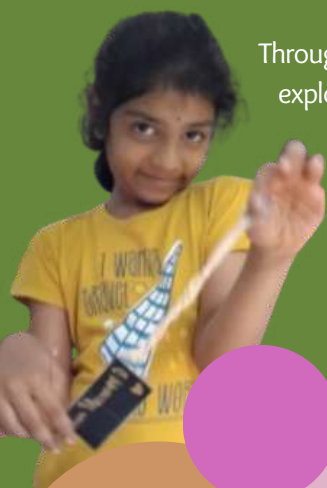


We practiced:

- Speaking respectfully instead of talking behind someone's back.
- Understanding how words can hurt or heal.
- Standing up kindly for ourselves and others.
- Taking responsibility and repairing relationships.

Through these the students explored how conflicts can become opportunities to grow, connect, and create a safer, kinder classroom and life.

Priti & Franclin



Painting A Space for Expression

We all enjoy being creative and having the freedom to express ourselves. Our painting class offers children a space to share their stories—drawn from real-life experiences as well as their imaginative worlds without judgment.

Every Wednesday, the Peace Group children dedicate an hour to painting. They eagerly look forward to it, often asking with bright eyes:

"Is it painting class today?"

Their curiosity continues as they suggest ideas and ask what the next session will bring.

This term, we explored many inspirations: warm and cool colours, emotions of the day, nature through leaf collection, a Halloween theme, Open House artwork, and planets and space connected to their geography project. Painting cards for an unknown pen pal from Brazil and for classmates helped children think about others with care and empathy.

I observed joyful engagement, cooperation, and a calm working atmosphere. Children took responsibility for cleaning their space and materials. Some initially hesitant children gradually gained confidence, especially through nature-based activities.

Currently, they are learning to use space, backgrounds, and details thoughtfully. I look forward to continuing this creative journey together next term.

Shilpi



Our Solar System

Our play *The Planet Gossip* turned the Solar System into a fun, giggly universe! Each planet and space body had something to say, and the children loved acting out their funny, fact-filled lines. They were completely absorbed in the story and bubbling with excitement during every practice and performance.

All the rehearsals brought them closer as a team—learning to listen, support each other, and shine together.

To make our space adventure even more magical, we added a joyful dance. With music, movement, and lots of sparkle, the children celebrated the Solar System in the most fun and creative way!

ONE IS THERE ONLY, APART IN HIS
GREATNESS, THE END AND BEGINNING,—
HE WHO HAS SENT THROUGH HIS SOUL'S WIDE
SPACES THE UNIVERSE SPINNING.



Dancing a universe

Building on their class project about the universe, Peace group created a dance inspired by the sun and planets. We reviewed what they learned in class, then transformed these ideas into movement.

Children first explored freely, shared their proposals, and then shifted into small-group creation. The 3rd graders all danced the sun, supporting each other as a team, while the eight 4th graders became the planets.

Along the way, they learned how to include others, stay engaged while others perform, and collaborate to shape a final group choreography. It was a playful, imaginative process where everyone contributed.

Fleur





Neyveli Field Trip

Our field trip to Neyveli was a truly enriching and memorable experience for the children. The day began with a joyful bus journey, made extra special by music selected by each child. The bus echoed with songs, laughter, and conversations, creating a strong sense of togetherness even before we reached our destination.

At Neyveli, the children were introduced to the fascinating world of lignite and learned how it is formed, its importance, and its role in electricity generation. This real-life exposure helped deepen their understanding and connect classroom learning with the outside world.



Nature, and Joy

The visit to the lignite mines was a highlight, the vast landscapes, visible layers of earth, and gigantic mining machines left the children amazed and full of questions.

We enjoyed a delicious lunch together, which gave everyone time to relax and share their excitement. Another magical part of the trip was the time spent in nature.

The children were thrilled to see and feed deer, enjoy a peaceful boat ride on the man-made lake, and observe many birds in their natural surroundings.

The trip beautifully blended learning, nature, friendship, and joy, creating lasting memories and meaningful experiences beyond the classroom.

