



Epistemo
VIKAS LEADERSHIP SCHOOL

Epistemo Lemur's News



**March
2021**

Dear Parents,

Greetings from EPISTEMO!!

*To those who see with loving eyes, life is beautiful
To those who speak with tender voices, life is peaceful
To those who help with gentle hands, life is full
And to those who care with compassionate hearts, life is good beyond all measure!*

We hope you had a rejuvenating month! In this newsletter, we are pleased to share with you an overview of the learning and activities that took place during March as well as April Calendar with details of upcoming events and other activities.

PARENT- TEACHERS' MEET

"Time has no divisions to mark its passage. There is never a thunder-storm or blare of trumpets to announce the beginning of a new month or year"

It's been a tough year for the whole family of Epistemo but we have come out jubilant.

The Epistemo Vikas Leadership School conducted it's a glorious virtual Parent-Teacher Meeting on 13th March, 2021 to bid goodbye to the current year and welcome the new academic year 2021-22. We witnessed showers of appreciation and acknowledgments from the parents as they praised efforts made by the school and teachers for providing the best learning environment on virtual platform. The meeting was organised to discuss the result of II Term performance of the students. The parents were quite contented with the various activities done by the students. Idea of giving more written assignments was also shared by some parents as students remain in the continuous practice of writing. To conclude, the platform for the PTM was shared in a healthy spirit by both teachers and parents as they discussed and opined for the best learning practices for the students to follow on and excel.

YOGA ACTIVITY

Yoga is the most effective means of keeping you physically and mentally fit. With this aim in mind, the school has made efforts to send every morning a session link so that our students along with their family can benefit from it while in their homes during this time of lockdown. The students have been welcoming and supporting this effort by participating in the same.

Achievement:

SPOT 100 (FINALS) NATIONAL TOPPERS

SAI VARA AMRUTH ANANTHULA OF GRADE 7 is one among SPOT 100 National Toppers and only one from our state Telangana.

Hearty Congratulations Amruth for the glorious achievement making our Epistemo stand top in State Telangana.

India with its enormous natural resource and largest youth power has the opportunity to emerge as a global leader in all respects. In order to achieve this, a considerable program to empower the youth by enabling them to acquire knowledge and apply it to solve the problems of the society is a precondition. Right from the start, children need to be moulded in a distinct manner in which they do much more than repeat a list of facts; the need to acquire Knowledge with a strong base in Science, Maths, Language skills, to be critical thinkers who can make sense of information, analyse, compare, contrast, make inference and generate higher order thinking skills.

Vikram Sarabhai Science Foundation (VSSF) conducts **SPOT** assessment examination, annually, for students with aptitude to determine their conceptual knowledge and understanding of Science, across disciplines. Science Promotion Orient Test is the medium through which the Foundation shortlist and assist the **SPOT PRELIMS** qualifiers & SPOT100 Students wherein students gain intellectually & academically via an interactive Science portal.



Grade 7B
Sai Vara Amruth Ananthula

Achievement:

MINDCHAMP- A National Coding Championship for Schools

“Winning is what happens when Commitment, Desire, Talent, Preparation, Hard Work, and Leadership all come together.” – Tom Coughlin

Collins Smart Tech 1.0 – A National Coding Championship for Schools was conducted by **COLLINS LEARNING** in association with MINDCHAMP for students of **Grades 4-8** and the winners were announced and we are glad we are a part of the Winner's Family.

In the last week, we all have witnessed the pride of going to the final round of **Collin's Coding Championship**. Not too long, we are equally excited like our kids who made it up in the finals by bagging the **Second Runner-Up**.

The competition was a 3 rounds process and we are proud to announce that our students were able to make it up in Round I by creating a 'Game on Sustainability Goals' on the Scratch Software. This gave them wings and qualified them to Round II, by securing 4th position from the top among the 50 shortlisted schools out of 265 schools who participated.

The sparks are always sparkling, thus in the Round II of creating offline webpages using HTML, CSS & JavaScript on the topic of students' choice, our Champions chose – “Accidental Inventions” and the final round included presentations of the projects submitted in rounds 1 and 2. The competition was judged by Ms. Sangeetha Saranathan, Edupreneur and Vice President - UOLO; Mr. Avinash Jhangiani, Founder & CEO of Play2Transform, and Ms. Katalin Sagi, CEO of Innovative Education Council Oy, Finland.

We were appreciated and encouraged by a Trophy, Bronze medals for all the team members, Certificates to all the team members, Mentor's Certificate, Amazon vouchers worth INR 2000 for each team member, Amazon voucher worth INR 3000 for the mentor, Discount coupon from MINDCHAMP on coding course.

We are proud to announce the children & teacher who made the school proud and brought glory at the Nationals.

Our Students:

1. Jatin Chandra
2. Mohammad Aarish Khan
3. Saharsh Bejugam
4. Sai Vara Amruth Ananthula
5. Sidharth Nair

Our Mentor:

Ms. Kavita Tandon

We all are proud and happy for yet another feather to our cap.

Wishing our champions all good luck for all future endeavors.






We are happy to share the results of our Lemurs who appeared in the

SOF INTERNATIONAL SCIENCE OLYMPIAD.




International Science Olympiad (ISO) exam is a global Olympiad competition where students from different schools across countries can take part. It gives budding talent a platform to test their skill sets. Such exams make students ready for national as well as international competitions. Indian Talent Olympiad (ITO) conducts Science Olympiad which is one of the best & most proficient Olympiads which nurtures the aspiring talent. The Indian Talent Olympiad (ITO) team conducting Olympiad exams consists of professionals from various science fields who understand the exact requirement of students. The test questions are based on applied science. It uplifts existing knowledge of students on different topics of physics, chemistry and biology.

Congratulations to all the Winners and the Participants!!!

SOF NATIONAL SCIENCE OLYMPIAD RESULTS

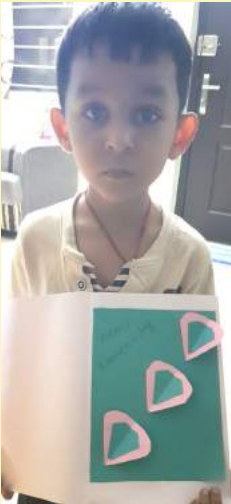
S. N o.	Roll No.	Name of the Student	Obtained Marks	School Rank	Zonal Rank	Regional Rank	International Rank	Awards - Won International / Zonal / School Award
1	TS2017-03-001	 GAUTHAM KRISHNA PARUCHURI	34	2	31	38	39	Gold Medal of Excellence + Participation Certificate
2	TS2017-03-003	 RITISHA KOLLU	37	1	11	12	12	Gifts Worth Rs. 500/- + Medal of Distinction + Certificate of Distinction
3	TS2017-05-003	 SRI PRAJWAL REDDY TUPILI	47	1	40	100	120	Gold Medal of Excellence + Participation Certificate

SOF NATIONAL SCIENCE OLYMPIAD RESULTS

S. N o.	Roll No.	Name of the Student	Obtained Marks	School Rank	Zonal Rank	Regional Rank	International Rank	Awards - Won International / Zonal / School Award
4	TS2017-09-001	 KARTHIK VISHNUVAJJALA	57	1	3	5	8	Gifts Worth Rs. 1000/- + Zonal Silver Medal + Certificate of Zonal Excellence
5	TS2017-10-001	 PARDHAVESA P	50	1	16	41	60	Medal of Distinction + Certificate of Distinction
6	TS2017-10-003	 D. NEELA AMBIKA	41	2	76	181	257	Gold Medal of Excellence + Participation Certificate

PP's Activity Based Learning

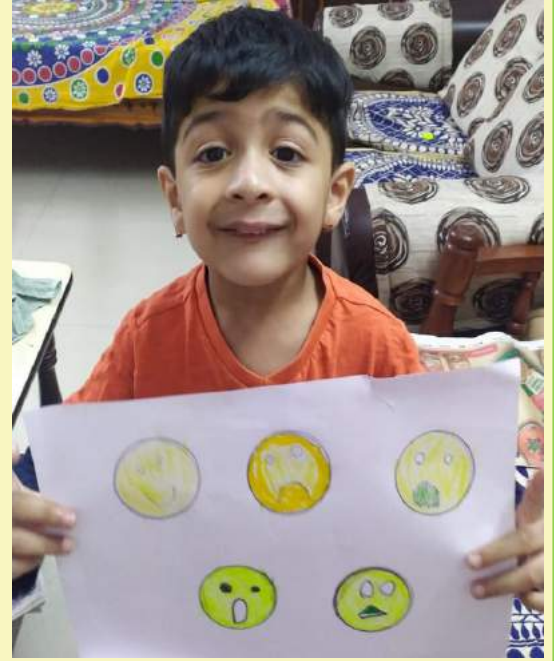
Lemurs learned at their own pace through various supervised activities. It is a more engaging and interactive way of teaching children. It allows for monitoring factors such as speech, coordination, social skills, and motor skills, amongst other key factors.



PP's Activity Based Learning



PP's Activity Based Learning



PP's Activity Based Learning



PP's Activity Based Learning





Graduation Day Celebrations



PP2 Lemurs Graduation day on 20th March was both an emotional and proud moment for the teachers as well as for the lemurs. It was a proud moment when the lemurs were awarded the graduation certificates and they were complimented on their achievements. They sang and danced on this special occasion. It was indeed a joyous and memorable day.

Graduation Day Video Link: <https://photos.app.goo.gl/ZsCxJ4TZvie8kifZ8>





Holi Celebrations



Holi was celebrated with great joy with learners putting colors to themselves and their loved ones. They learnt the story behind the Holi festival and made a colorful greeting card which depicts the festival Holi. They also danced to the Holi tunes and had a blast.

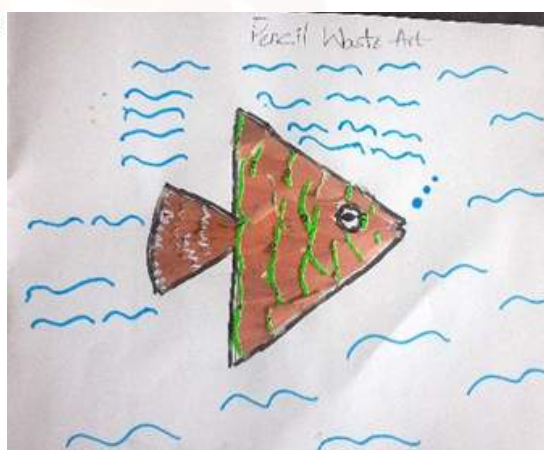


ONLINE CLASSES:

Art and crafts - Grades 1 to 4 Lemurs

Grades 1 to 4 lemur students enjoyed pencil waste art by using pencil shaving in their art. Below are some clips of that –

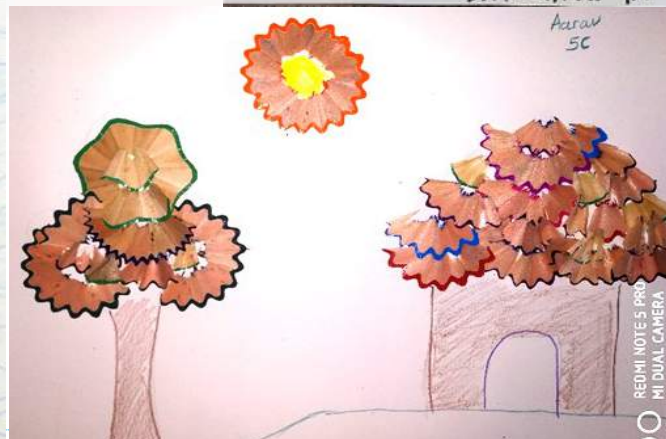
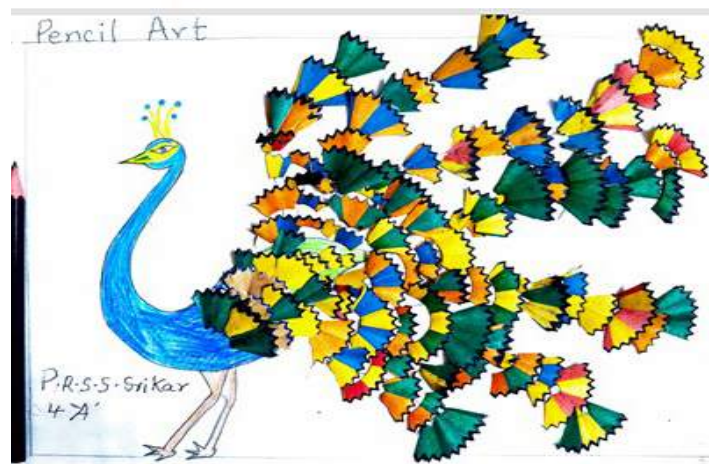
Arts & Crafts



ONLINE CLASSES:

Art and crafts - Grades 1 to 4 Lemurs

Arts & Crafts

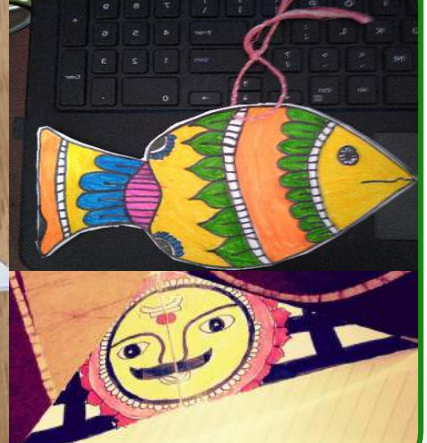
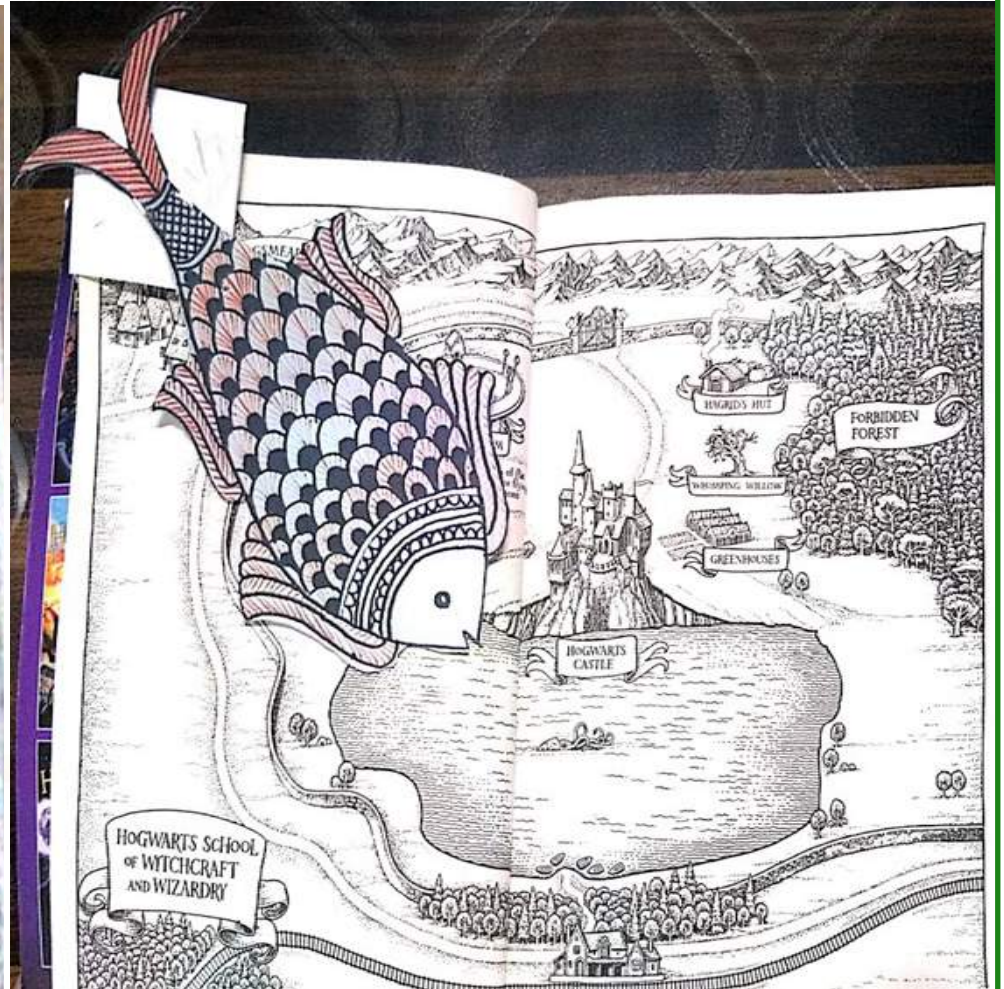


ONLINE CLASSES:

Art and crafts - Grades 5 to 7 Lemurs

Grade 5 to 7 lemur busy in making Madhubani bookmarks. This is a true functional and constructional use of Madhubani Art.

Arts
& Crafts



ONLINE CLASSES:

Art and crafts - Grades 5 to 7 Lemurs

Arts
& Crafts



Grades 1 to 7 Lemurs

All **Grades from 1 to 7** engaged themselves in colours of Holi festivals by making eco- friendly Holi colours, dry as well as water colours by using kitchen ingredients, flowers, vegetables.



ONLINE CLASSES:

Grades 1 to 7 Lemurs

Brown colour with coffee and corn flour, yellow with turmeric and cornflour and red colour with turmeric lemon and cornflour made by Nevaan Singh 2B.

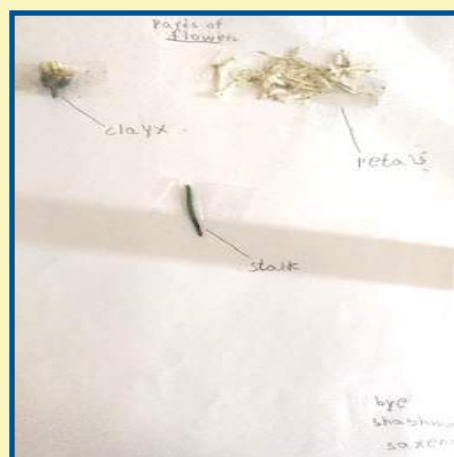
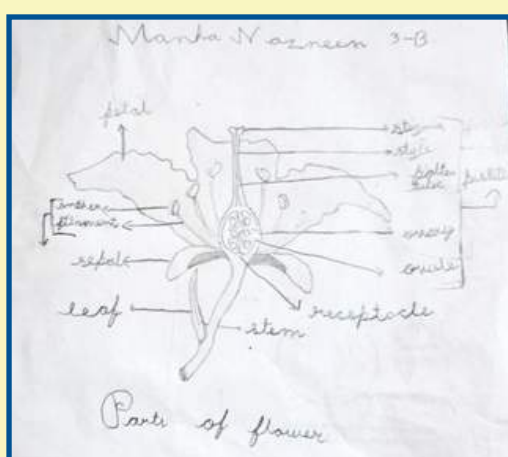
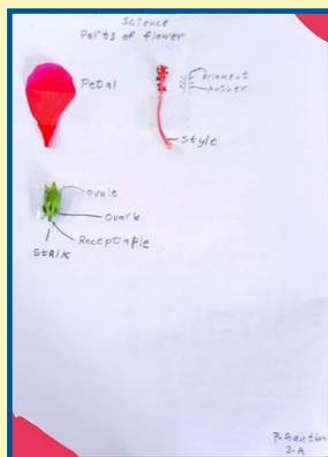
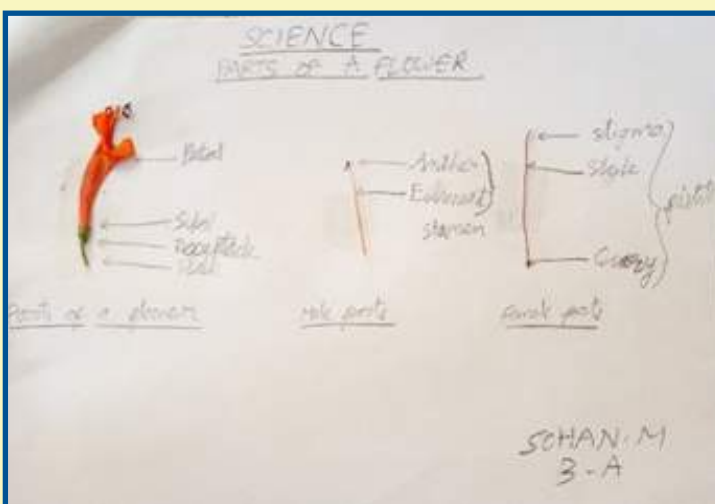
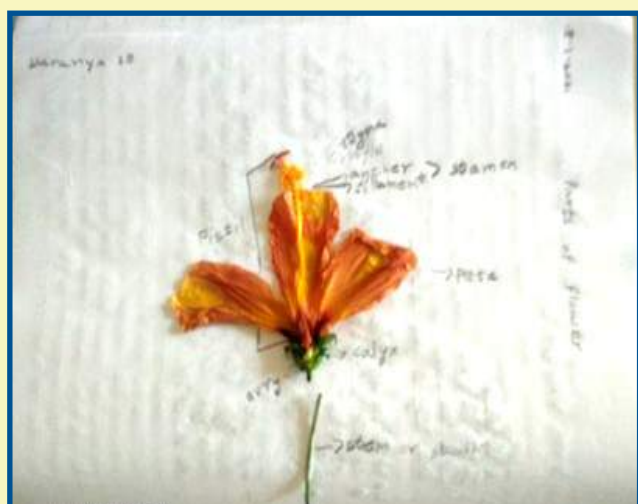
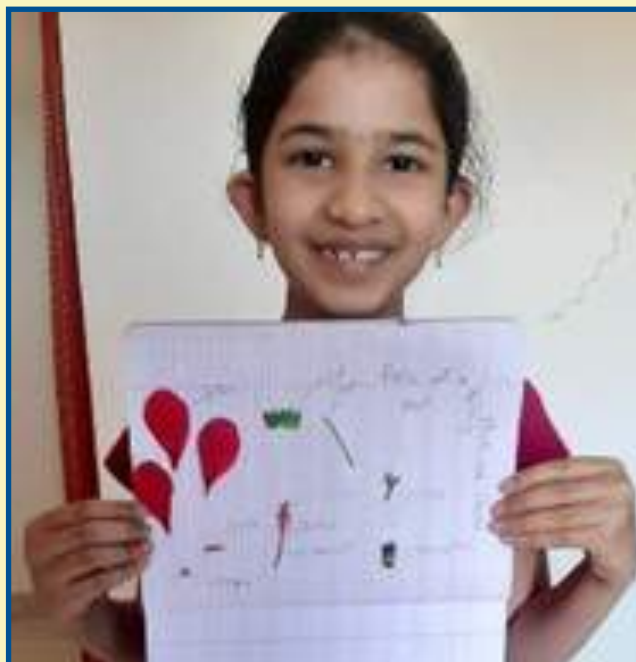
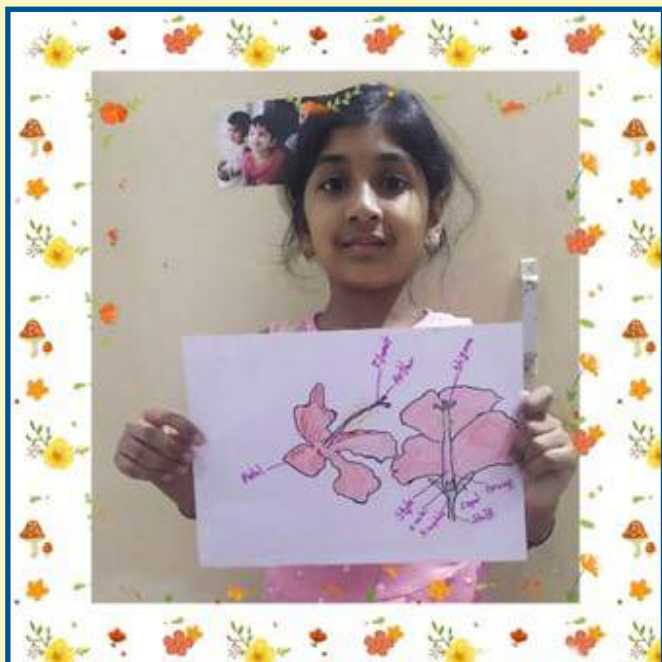


ONLINE CLASSES:

Science - Grade 3 Lemurs

Activity:

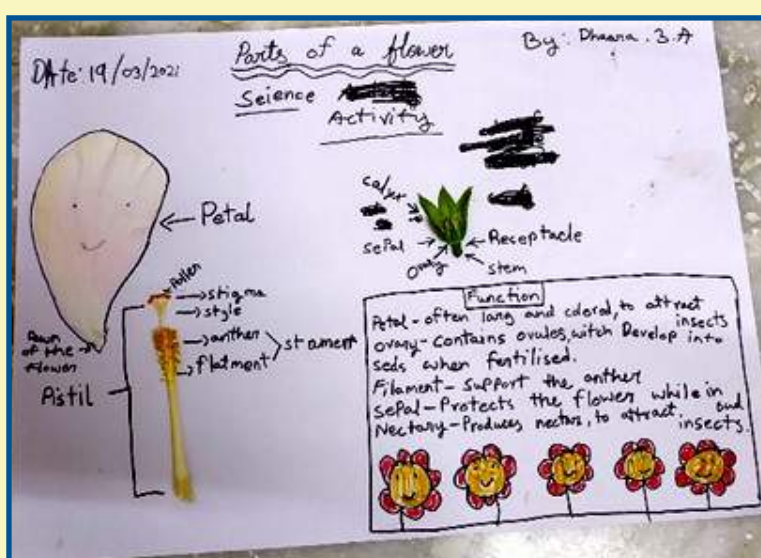
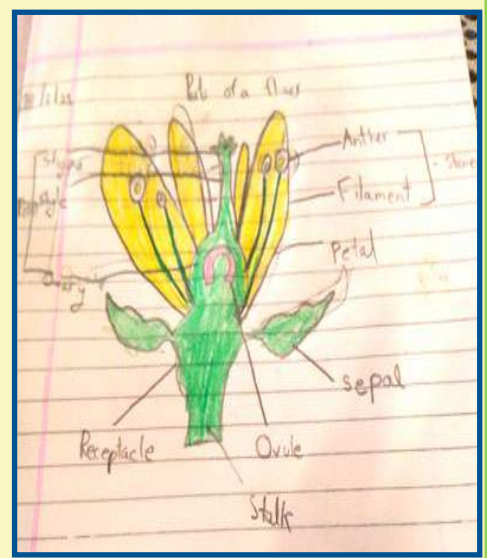
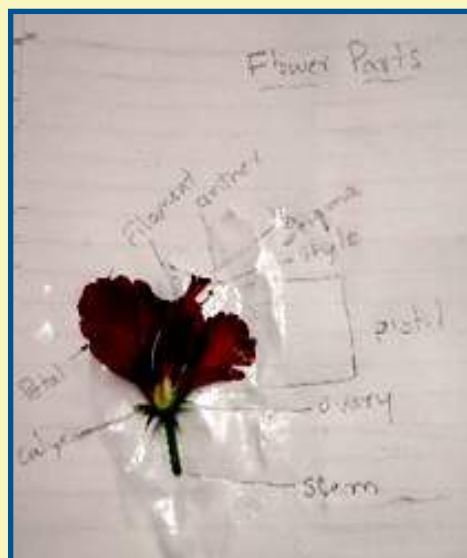
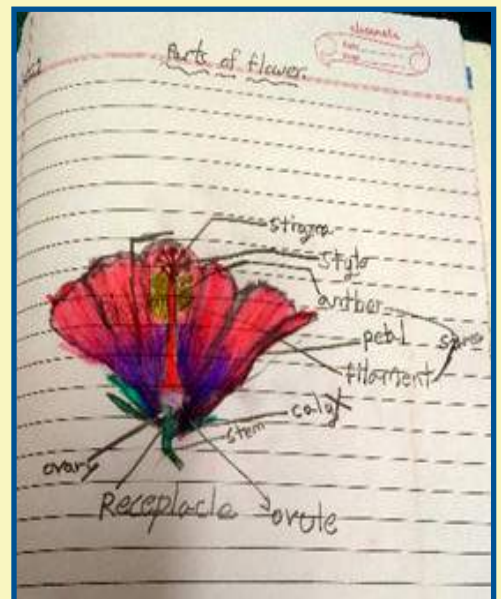
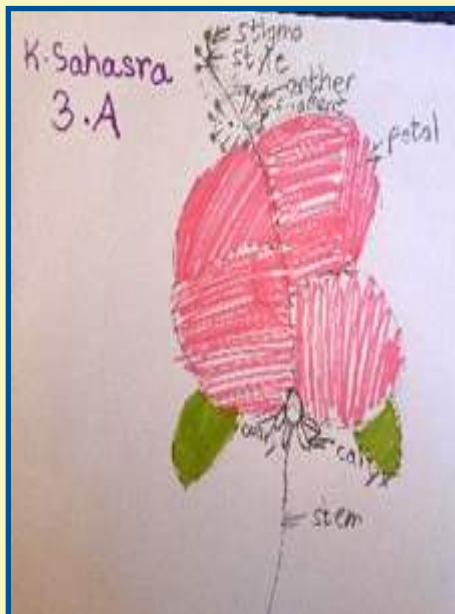
Grade 3 children got hands-on experience on finding the parts of a flower, they have dissected an original flower and found out all the parts of the flower, and labelled it. They really had fun while doing the activity.