Priti



The Land that made Light

Once upon a time, Neyveli was a quiet land filled with trees, green fields, and small villages. People lived peacefully and worked as farmers, growing crops and caring for the land.

ONE DAY,
SCIENTISTS DISCOVERED
A HIDDEN TREASURE DEEP
UNDERGROUND:
"LIGNITE"

A SOFT KIND OF COAL.
THIS SPECIAL TREASURE HAD THE
POWER TO CREATE
ELECTRICITY.

Soon, big machines arrived and carefully dug the earth. Power plants were built, and Neyveli began to produce electricity that lit up homes far away. What was once a silent village slowly transformed into a lively town full of energy, learning, and progress.

And that is why Neyveli is proudly known as the "Power Town of Tamil Nadu."



Grace Group

Age 10 to 12 years

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



Project Based Learning Biographies

People often say that learning begins at home. Within every home, there is a wealth of experiences, memories, and insights that children can learn from. In Grade 5, students explore this idea by interviewing a family member and writing the story of their life.

This project was launched in 2016 and has remained one of the most loved projects ever since. Over the years, it has continued to move readers—often bringing smiles and, at times, quiet tears.

As children listen to stories about their family members' childhoods, struggles, and achievements, something beautiful happens.

Family bonds are strengthened. Children begin to understand where they come from—family values, traditions, migrations, and the choices that shape who they are today. They connect more deeply to their roots and develop a quiet sense of pride, often feeling,

**"THIS IS MY STORY TOO,
IN SOME WAY."**





Asking Questions

Through this process, children start asking meaningful questions:

What can I learn from this person?

What choices do I want to make in my own life?

What values do I want to carry forward?

The project also builds important skills. Students learn how to interview, listen carefully, edit and revise their writing, and shift from first-person to third-person narration. They organise the life story into chapters, and finally handwrite and bind their own book.

More than just an academic task, this project stays with the children long after it is completed. It offers them insight, inspiration, and a deeper appreciation of the lives that surround them—reminding us all that every life holds a story worth telling.

Bhakti

Trailblazers

While the 5th graders worked on their biography, the 6th graders worked on Trailblazers. Each kid chose someone who contributed a meaningful impact on the world. From scientists, leaders to artists, they chose individuals who inspired them.

After finishing their research, they presented their findings to the class. It was so inspiring to hear those who brought achievements to the world.

Later they also made a poster and the classroom was transformed into a gallery with vibrant colours of Trailblazers.

Thamizhselvi



AS IN THE EDUCATION OF THE MIND,
SO IN THE EDUCATION OF THE HEART, THE BEST WAY IS TO PUT THE
CHILD INTO THE RIGHT ROAD TO HIS OWN PERFECTION AND ENCOURAGE
HIM TO FOLLOW IT, WATCHING, SUGGESTING, HELPING,
BUT NOT INTERFERING.

Cooking

Designing and teaching cooking classes for the Grace and Faith groups has been a deeply fulfilling journey for me.

What began as an intention to introduce cooking as a practical life skill gradually evolved into a thoughtfully structured curriculum that integrates care, collaboration, and consciousness around food.

Cooking has been an essential part of my own upbringing and later became my profession.

Naturally, I felt a responsibility to share not just techniques, but values. For me, cooking is never only about preparing meals; it carries stories of nostalgia, culture, memory, health, and sustainability. In the context of today's climate crisis and growing disconnection from natural systems, teaching children where food comes from and how it is prepared feels more relevant than ever.

Priyanka

IN THE NATURE OF THINGS, IT IS A COLLECTIVE IDEAL CALLING FOR A COLLECTIVE EFFORT TO REALIZE IT IN TERMS OF AN INTEGRAL HUMAN PERFECTION.



Arts and Crafts

The Art & Crafts classes with Grace and Faith groups have been buzzing with creativity, experimentation, and hands-on learning!

In the Weaving Class, students created their own looms using cardboard and learned basic weaving techniques. With patience and focus, they produced beautiful small mats, pouches, and wall hangings.

The Watercolor Painting students explored a variety of texture-making techniques using everyday materials such as rice, salt, rubbing alcohol, and plastic bags. They experimented freely by painting on old book pages and created exciting 3D artworks using double-sided tape to layer painted images onto the background.