ONLINE CLASSES:

Science - Grade 3 Lemurs

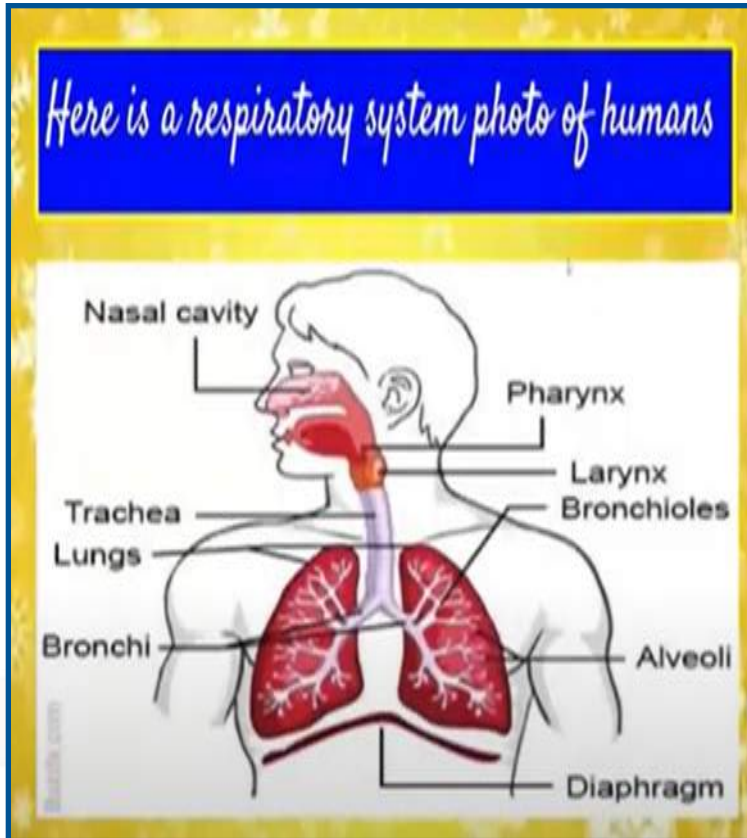
Activity:



ONLINE CLASSES:

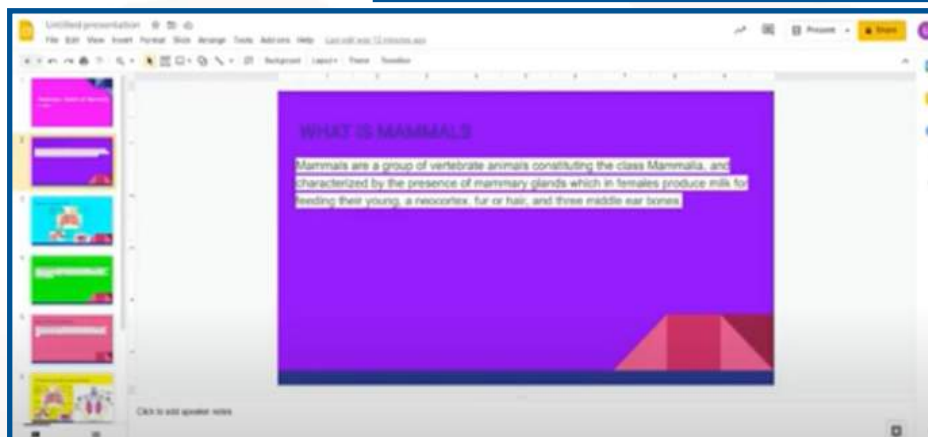
Science - Grade 4 Lemurs

The learners of **Grade 4** presented their research on the comparison of respiratory systems in different groups of vertebrates. They presented their work to their peers which was further discussed and explained.



What are reptiles

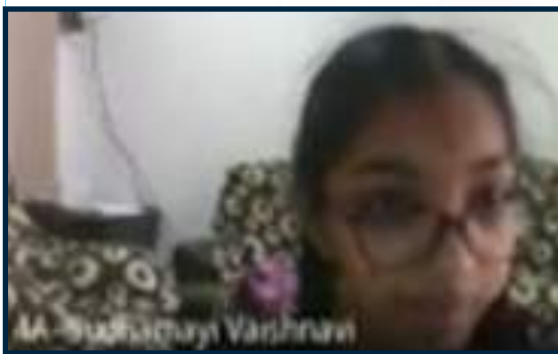
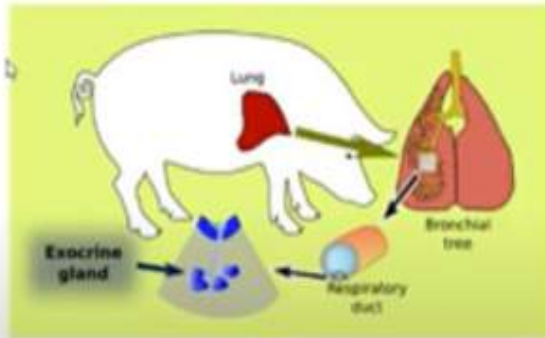
Reptile, any member of the class Reptilia, the group of air-breathing vertebrates that have internal fertilization, amniotic development, and epidermal scales covering part or all of their body



ONLINE CLASSES:

Science - Grade 4 Lemurs

Picture of respiratory system of mammals



What are mammals ?

- Mammals have hair on their body.
- Mammals ears are visible .
- They give birth to their young ones.
- They have a backbone (spine).

Ex : Humans , cow , elephant

Mammals will intake OXYGEN and exhale carbon dioxide.

Science - Grade 5 Lemurs

Grade 5 learners presented their research through creative PowerPoint presentations and confident explanation to their peers on allotted topics around the signs of life such as feeding, movement, growth, respiration, reproduction, etc. They also presented their research on different parts of plants and their functions.

How do animals move in the sky?

- These types of animals are called birds, they use wings to fly. Some of them only flap their wings a few times because it is powerful like the eagle.
- But some of the birds are really small and need to flap their wings many times in a second like the hummingbird.

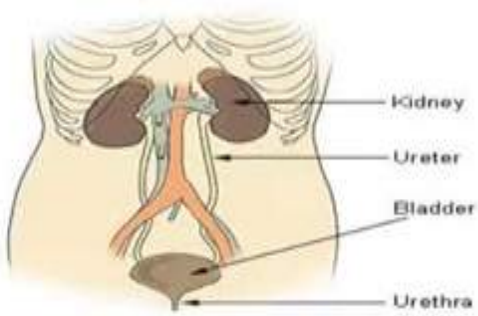


ONLINE CLASSES:

Science - Grade 5 Lemurs


HUMAN

A Human excretory system is completely normal as you can see the parts shown are the parts of the human excretory system.



Kidney
Ureter
Bladder
Urethra

Excretory system



SC- Ram Ch

K

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Eating Habits Of Animals

how Animals Eat


Design Ideas

Eating Habits Of Animals

Eating Habits Of Animals

Eating Habits Of Animals

Eating Habits Of Animals



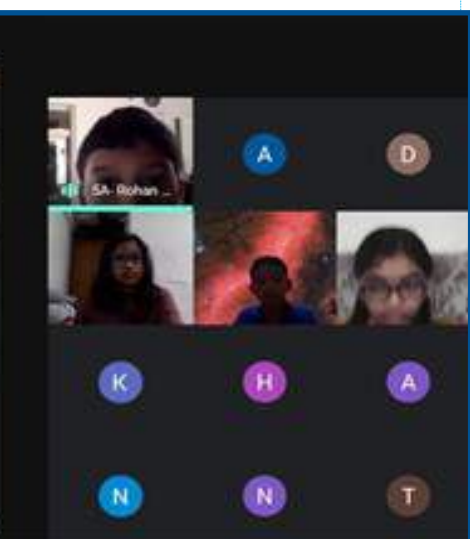
A

SB- Advik Goyal



What is a flower

- What is a flower simple definition?
- A flower is a special part of the plant. Flowers are also called the bloom or blossom of a plant. Flowers have petals. Inside the part of the flower that has petals are the parts which produce pollen and seeds. In all plants, a flower is usually its most colourful part.



SA- Rohan

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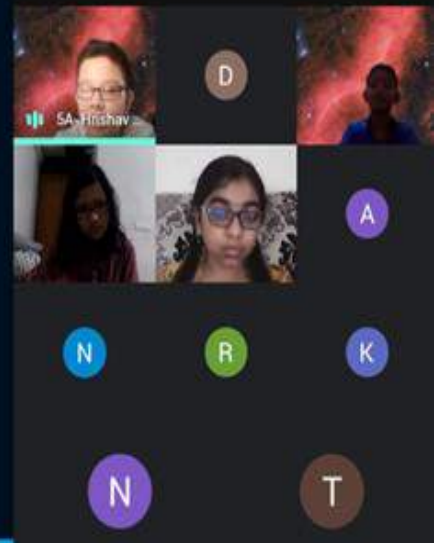
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ONLINE CLASSES:

Science - Grade 5 Lemurs

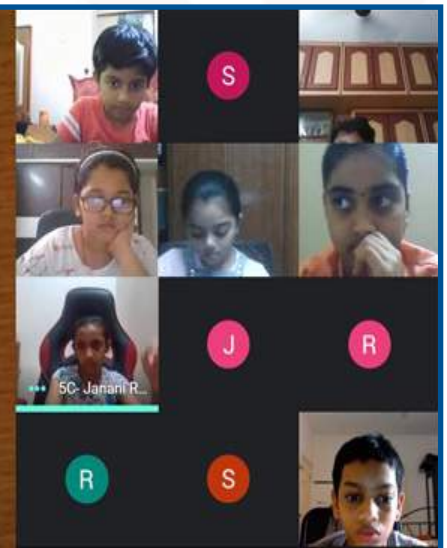
What is the importance of Roots

- First, they provide the anchor needed to keep a plant in place. More importantly, roots are the lifeline of a plant, taking up air, **water**, and **nutrients** from the soil and moving them up into the leaves, where they can interact with sunlight to produce sugars, flavors, and energy for the plant.



Why Do Plants Need Roots

- Plants need roots so that the tree is strong and capable for storms. The roots form inside the soil.



Roots in the Plant

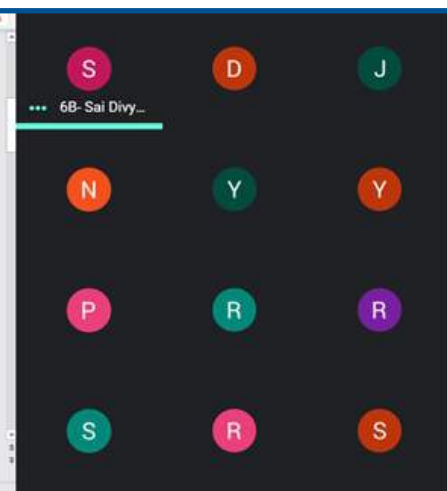
Usually Undergrounds

Soaks up and minerals from the ground

What Roots Do:

They act like straws


They absorb water and nutrients from the soil



ONLINE CLASSES:

Science - Grade 5 Lemurs

ROOT HAIR



The root hair helps the root to absorb water and minerals from the soil, water is essential for the photosynthesis in the leaves.

N D Y

S J Y

P J R

R P S

5C - Saraag Chava joined



English - Grade 5 to 6 Lemurs

World Water Day is held annually on March 22 to focus on the importance of freshwater and advocate for the sustainable management of freshwater resources. The day has been designated by United Nations General Assembly and celebrated since 1993. The theme for 2021 is 'Valuing water'.

Lemurs of **Grade 5 and 6** observed this day by sharing their PPT and discussing the same.

World Water Day and why is it celebrated?

World Water Day, held on 22 March every year since 1993, focuses on the importance of freshwater. World Water Day celebrates water and raises awareness of the 2.2 billion people living without access to safe water.

ONLINE CLASSES:

English - Grade 5 to 6 Lemurs

History of World Water Day

This day was first formally proposed in Agenda 21 of the 1992 United Nations Conference on Environment and Development in Rio de Janeiro. In December 1992, the United Nations General Assembly adopted resolution A/RES/47/193 by which 22 March of each year was declared World Day for Water.

How can we save water?

- The only way we can save water is by not wasting water

So.... SAVE WATER AND SAVE EARTH!



ONLINE CLASSES:



English - Grade 5 to 6 Lemurs

World water day

By Vanshika



From when did we start celebrating this day?

In 1993, the United Nations General Assembly designated 22 March as the first World Water Day. 22 years later, World Water Day is celebrated around the world shining the spotlight on a different issue every year. This issue is also the theme of the annual UN World Water Development Report which is launched on World Water Day.



What is world water day?

World Water Day is marked on 22 March every year. It's a day to celebrate water. It's a day to make a difference for the members of the global population who suffer from water related issues. It's a day to prepare for how we manage water in the future.

We should all save water as we need water to live and it is a source of life water

Water is important for all living things.



ONLINE CLASSES:

English - Grade 5 Lemurs

World water day

Theme of 2021
Nishka Mishra
5.A

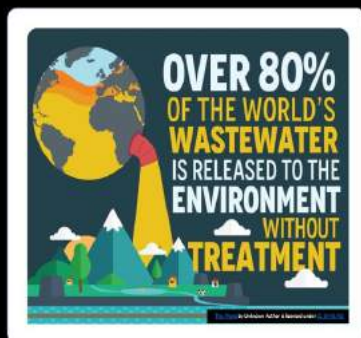
THEME -

- World water day is celebrated on 22 march every year.
- It focuses our attention on the importance of water across the world.
- The theme of World Water Day 2021 is "Valuing Water". According to the United Nations, "The value of water is about much more than its price."



WHY THIS THEME ?

- This year's theme explores how important water is to everyone, in their daily lives, well being and environment. By celebrating and learning about all the different ways water benefits our lives, we can learn to value water properly and work to make sure that everyone has access to clean water supplies.



Thankyou

THANK YOU

Why do we celebrate World Water Day?

BY KANIKA

What is World Water Day?

- The World Water Day is an annual day to rejoice the importance of freshwater and how we humans are extremely lucky to have it. It's used to advocate for the amazing management of freshwater sources. And obviously, to save water.



Why do we celebrate it?

- Well, we celebrate it because throughout the years, our water and earth have been begging and pleading for help, since we are always dirtying the water and causing water pollution everywhere. Just go to social media and see for yourself!! And therefore, this day is to make a small step to making our water cleaner and safer. It's for our own good!

Here are very sad pictures of our polluted water



ONLINE CLASSES:

English - Grade 5 Lemurs

How do we fix it?

- Well, it's simple. Just STOP using/buying anything harmful for water. We all know it's not easy, it's just like breaking a bad habit. Start with less plastic items. And then maybe move on to NO plastic items!!
- And just as many people are harming the environment, more people are coming together and helping! Take a look at these videos.
- <https://youtu.be/1La2T7twXIQ>
- <https://youtu.be/O6JseTWJCpY>

Thank you!

HOPE YOU ENJOYED A LOOK AT THE WORLD WATER DAY

English - Grade 6 Lemurs

Topic – 4 – Migration – Wk - 1

SUBTOPIC – Meaning – Emigration and Immigration

What is migration?

Migration is the permanent movement of persons from one geographical location or region to another.



Migration is Global

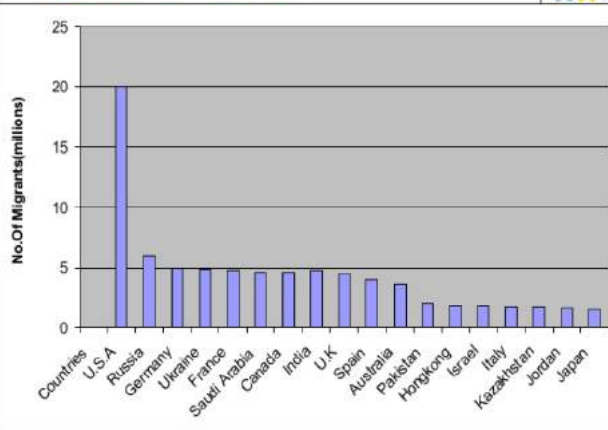


- ! In 2005, 191 million people were counted as living outside the country of their birth
- ! The number of migrants worldwide has doubled since World War II
- ! If they lived in the same place, international migrants would form the 5th most populous country in the world

ONLINE CLASSES:

English - Grade 6 Lemurs

Migration is Global



What is emigration?

- This is when persons leave their place of residence (their homes or country) and move to another for a number of reasons.



When some one leaves his country to go to another we call that **overseas** or **international** migration.

Migration



International Migration

This occurs when people leaves one country or state to settle in another. Leaving **Jamaica** to take up residence in Canada or the U.S. is an example of International Migration.



Internal Migration

This refers to the movement of people who have changed their residence within a country. Leaving **Lionel Town** to settle in **May Pen** is an example of Internal Migration.

Types of Migration

Internal migration:- This refers to a change of residence within national boundaries, such as between states, provinces, cities, or municipalities.

International migration:- This refers to change of residence over national boundaries. An international migrant is someone who moves to a different country.

International migrants are further classified

1. **Legal immigrants** are those who moved with the legal permission of the receiver nation
2. **Illegal immigrants** are those who moved without legal permission
3. **Refugees** are those crossed an International boundary to escape persecution.

Economic Causes of Migration

- ! Migration in search of better economic conditions, employment
- urbanization (moving to the cities because of poor economic conditions in rural areas)
- ! Migration to escape overpopulation and its effects
- migration to the suburbs in order to secure better living conditions—especially better school districts, less crowded living conditions
- ! Migration to escape poor climate conditions such as drought
- ! Migration to escape natural disasters
- the "tent cities" erected in Turkey after the 1999 earthquake—some of them are still there, and in other cases the residents have moved away to live with relatives and haven't come back;

THANK YOU

ONLINE CLASSES:

English - Grade 6 Lemurs

TOPIC - MIGRATION

SUBTOPIC - Types of Migration

MIGRANTS

- ▢ Legal Migrants - migrants that legally enter into the country, have a valid immigrant visa and proper documentation
- ▢ Illegal migrant - a person who, owing to illegal entry or the expiry of his or her visa, lacks legal status in a transit or host country. The term applies to migrants who infringe a country's admission rules and any other person not authorized to remain in the host country

TYPES OF MIGRATION

- ▢ Involuntary:
- ▢ All forms of push factors resulting in refugees.

Asylum Seeker:

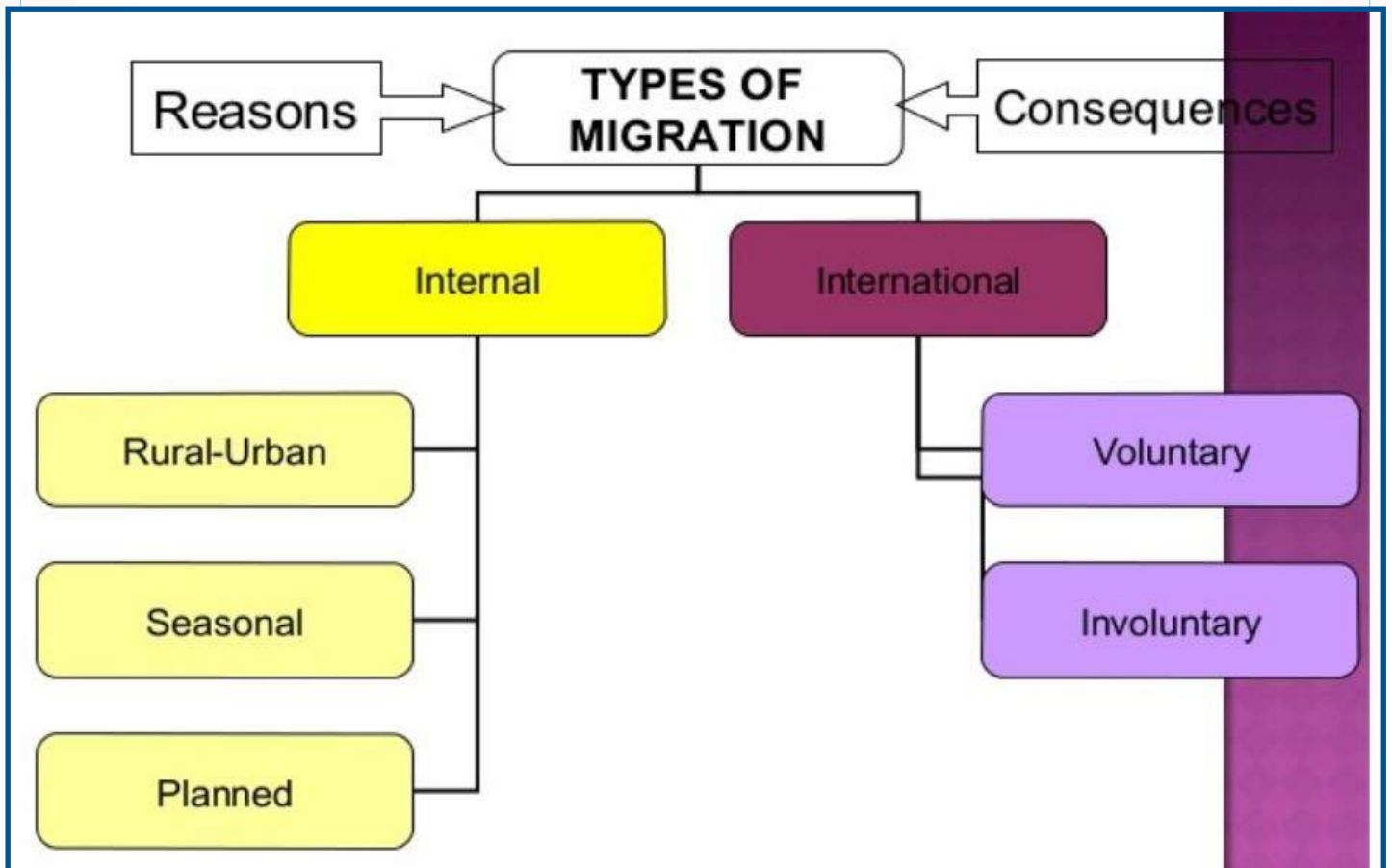
A person who has a right to work and live in a country for a short time.

Refugee:

A person who has left their home in a country where they feel unsafe because of persecution or war, and has applied to stay in another country where they feel safe. If they are allowed to stay they become a refugee.

ONLINE CLASSES:

English - Grade 6 Lemurs



INTERNAL MIGRATION

This is migration within a country.

explain what the following types of internal migration are.

- ▣ Rural to Urban
- ▣ Urban to Rural
- ▣ Inter-urban
- ▣ Intra-urban
- ▣ Transmigration



ONLINE CLASSES:

English - Grade 6 Lemurs

Types of migration

Immigration	Moving into another country
Emigration	Moving out of a country
International	Moving from one country to another
Voluntary	Moving by choice
Forced	Having to move - reasons could include: war, famine, natural disaster, political asylum
Temporary/seasonal	Moving for a short period of time
Rural to urban	Moving from the countryside to the city
Urban to rural	Moving from the city to the countryside

REASONS/ FACTORS OF MIGRATION



ONLINE CLASSES:

English - Grade 6 Lemurs

Internal Migration – Rural-Urban Migration

- Movement of people away from the rural region (countryside, farms) to an urban (town, city) area.
- Which age group is most prone to move?
- Which group of country experiences large volumes of rural-urban migrants?
- **Why?**

Internal Migration – Rural-Urban Migration

- Which age group is most prone to move?
 - Male
 - Age group – 20s and 30s
 - Able bodied – economically-active
- Which group of country experiences large volumes of rural-urban migrants?
 - Developing countries, eg. India, Brazil

Internal Migration – Rural-Urban Migration

- Main and most important reason for this movement – rural area **cannot** support the large and rapid population increase
- Symptoms of rural overpopulation – reduced food supply, decreased job opportunities, shortage of land
- Worsened by farm mechanisation. Why?
 - Machines replaced labour, jobs are lost, rising joblessness

ONLINE CLASSES:

English - Grade 6 Lemurs

Internal Migration – Rural-Urban Migration



Internal Migration – Rural-Urban Migration



Squatter Settlements In India

ONLINE CLASSES:

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Reasons:

Large population growth in rural areas puts more pressure on the environment.

Wages in Calcutta are approximately six times that of rural areas.

Sub-division of land passed on makes a subsistence life more difficult and reduces the assets against which a rural inhabitant could get a loan.

Increased mechanisation of agriculture to feed growing population means greater rural unemployment.

A large number of migrants are a consequence of natural disasters such as those faced annually in the Monsoon season. Many cross from nearby Bangladesh.

Indian cities receive approximately six times the investment of their rural counterparts.

Better medical and health care. Infant mortality is lower in Indian cities than rural areas.

Consequences for area they arrive in:

These are massive and one of the biggest problems facing all of the developing world. **In Calcutta they include:**

1. A chance to escape the rigid caste system that is still very strong in rural areas.
2. Higher rates of infant mortality than towns.
3. Half a million people sleeping on the streets.
4. Increased air pollution as the pressures of population create a need for more industry. In addition, people use wood and charcoal for cooking.
5. The old water system cannot cope. Leaking pipes allow contamination to enter the water supply. In Monsoon season, this is particularly bad as sewage infects the water.
6. Increased traffic causes greater air pollution problems. As many as 60% of the population suffer from breathing problems.
7. Bustees have to occupy the least desirable land. This is often prone to flooding particularly during monsoon season but also is likely to be located near industry increasing problems with air pollution but also experiencing toxic chemical discharge.
8. Alternatively the developments could be on steep slopes increasing the chances of landslides

Consequences for area they leave:

1. If the migrant finds work in the city then it is likely that the village he left will benefit from money sent home. This is what every migrant dreams of but the situation in reality is usually very different.

2. As the pressures of urbanisation increase so government expenditure on urban areas must increase this leaves the rural areas facing an ever more difficult situation. Lack of investment on health and welfare will have obvious effects for those left behind.

3. It is the young motivated male that is most likely to leave. This has implications for those left behind. There will be a predominantly elderly population that will find it ever more difficult to support themselves.

4. Whilst migration may ease some of the population pressures the high birth rates in rural areas means the situation is deteriorating. This means a constant loss through migration with the break up of families.

Consequences for the migrant:

1. Forced to live in squalid conditions in the bustees
2. Often the only work available would be in the informal sector. Jobs here can include rummaging amongst rubbish tips to find materials that can be sold for re-cycling.
3. Often feel forced to stay in the cities not wanting to face the failure of going home.



Families are forced to live in squalid conditions.

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Internal Migration – Seasonal Migration

- Seasonal migration is also known as labour migration
- It refers to the movement of people away from their homes to find a livelihood, usually on a temporary basis
- Farmers moving their herds from the snow-covered uplands to lowland pastures
- Apartheid System (African slavery system)

Internal Migration – Planned Migration

- Planned migration refers to large-scale migration of people within the country
- Usually carried out by the government
- The most famous example – Transmigration Programme in Indonesia

Aims of the Transmigration Programme

- Relieve population pressure in Java, Madura, Bali and Lombok
- Increase job opportunities and raise standard of living in Java, Madura, Bali and Lombok
- Increase production of food and tree crops

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Planned Migration (Transmigration)

Causes

- uneven population distribution
- plans to develop undeveloped areas

Effects

- overcome landless problem & food shortage
- raise std of living eg introduce cash cropping
- cultural clash between migrants and locals
- disrupt local way of life
- widespread deforestation and soil erosion

Title: Transmigration in Indonesia.

Source: Over populated islands of Indonesia, for example, Java.

Destination: Under populated outer Islands such as Maluku



Reasons:

Government incentives to ease population pressures on Islands such as Java.

Possibility of spreading development to more remote Islands.

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Consequences for area they arrive in:

In total over three million people have moved so this obviously puts great pressures on the areas they arrive in. Thousand of acres of rainforest have been cleared and this has led to soil erosion. Consequently, a large quantity of the land soon becomes unsuitable for farming. This is made worse by the shortage of tool and destruction of crops by wild animals. The remoteness of Islands makes commercial farming very difficult.

There has been friction with the migrants and the indigenous population. Trans-migrants receive two hectares of land as an incentive to move. Indigenous people see this as government favouritism. The tension is accentuated as sometimes migrants are given areas of land that locals used for shifting cultivation.

In some of the least populated Island migrants threaten to completely out number locals.

Consequences for area they leave:

The population on main Islands like Java is continuing to grow rapidly and the trans-migration scheme is providing minimal relief. Also many trans-migrants are returning after having little success on the outer Islands. Transmigration has done little to remove the problems of over-population.

Consequences for the migrant:

Many migrants failed to make a living in the outer Islands finding life more difficult than that in Java. Indeed, average earnings were higher in rural Java than any re-settlement Island

International Migration – Involuntary Migration

- Involuntary Migration = **Forced** Migration
- Movement of people caused by events which force people to move against their will
- People involved in this movement = Refugees

Refugees are persons who owing to well-founded fear of persecution for reasons of race, religion, nationality or political opinions, are outside of their country of origin and cannot or owing to such fear, do not wish to avail themselves of the protection of that country.

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TYPES OF MIGRATION

- ▣ Involuntary:
- ▣ All forms of push factors resulting in refugees.

Asylum Seeker:

A person who has a right to work and live in a country for a short time.

Refugee:

A person who has left their home in a country where they feel unsafe because of persecution or war, and has applied to stay in another country where they feel safe. If they are allowed to stay they become a refugee.



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English - Grade 6 Lemurs

Living conditions in refugee camps are at best subsistence and nothing more. They can become permanent features.



Involuntary Migration

Causes

- unfavourable *social / political* conditions

Examples

- South Vietnamese fled communist Vietnam to Canada, USA, etc
- Rwanda civil war in mid-1990s led to the fleeing of 2 million refugees
- Migration of Hindus, Muslims and Sikhs to Britain in 1950s when Pakistan and India became separate countries

THANK YOU

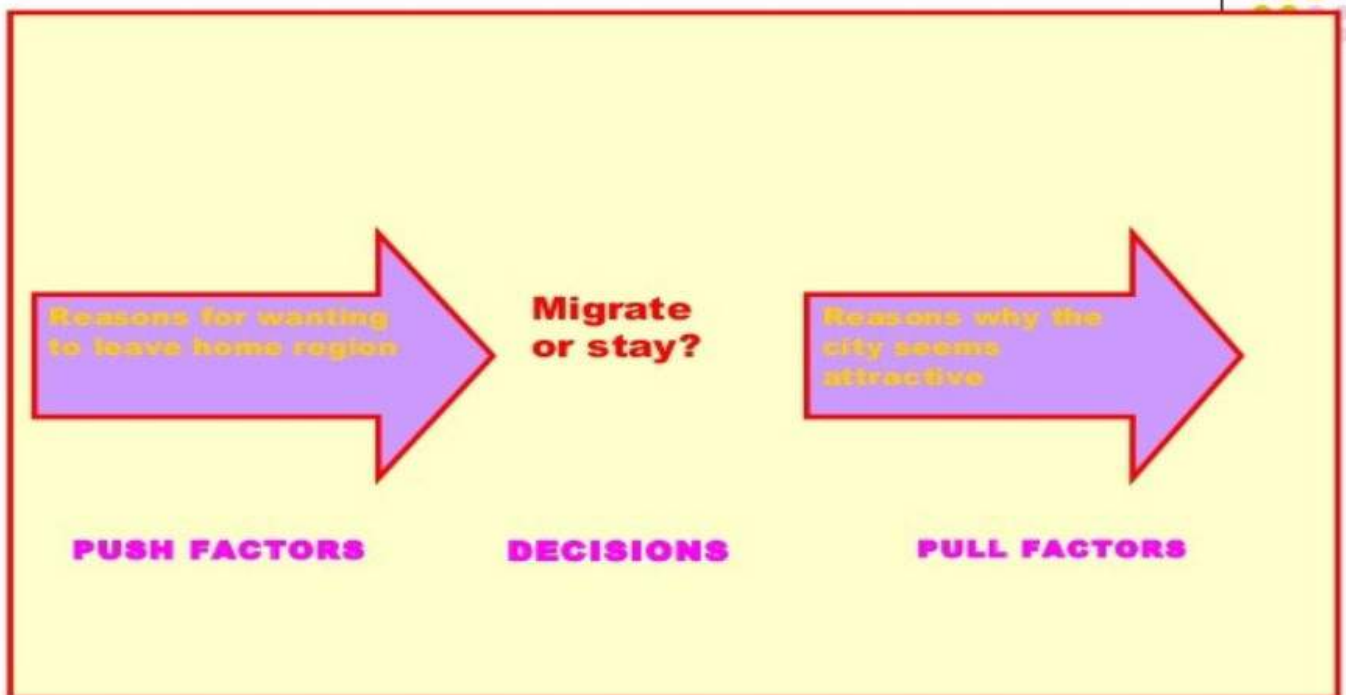
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TOPIC – MIGRATION- WK - 3

SUBTOPIC – CAUSES OF MIGRATION

Why do people move from one area to another?