In Crafts Class, while waiting for the arrival of tote bags, students worked collaboratively in small groups to create live mandalas outdoors using flowers, leaves, and natural materials found in the school yard.

Once the tote bags arrived, students designed their own bags and were inspired to refurbish old T-shirts with self-designed text and illustrations, turning them into unique wearable art.

Students also practiced dot mandala techniques by painting decorative patterns on rocks and explored glass painting by reusing glass jars to create Halloween lamps, designed to glow beautifully with candles or fairy lights.

Currently, the class is enthusiastically working on 3D cardboard animals, developing their skills in construction, design, and creative problem-solving.

Cleo

Dancing Grace

Grace group had a lively term blending English and dance. After studying figurative language in class, they learned a hip-hop choreography built on a figurative-language rap song.

This project allowed confident dancers and complete beginners to shine. Some children struggled at first with coordination, but through practice and repetition, they found their groove and began enjoying the dance immensely.

The final piece included all united in a fun, high-energy choreography they were proud to perform together.

Fleur



Improv

In our Grace Group, we have an Improv class facilitated by Mike. During the first term, he focused on improving the children's vocal skills, breathing exercises, and voice qualities. The students learned how to control their voice, speak clearly, and express emotions effectively.

In the second term, Mike introduced monologues. The children were asked to choose a motivational dialogue from any famous movie that was about one minute long. They selected meaningful monologues, memorized them, and practiced regularly. Mike guided them on how to present confidently in front of an audience, including body language, voice modulation, and expression.

Later, the students were asked to write their own monologues. It was very interesting and inspiring to hear their original thoughts and ideas.

Narmada

Monologue Presentations

Grace group monologue presentation project proved to be a powerful learning experience for students, pushing them beyond their comfort zones and revealing strengths they didn't know they had. The challenges students faced were significant but valuable.

Memorizing lines, managing nerves, and coordinating multiple performance elements—body language, facial expressions, and stage movement—all at once required dedication and repeated practice. Many students found the repetition tedious, practicing the same lines over and over again but this persistence paid off.

What surprised students most was their own capability. Despite initial nervousness, they discovered an inner confidence once they began performing. They connected with their audiences in ways they hadn't expected, finding focus and comfort on stage.

Students developed crucial communication skills—learning to express emotions clearly through voice, expressions, and gestures. These abilities will serve them well in everyday life. More importantly, they learned about perseverance and self-belief. As one student beautifully expressed,

"I learned I can achieve many things by practicing and not to give up easily."

Whether presenting personal monologues about being vegan or performing scripted pieces from films, each student found their voice and learned to trust it. This experience has given them tools and confidence they'll carry forward into the future.

Bhakti



Faith & Hope

Age 12 to 14 years

Students of Faith and Hope explored questions about belonging, friendship, beauty, judgment, failure, and more through weekly Inquiry sessions.



Inquiry

They became more confident expressing themselves, with many saying they were initially afraid of being judged but learned to share more openly.

They discovered thoughts and feelings "in the back of their head" that writing helped bring forward.

Many appreciated hearing different perspectives, realizing

"everyone's opinion matters"
even when they disagree.

What Stayed with Them

The topics that resonated most were friendship, beauty, belonging, and judgment.

One student shared:

*"Whenever I'm about to judge someone,
I remember this and say,
I'm not gonna be this person."*

The whole class wants to continue inquiry, acknowledging it's sometimes uncomfortable but valuable for

"understanding yourself better."



They suggested having input on topics so that it is more relevant to their lives.

Someone noted:

"It helps realize things we didn't even put effort into thinking about."

Mahavir

Hope do Dance

Hope students explored dance through culture and creativity.

Each student researched a traditional dance from their home country and shared it with the class.

Together, we selected accessible and contrasting styles and began learning Samba (Brazil) and Hora (Romania), which will be showcased next term.