Push vs. Pull Factors

- Push and pull factors help explain why people migrate from one place to another.
- Push factors: Factors that help migrants decide to leave their home.
- Pull factors: Factors that attract people to an area where migrants are going.

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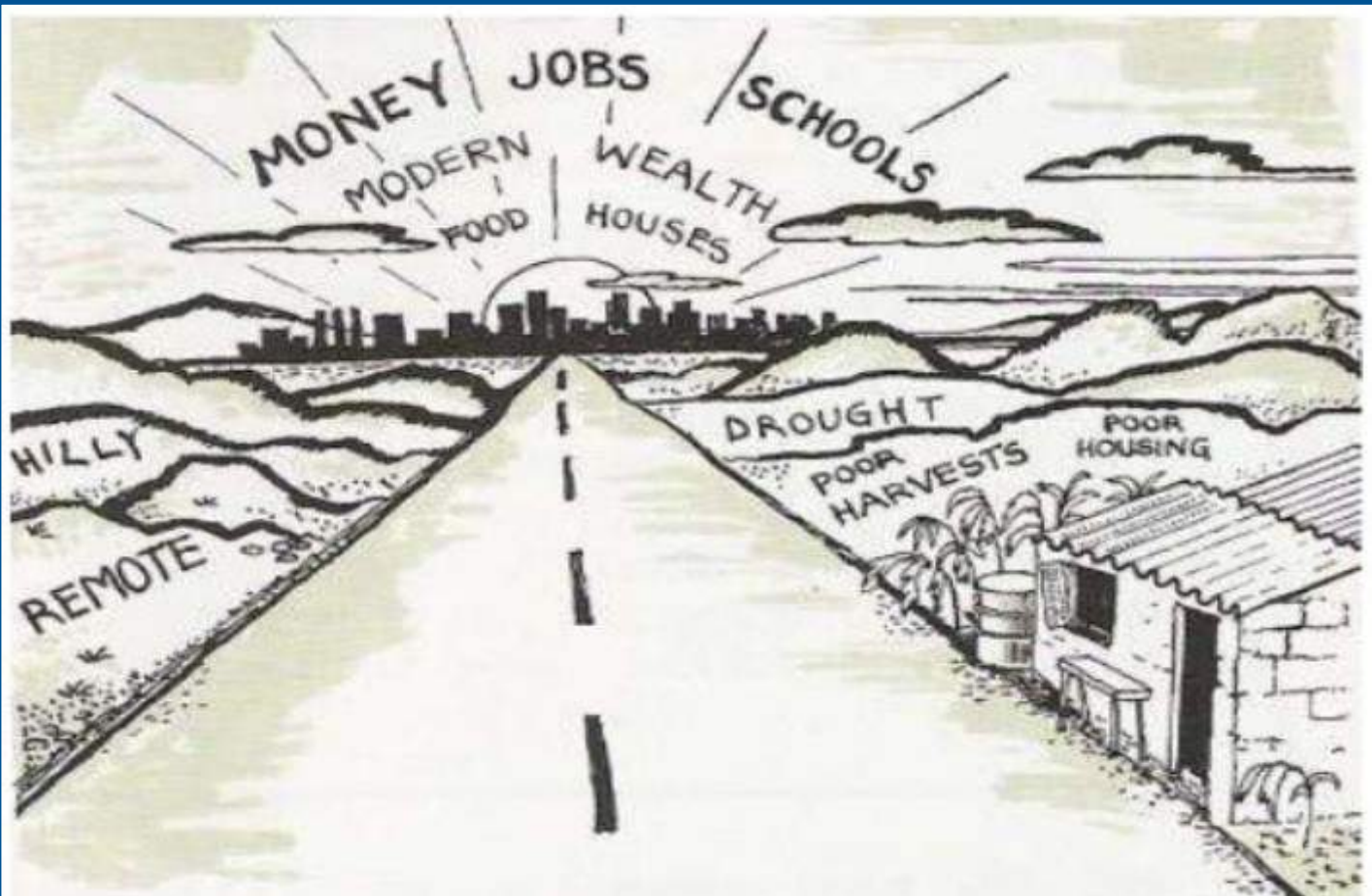
Push and Pull Factors

Push Factors

- Unemployment
- Not safe
- Lack of services
- Poverty
- Crop Failure
- Drought
- War, Civil Unrest
- Hazards
- Isolation

Pull Factors

- Potential jobs
- Safer environment
- Better services
- Greater wealth
- Fertile land
- Lots of food
- Political security
- Friends and family



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People may migrate because of poor conditions where they live- these negative factors are called **push factors**.

Lack of jobs or job opportunities

Poor quality of life

Poor levels of pay and conditions



Civil war/persecution.

Poor health and education services.

Isolated – few transport links, few leisure facilities

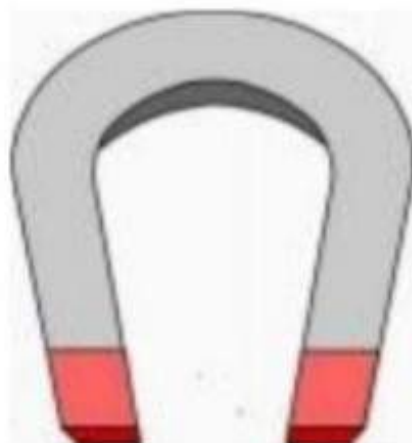
Climatic hazard eg drought leading to crop failure.

People may migrate because they are attracted to conditions elsewhere- these positive reasons are called **pull factors**.

Job opportunities

Better quality of life

Perception of better quality of life.



Chance to earn more money

Range of health and education services.

Entertainment and facilities.

Less likelihood of natural hazards.

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REASONS FOR MIGRATION

- ▮ People migrate for many different reasons. These reasons can be classified as either **economic, social, political** or **environmental**:
- ▮ <http://www.ancestry.com/learn/library/article.aspx?article=1436> 13 reasons our ancestors migrated

FACTORS IN MIGRATION PROCESS

- ▮ But the major reason, by general consensus, is **ECONOMIC**
- ▮ Push from subsistence agriculture to higher wages
- ▮ Potential reverse migration toward rural areas as result of high unemployment brought about by lack of employment



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TOPIC – MIGRATION- Wk - 4

SUBTOPIC – Impact of Migration – Positive and Negative Effects

STREAMS OF MIGRATION



Four streams are identified under the internal migration:

- (a) Rural to rural (R-R);
- (b) Rural to urban (R-U);
- (c) Urban to urban (U-U); and
- (d) Urban to rural (U-R).

- (1) Intra-state migrants are larger than inter-state migrants, i.e. people prefer to migrate within the state
- (ii) Intra-state migration is dominated by female migrants whereas inter-state migration is dominated by male migrants
- (iii) Female migrates due to the reasons of marriage whereas male migrates due to the economic reasons
- (iv) Females prefer short distance rural to rural migration whereas male migrate to long distance rural to urban regions

CONSEQUENCES OF MIGRATION



Economic consequences:-

1. Positive consequences:

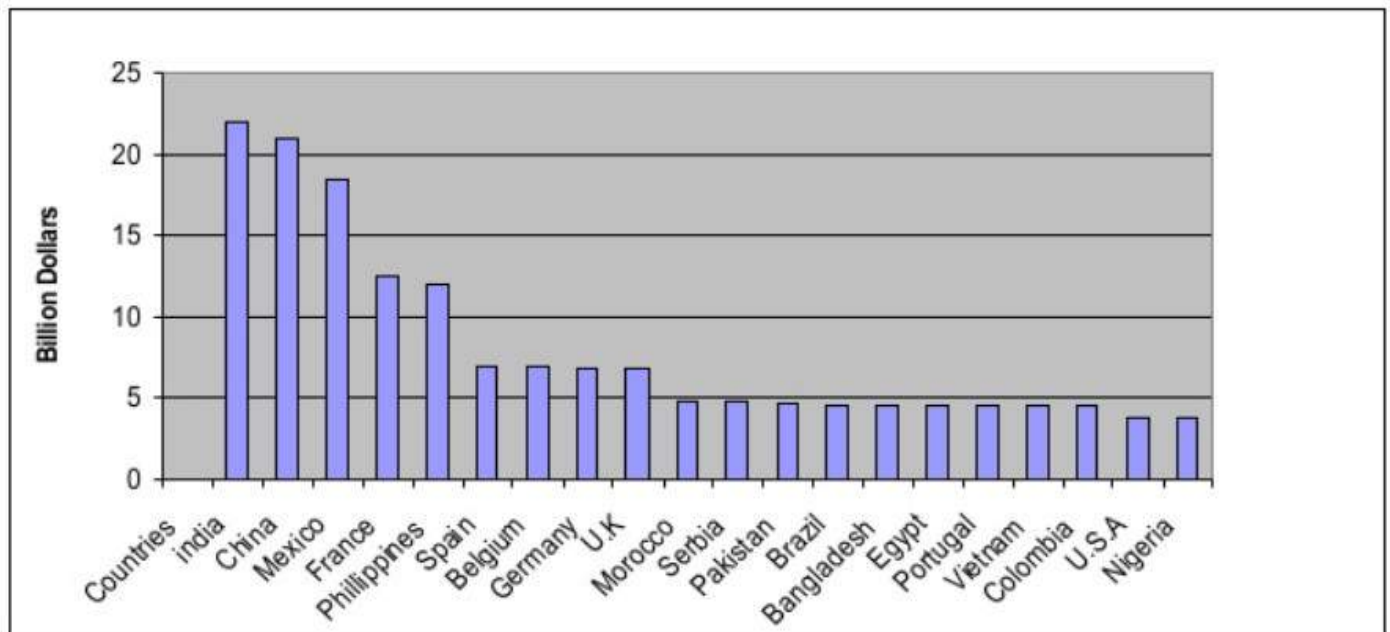
- i. The remittance (payments) sent by migrants to their homes help in the growth of economy of the region. This money is mainly used by the family for repayment of debts, medical treatment, marriages, children's education, purchasing agricultural inputs, construction of houses, etc.
- ii. Similarly remittances from the international Indian migrants are one of the major sources of foreign exchange in India.
- iii. States such as Punjab, Kerala and Tamil Nadu receive very large amount of money from their international migrants.
- iv. Migration of people from Uttar Pradesh, Bihar, to the rural areas of Punjab, Haryana, has resulted in the success of green revolution.

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Top 20 Remittance Receiving Countries (by \$ amount)



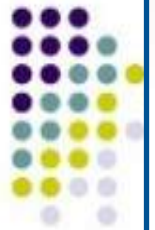
2. Negative consequences:

- Unregulated migration to the metropolitan cities of India has caused overcrowding.
- Development of slums in industrially developed states such as Maharashtra, Gujarat, and Delhi is the result of unregulated migration.
- The under-development gets even worse due to out migration of skilled people

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Economic consequences



Brain drain



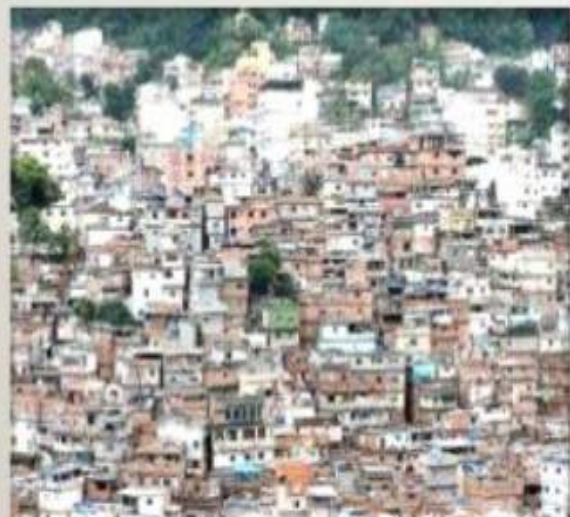
Green revolution in Punjab



overcrowding



Slums and squatters



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Demographic consequences

1. Positive consequences:

- a. Migration leads to the redistribution of the population within a country.
- b. It results in balanced distribution of people according to resources
- c. Rural-urban migration is one of the important factors contributing to the population growth of cities.

2. Negative consequences:

- a. It results in imbalances in sex composition due to selective male or female migration. Large cities have unfavourable sex ratio as compared to rural areas due to high male immigration.
- b. Rural areas face shortage of skilled people because most of skilled and semiskilled people migrate to urban areas.



Social consequences

1. Positive consequences:

- a. Migrants act as agents of social change. The new ideas related to new technologies, family planning, girl's education, etc. get spread from urban to rural areas through them.
- b. Migration also leads to intermixing of people from diverse cultures and results in the evolution of composite culture
- c. The mind set of people changes. They start thinking broadly and the narrow views changes.

2. Negative consequences:

- a. It also causes anonymity, which creates social vacuum and sense of dejection among individuals
- b. Continued feeling of dejection may motivate people to fall in the trap of antisocial activities like crime and drug abuse.
- c. Migration affects the women more. In the rural areas, male selective out migration leaving their wives behind puts extra physical as well mental pressure on the women which increases their vulnerability.

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Environmental consequences



- a. Overcrowding of people due to rural-urban migration has put pressure on the existing social and physical infrastructure in the urban areas
- b. This ultimately leads to unplanned growth of urban settlement and formation of slums shanty colonies
- c. Apart from this, due to over-exploitation of natural resources, cities are facing the acute problem of depletion of ground water, air pollution, and disposal of sewage and management of solid wastes

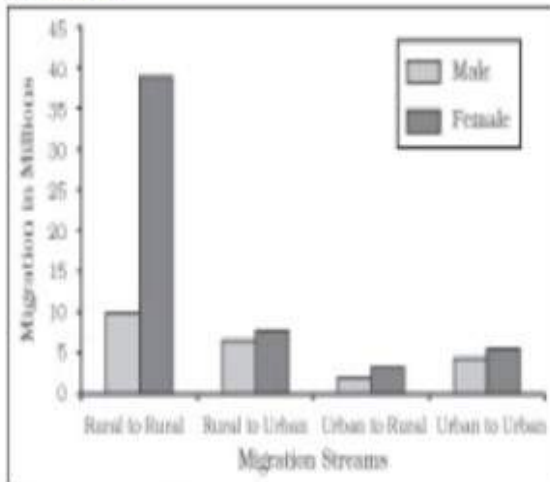
Pollution & problem of garbage disposal



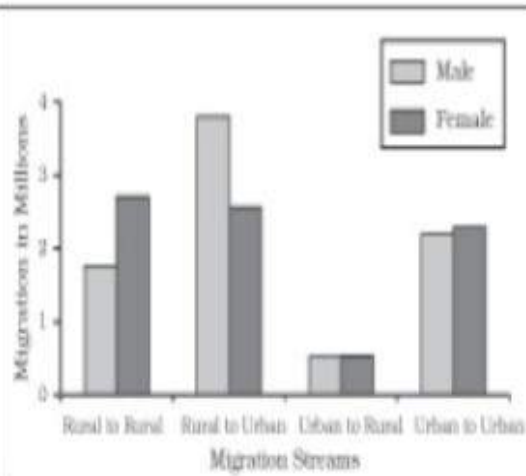
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ACTIVITY:



Intra-state migration



Inter-state migration

Examine intra-state and inter-state migration in India according to the Census 2001 and find out:

- Why are the numbers of females migrating from rural to rural areas in both the diagrams higher?**
- Why is the male migration higher from rural to urban?**

Aarif Khan: I live in village with my wife and four children. I work here in the field on daily base basis at the rate of Rs. 30 a day. Here there is no availability of work for all the 30 days. Further, I have also taken some land on lease for agriculture. I could give education to my children. My wife is sick and suffering with tuberculosis due to lack of health care facilities and shortage of money I am unable to get treatment of my wife. I am very puzzled with the prevailing situation.

Subbalakshmi: I belong to fishermen community from coast of Tamil Nadu. The devastating tsunami has swept away all the family members except my two children. Everything is destroyed. Till then, I am living in a shanty of Chennai. I work here as a domestic servant and my children go to school and also help me by picking eggs during off time. However, I miss my place but I would not go back. I cannot forget the giant waves. There is no sign of my children.

Mohan Singh: I am working in a bonery factory in Ludhiana. There I get Rs. 2,000 a month after working 8 hours a day. I have an opportunity to earn extra by over time. Medical, educational, recreational facilities are also available here. However, the absence of family members and children causes anxiety. The job opportunities are many.

Manish Gawarkar: I am a science graduate from Bhandara. Here in Mumbai I am doing my Post graduation along with a part time job. However, the cost of living is high and people have no leisure time for others. I came to Mumbai as it was my dream. The city offers a lot of opportunities, high salary and chance of going ahead.

The four stories describe different situations of migrants.

Enumerate the push and pull factors for Aarif?

What are the pull factors for Mohan Singh?

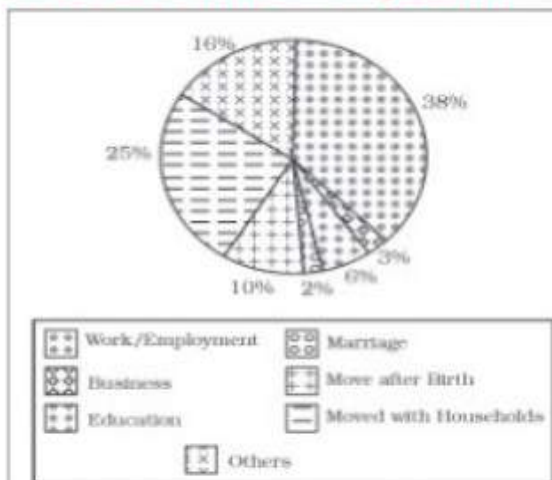
Study the story of Subbalakshmi and Manish Gawarkar. Compare their cases on the basis of types of migration, causes of migration and their living conditions.

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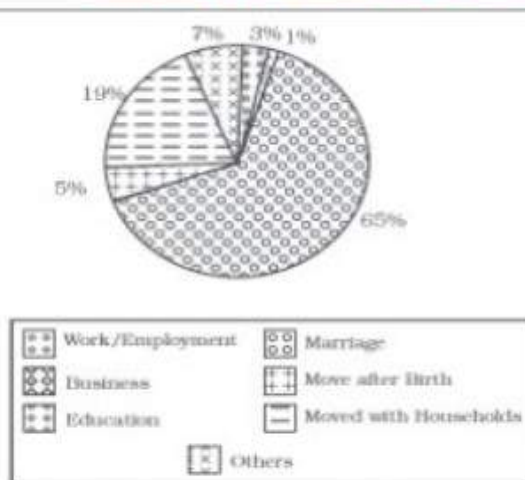
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Reasons of male migration



Reasons of female migration



Study the table and answer the following question:

- 1. what is the main reason of migration of males?**
- 2. what is the percentage of male migration who have migrated for work or employment?**
- 3. what is the main reason of female migration ?**
- 4. what is the percentage of female migrating in search of work or**

THANK YOU

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World Water Day

Ryan Majumdar, Sruti Gorantla, HariPavanaj Reddy

History

- ★ The history is as follows:
 - World Water Day is an annual United Nations (UN) observance day held on 22 March that highlights the importance of freshwater. The day is used to advocate for the sustainable management of freshwater resources. The theme of each day focuses on topics relevant to clean water, sanitation and hygiene (WASH), which is in line with the targets of Sustainable Development Goal 6. The UN World Water Development Report (WWDR) is released each year around World Water Day.
 - UN-Water is the convener for World Water Day and selects the theme for each year in consultation with UN organizations that share an interest in that year's focus. The theme for 2021 was "Valuing Water" and the public campaign invited people to join a global conversation on social media to "tell us your stories, thoughts and feelings about water".

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Themes for World Water Day

★ The past themes are as follows:

- 2018: The theme was *"Nature for Water"*
 - The theme informs us how nature can be used to overcome the water challenges
 - Reducing floods, droughts, water pollution and protecting ecosystems could be solved using natural means, rather than man-made approaches
- 2019: The theme was *"Leaving No One Behind"*
 - The theme is about the discrimination which women, children, refugees, indigenous peoples, disabled people face when trying to get freshwater
 - The UN has quoted about this: "water services must meet the needs of marginalized groups and their voices must be heard in decision-making processes"
- 2020: The theme was *"Water and Climate Change"*
 - The theme of World Water Day 2020 was about water and climate change, and how the two are interlinked

Indian Government's Role

It will start on March 22 and the idea is to 'Catch the rain when it falls and where it falls.' According to Modi, the **government** body will focus on repairing the rain **water** harvesting systems, cleaning up village stepwells, ponds and removing all kinds of blockages from the **water** bodies.

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HOW IS WATER BEING WASTED?

One of the most common ways in which people waste **water** is by leaving the **water** running when brushing their teeth, shaving or doing the dishes. Turn the tap off as soon as you start brushing, shaving or washing the dishes.



HOW CAN WE PREVENT THIS?

Water can be saved in many ways here are some examples:

1. Take shorter Showers
2. Turn off your tap while brushing or shaving.
3. Water your plants twice a day
4. Check for leaks in pipes or toilets
5. Don't Play with hoses and sprinklers
6. Use One utensil for drinking water

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WE SHOULD NEVER WASTE WATER. IT'S PRECIOUS THAN GOLD AND A DIAMOND. IT SAVES LIVES EVERY SINGLE DAY AND WE MUST LEARN HOW TO RESPECT AND SAVE WATER IN EVERY WAY POSSIBLE.



World water day

By- [harshitha varma](#)

When do we celebrate

- Why World Water Day is celebrated: The day is aimed at raising awareness about 2.2 billion people living without access to safe water resources globally. World Water Day has been celebrated each year on March 22 since 1992. ... According to the UN, global water demand is likely to rise by over 50 per cent by 2040



When and why we celebrate world water day

- What is the world Water Day? Every year, on 22 March World Water day is celebrated since 1993. It focuses on the significance of fresh water. On this day, awareness is raised about water shortage; nearing 2.2 billion people are living without proper access to safe drinking water.



Activate Windows
Go to Settings to activate Windows.

What are the themes for water day.

- 2014 – Water and Energy. ...
- 2015 – Water and Sustainable Development. ...
- 2016 – Better Water, Better Jobs. ...
- 2017 – Why Waste Water? ...
- 2018 – Nature for Water. ...
- 2019 – Leaving No One Behind. ...
- 2020 – Water and Climate Change.



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World water day

By Zasha Zafeer
Grade 6A

When is it World Water Day celebrated?

World Water Day
is celebrated on:
March 22nd

Why is water important?

- Water is important for everyone to live. All plants, humans and animals need water to live. It helps to stop dehydration.



Let's compare

• Freshwater:



There is only 3% of freshwater on earth.
Only freshwater is drinkable.
Freshwater is limited

• Saltwater:



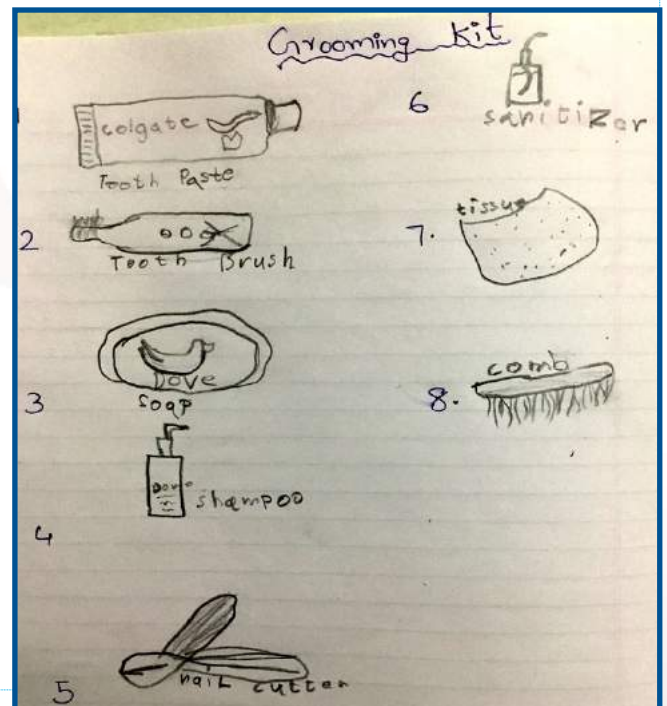
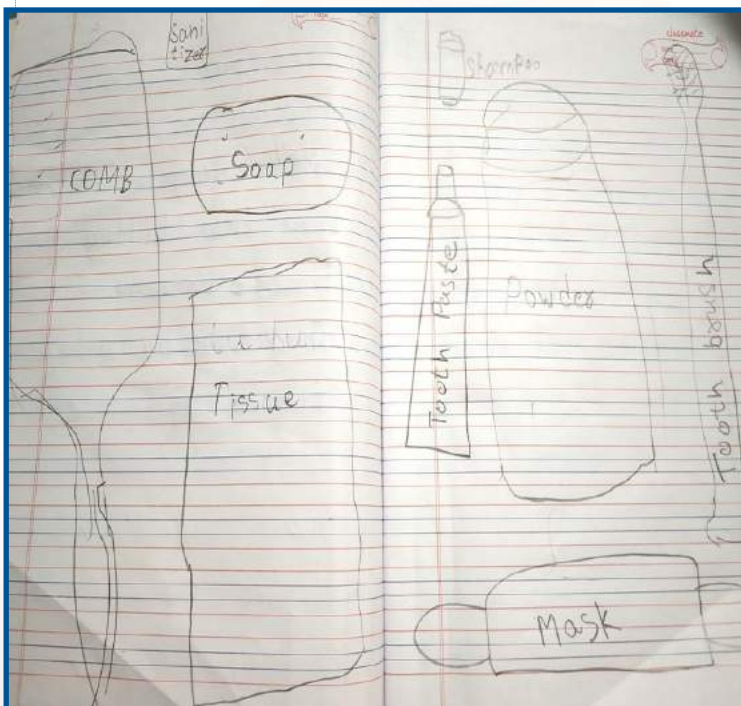
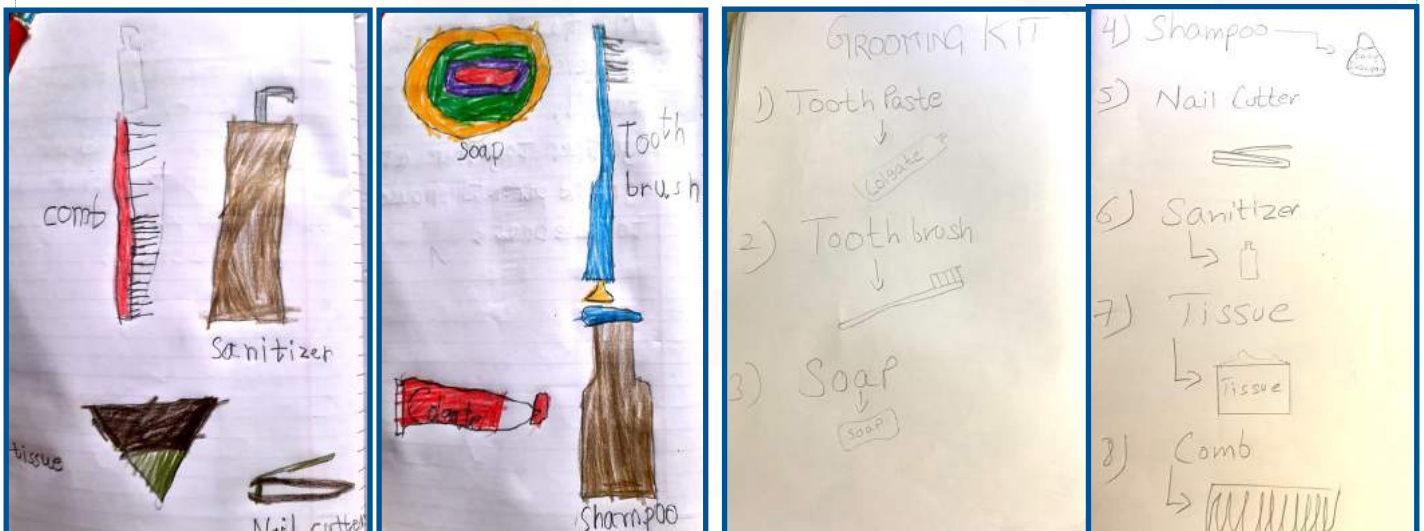
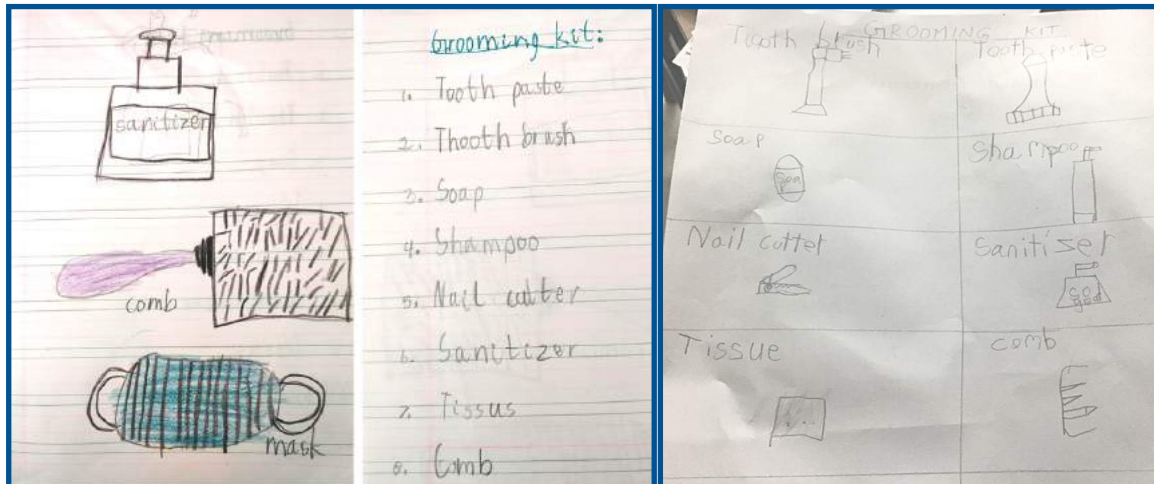
There is 97% saltwater on earth.
Salt water is not drinkable. But in some places
saltwater is collected and made into freshwater
for drinking.