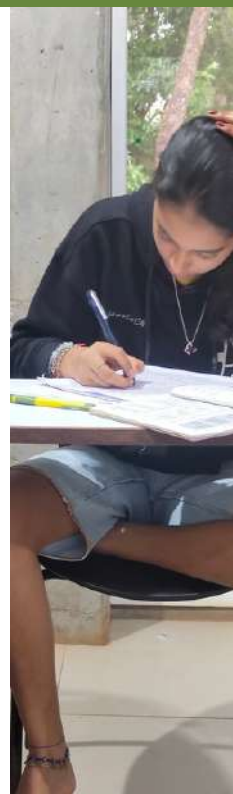
They also worked on a student-chosen dance for the talent show—an opportunity to connect, enjoy movement, and learn about unison, stage use, and teamwork.

Across the term, Hope group balanced playful exploration with responsible collaboration, discovering both cultural richness and the joy of dancing together.

Fleur



🌀 THEN THERE IS A DANCE...
LIKE A DANCE OF ELECTRONS! 🌀



Nanowrimo

A Deepanam Challenge

November sees one of Deepanam's challenges set to the two older classes.

Since 2020 Hope and Faith groups take up the challenge of NaNoWriMo—writing a novel draft in one intense month.

Why does this challenge continue to be proposed to students, at a time AI can generate text instantly?

Precisely because this work asks for something else: willingness to test oneself and push boundaries, honesty in the originality of one's work, concentration, persistence, and the courage to stay with difficulty.

Some students wrote alone, others chose to write in pairs. Many spoke of a hard beginning, moments of doubt, and then the quiet click when things finally flowed.

NaNoWriMo offers the joy of effort, dedication, and the deep satisfaction of completion—something no shortcut can replace.

Seven completed books will soon sit in the Deepanam library.

Mahavir



ALL SINCERE EFFORT TO PROGRESS AND GET RID OF DANGEROUS HABITS IS ANSWERED AND SUPPORTED BY AN ACTIVE HELP FROM THE GRACE—BUT THE EFFORT MUST BE STEADY AND THE ASPIRATION MUST BE SINCERE.

~ The Mother

Engagement with the Collective

Engagement with the larger collective of Auroville is a central part of Deepanam's educational approach.

Each year students from Faith and Hope take up initiatives such as Kaleidoscope, the school's monthly student magazine, regular podcasts like Teen Connects at Auroville Radio, and the yearly theatre performance.



Hope's Internships

The Deepanam Internship is one such initiative that bridges classroom learning out of school life experience.

Since 3 years Hope group's school week ends on Thursday, so that Fridays maybe dedicated to internships across Auroville. Designed for students aged 14, the programme invites them to spend one full day each week, over three months, working in Auroville units. We reached out to various units, many of whom were happy to welcome and mentor young interns.

This year students have chosen to take up work at PTDC, Matrimandir, Inside India, Upcycled, and Kallialay Surf School.

There, they may encounter routine tasks, teamwork, frustration, calm, and responsibility. Some say they learn patience through repetitive work, others discover joy in silence, gardening, or guiding people. Most speak of expectations falling away and something deeper taking their place: confidence, focus, and a sense of belonging. The internships invite students to meet work as it is—and to notice how they respond, grow, and change through it.

Mahavir



Accents across the school

Crafting joy and creativity



Creating school agreements together

On Monday morning, all students gathered in assembly to create agreements for our school.

The idea was simple: instead of teachers making rules, the children would create them. This way, they take responsibility for their own behavior.

Each group discussed together what they should do and what they should not do on campus. With their teachers' help, they made lists of do's and don'ts for playing on campus, taking care of the material and enjoying the school safely.

In the assembly, each class shared their ideas. We asked everyone if they wanted to change or add anything. Once we all agreed, the lists were written on chart paper and displayed in the central area where everyone can see them.

The purpose: when students own these agreements, they care more—about the equipment, the space, and each other. Together, they create a harmonious environment where everyone feels responsible.



Roof work complete

The long-awaited roof repairs have been successfully completed.

This project addresses the persistent leakage issue that has affected the building for so long, bringing much-needed relief to the dining area.

The newly renovated roof area has been transformed into more than just a solution to drainage concerns.

It now serves as an additional classroom space, providing a space for learning.