Thank you!

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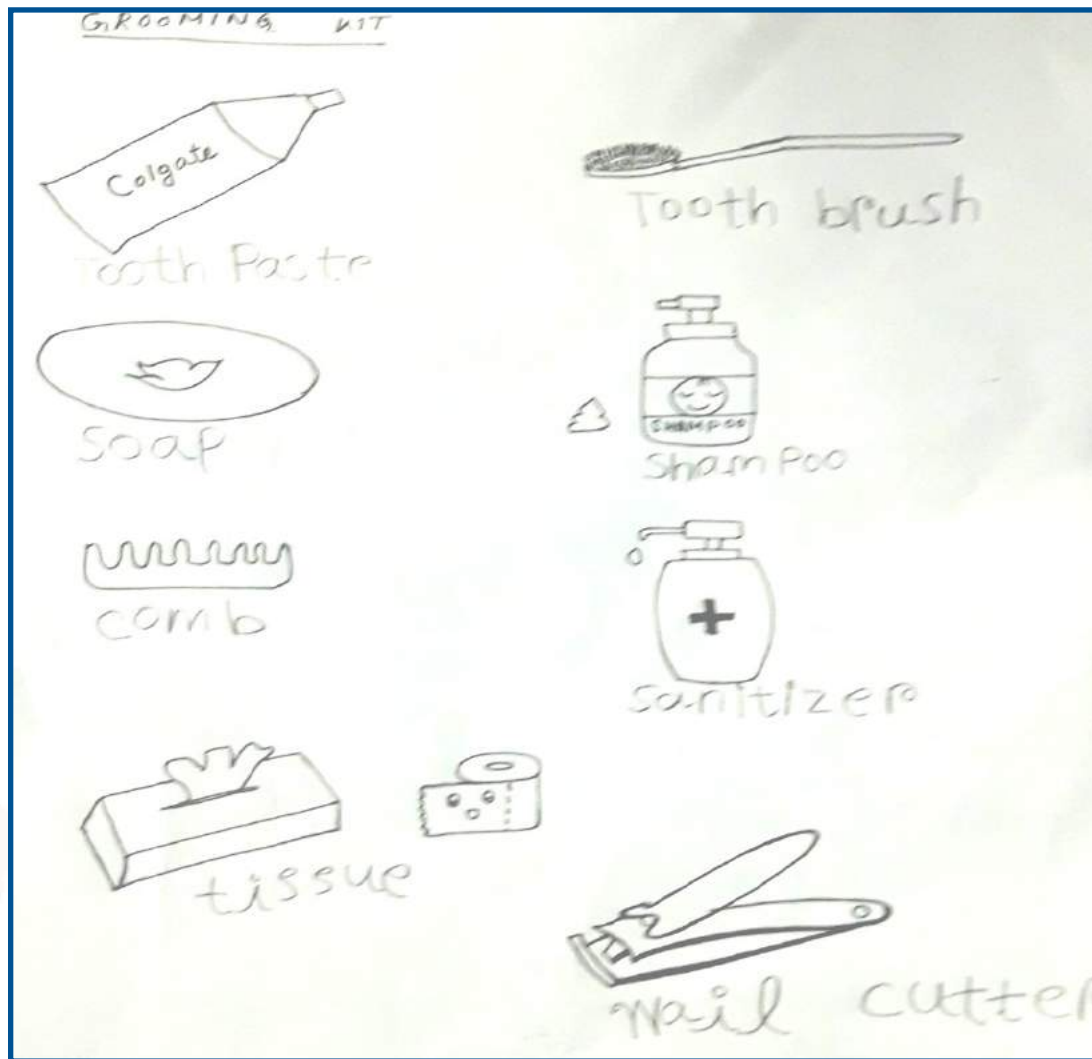
Global perspective: Grade 1 Lemurs

Learners of **Grade 1 Lemurs** displayed and illustrated the grooming tools, used to keep themselves clean and hygienic. They demonstrated the uses of the grooming tools with hands on activity.



ONLINE CLASSES:

Global perspective: Grade 1 Lemurs



ONLINE CLASSES:

Grade 3 Lemurs - Topic – 4 - Migration

Under topic – 4 – Tradition, Culture and Heritage Grade 3 learners have learnt about the different religions , festivals, cultures and traditions which have been observed by the people of India because our country being a secular country and learned that every individual needs to respect each other's culture and tradition.

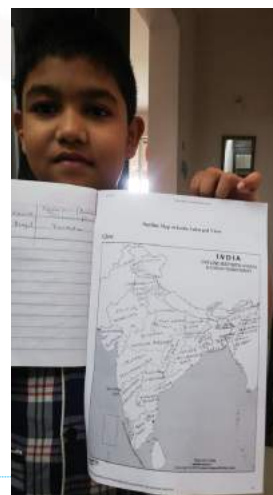
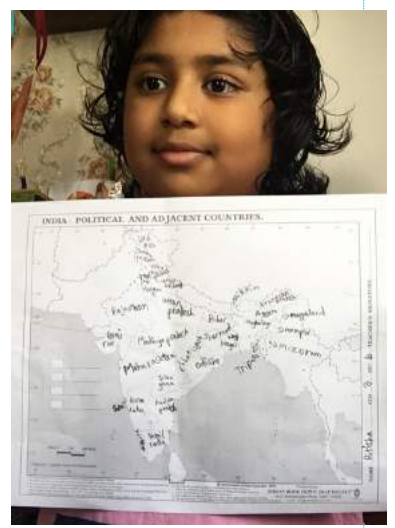
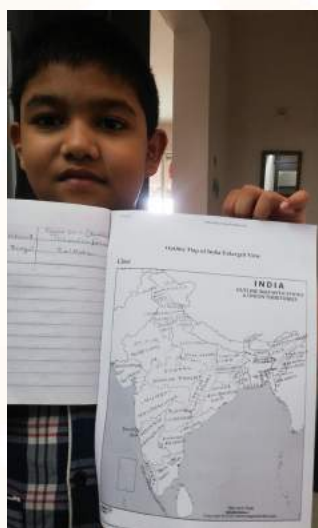
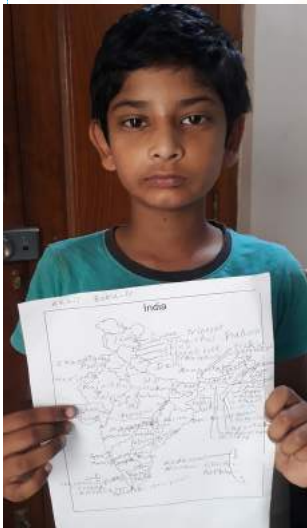
The students were given few activities to understand the different traditions and cultures followed by the people staying in different states in India.

Integration with social –they had first done a map pointing on the political map of India to know the different states in India and their capitals so that they are aware of all the states in India. They also learnt that different states follow different festivals, cultures and speak different languages.

Integration with Art – Students had made collage with pictures related to two states – Telangana and Haryana - important festivals, traditions, culture and rituals

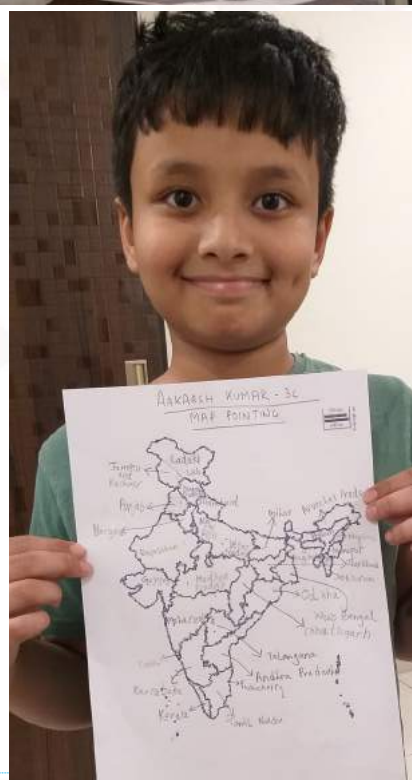
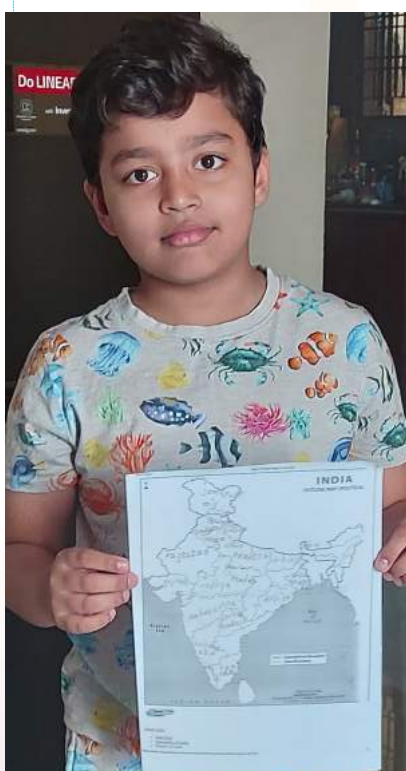
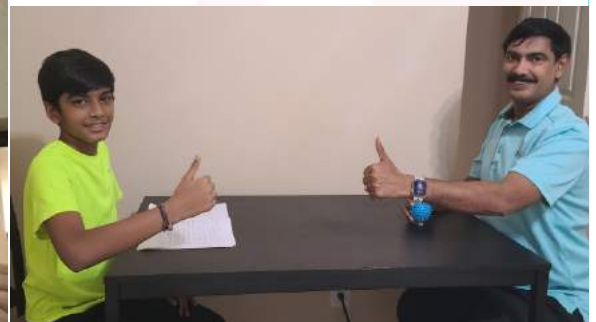
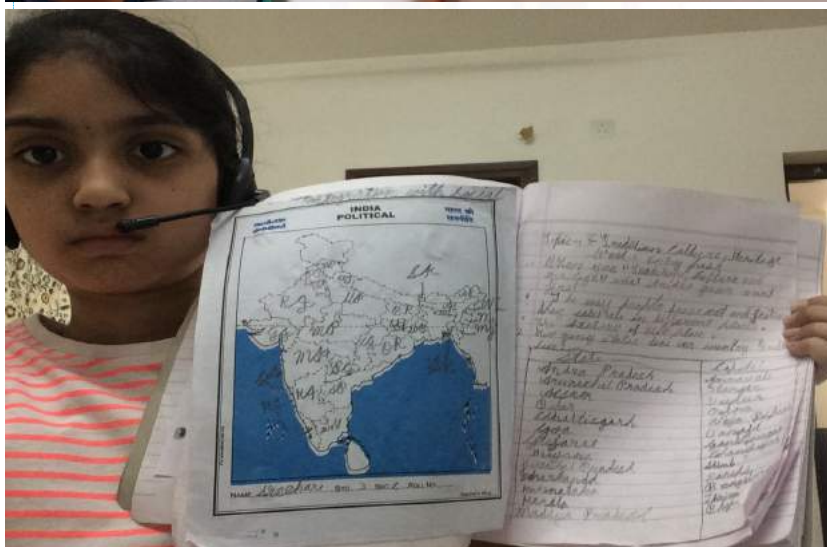
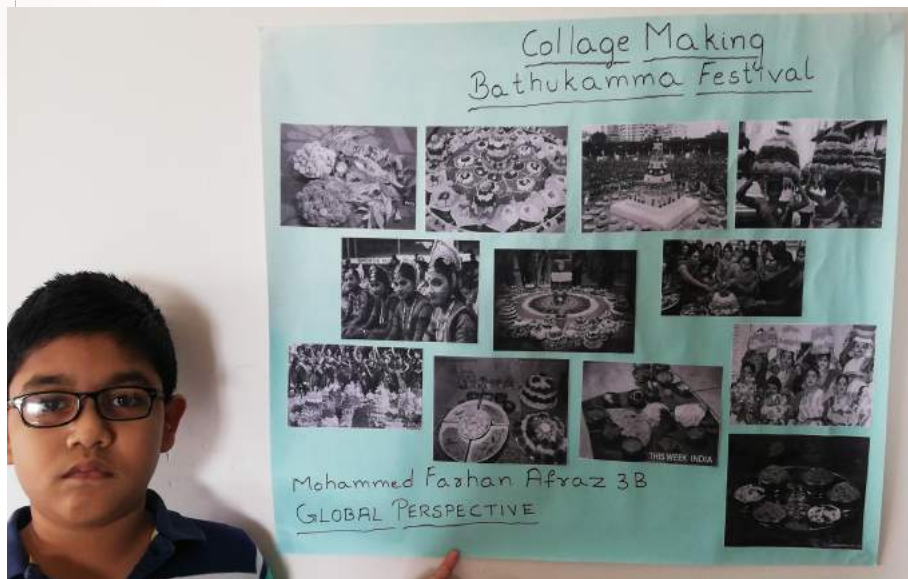
Integration with English – Students have written the Do's and Don'ts in their note book which has to be followed by the visitors when they visit museums and historical monuments.

Integration with Music and Dance – The students sang the local songs and performed dances.