“ TO ESTABLISH ORDER AROUND ONESELF HELPS TO BRING ORDER WITHIN ONESELF. ONE SHOULD ORGANISE ONE’S LIFE NOT ACCORDING TO OUTER AND ARTIFICIAL RULES, BUT ACCORDING TO AN ORGANISED INNER CONSCIOUSNESS, FOR IF ONE LETS LIFE GO ON WITHOUT SUBJECTING IT TO THE CONTROL OF THE HIGHER CONSCIOUSNESS, IT BECOMES FICKLE AND INEXPRESSIVE. IT IS TO WASTE ONE’S TIME IN THE SENSE THAT MATTER REMAINS WITHOUT ANY CONSCIOUS UTILISATION.



A joyful Christmas Celebration

The school came together for a wonderful Christmas celebration on the last day of term, marking the season with warmth, joy, and community spirit.

The school is deeply grateful to the Parents' Support Group for stepping forward to help organize the Christmas dinner.

Special thanks go to Ravi, one of the school parents, who prepared a delicious dinner that the children thoroughly enjoyed. Students of Faith and Hope helped Ravi to prepare the dinner.

The Grace Group students added a beautiful touch by decorating all the tables with candles and personalized name cards for each child, creating a festive and welcoming atmosphere.

Parents also contributed homemade cakes, adding sweetness to an already delightful evening.

A highlight of the celebration was the talent show, where students took to the stage to express themselves freely, showcasing their unique talents.



The entire event was harmonious and filled with happiness, made possible by the generous support of parents who helped with serving and organizing.

To all the parents who contributed their time, effort, and care—thank you. Your support made this celebration truly special and memorable for our children.

Mahavir

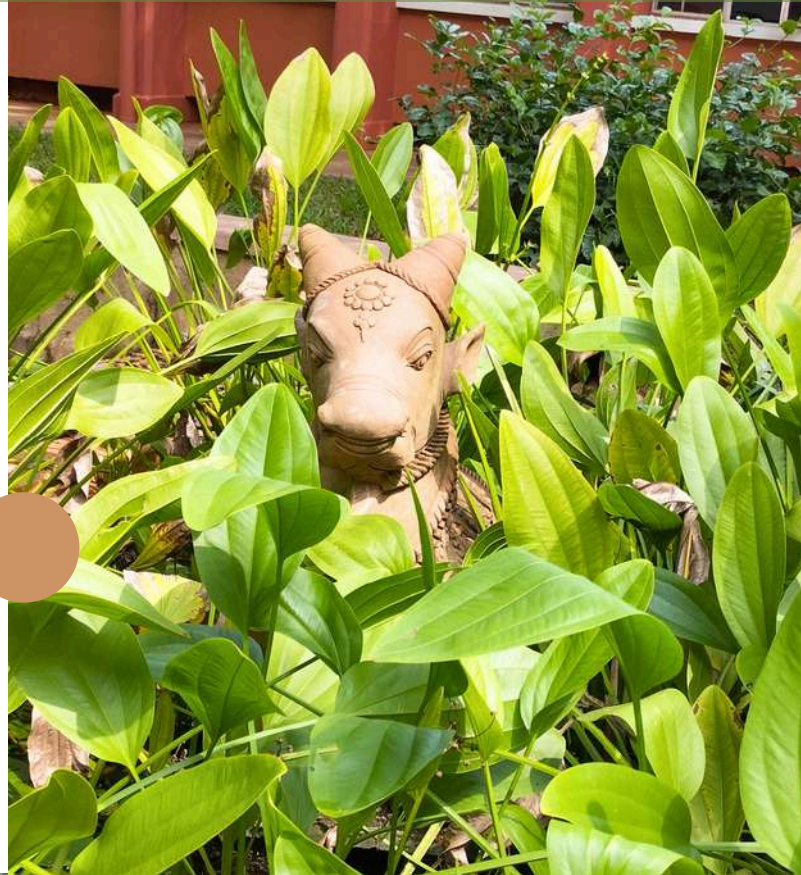


ALL VEILS MUST BE DISSOLVED
AND THE LIGHT MUST SHINE
FULLY IN THE HEARTS OF ALL.



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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