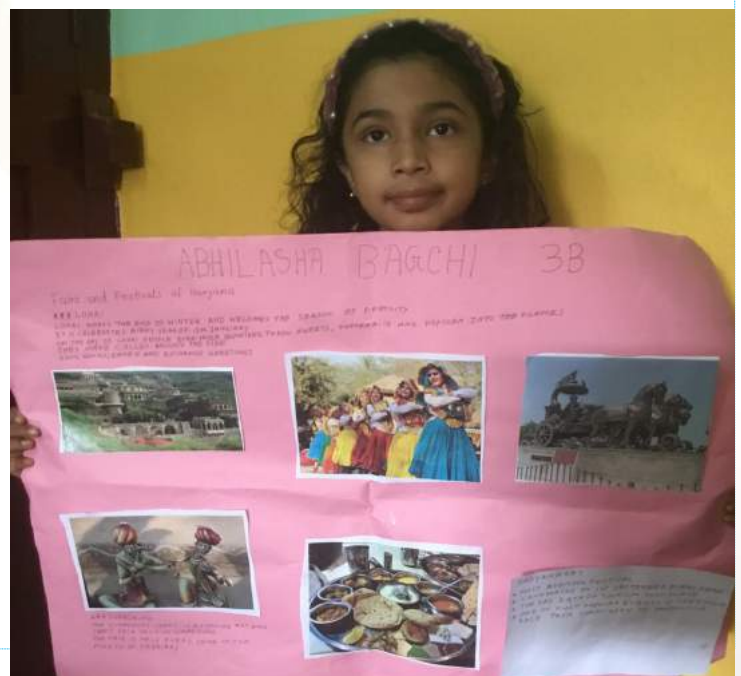
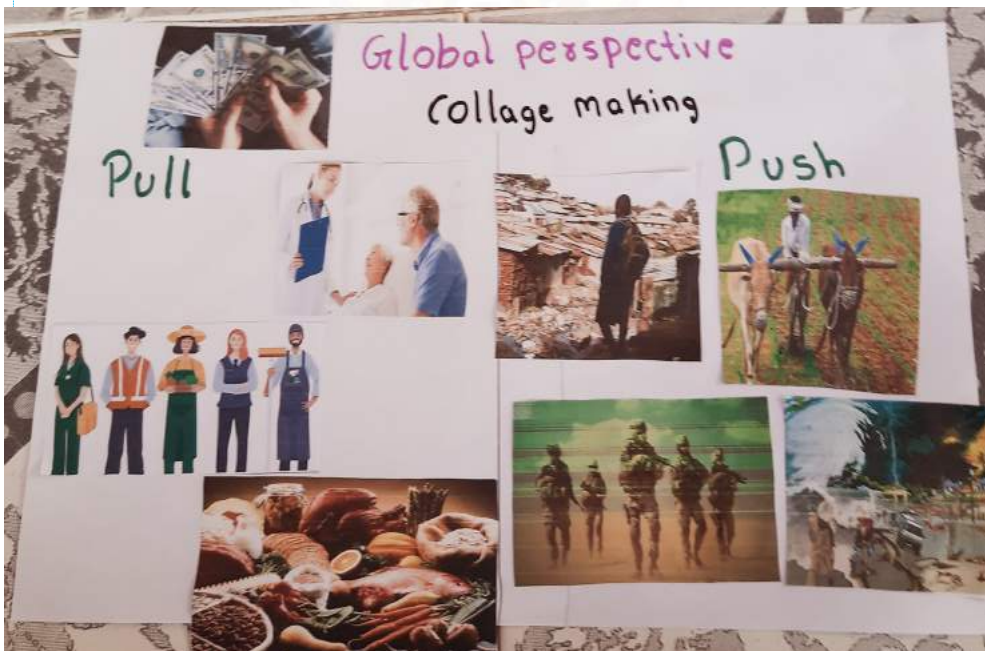
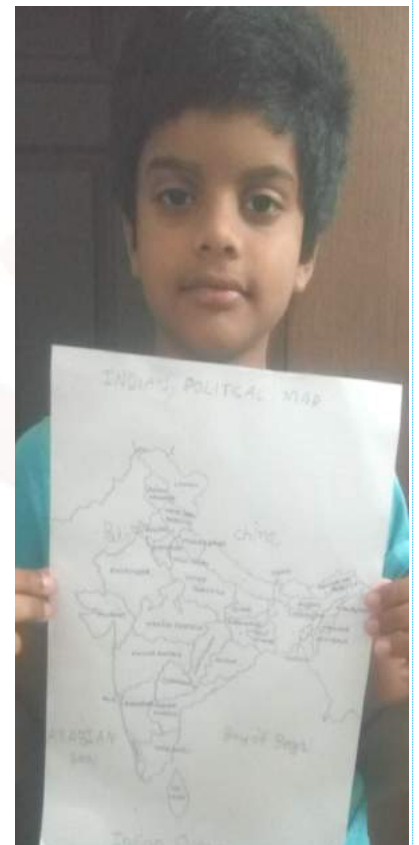
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Grade 3 Lemurs - Topic – 4 - Migration



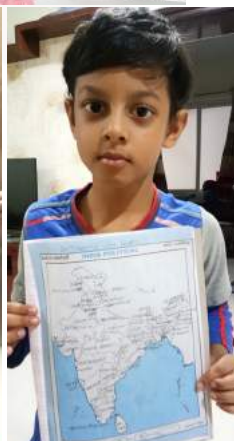
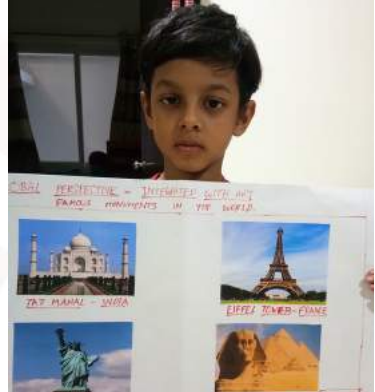
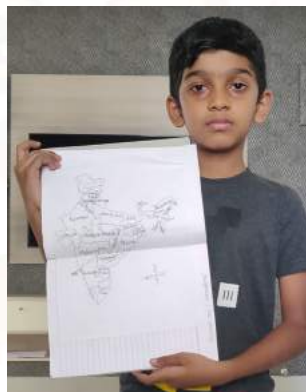
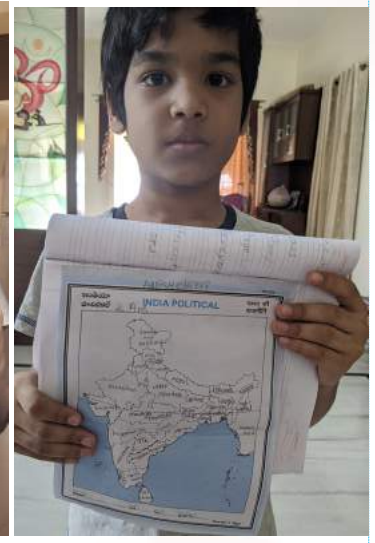
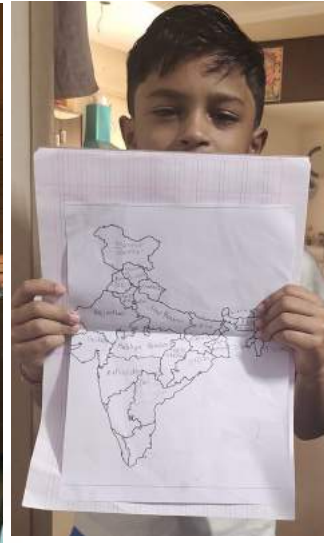
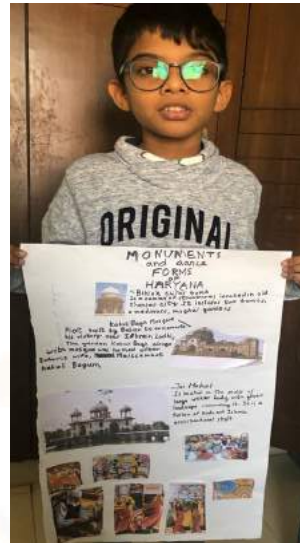
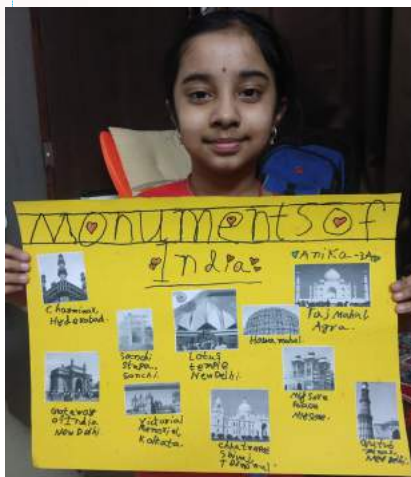
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Grade 3 Lemurs - Topic – 4 - Migration



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Food rituals of Teej

Celebration of Teej



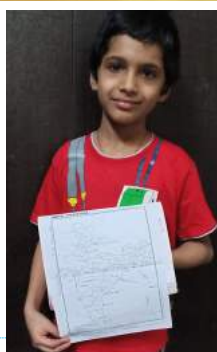
Traditional dance of Teej

Food eaten during Teej: Kheer, Malai Ghewar, Mirchi Pakoda, Bedmi poori and aloo curry, Dal samosa, Anarse Ki Goli.

Women come together to fast and pray all night. In the morning, they bathe to purify themselves, and dress up in their finest red saris and jewelry to worship Goddess Parvati. They also get their hands decorated with henna, accompanied by the singing of special Teej festival songs.

This festival is dedicated to Parvati, commemorating her union with Shiva. Parvati is worshipped by seekers of conjugal bliss and happiness.

Hartalika Teej fast is tough as you are not allowed to sleep or even drink water. Women are allowed to consume food the next day after performing all puja rituals.



ONLINE CLASSES:

Grade 6 Lemurs - Topic – 4 - Migration

In this topic -4 – Migration, students have learned about the different terms related to migration and what are the reasons for migration. Related to this topic students have done few activities –

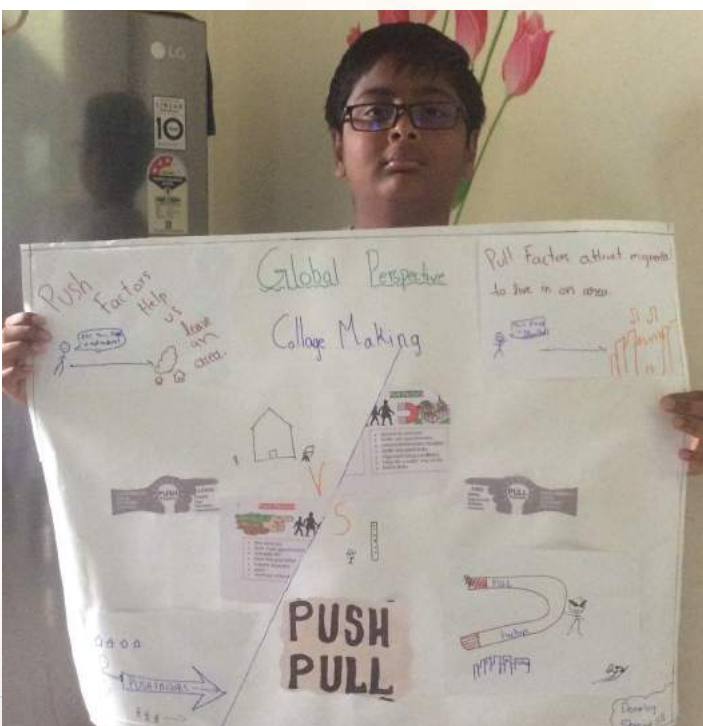
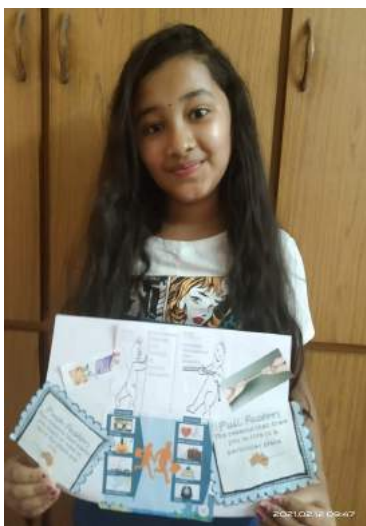
Integration with English – Students have taken an interview with any person who has migrated to another country or internally migrated from state to state and asked the reason for their migration.

Integration with Art – Few students had done a Poster on the theme – Emigration vs Immigration.

Integration with Social – Students had made a collage on showing the factors of migration.

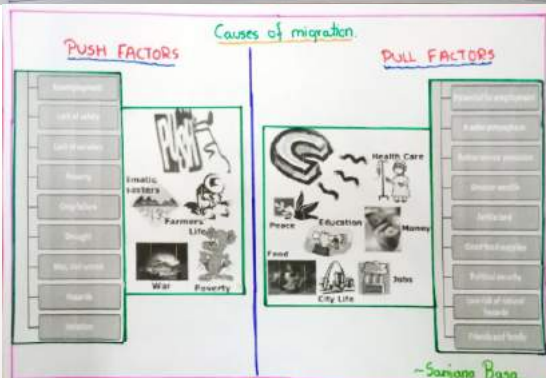
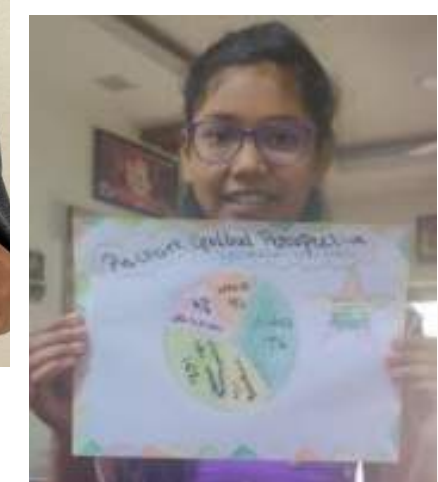
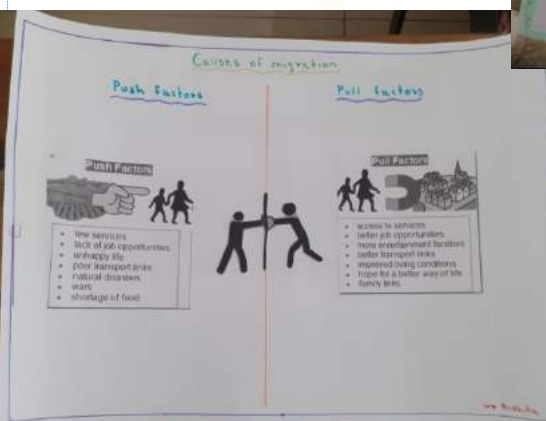
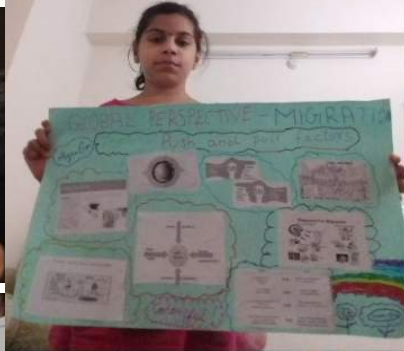
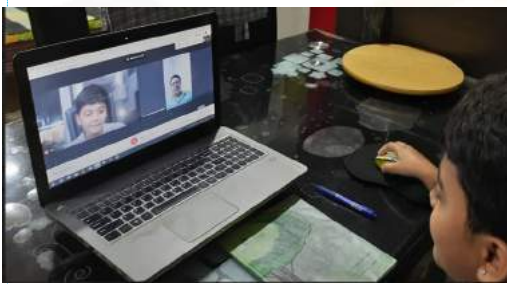
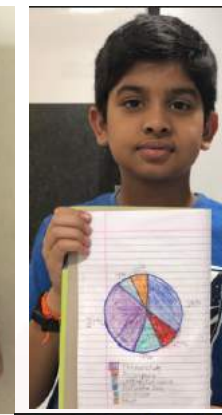
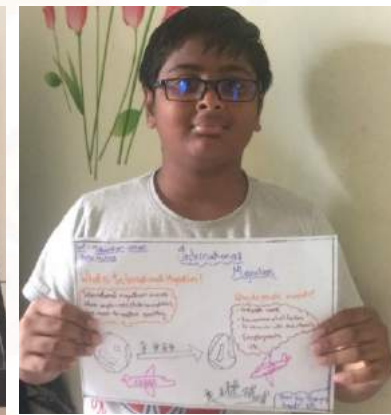
Integration with Maths – Pie chart on internal migration – Students have researched about the percentage of people moving internally and the causes for their internal migration.

Integration with Music and Dance – The learners enjoyed the most when they performed their choice music and dance related to the topic.



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