

Epistemo
Vikas Leadership School

Epistemo Lemur's News



Message from Head of the School, Ms. Padma Kolli

Dear Parents,

At the outset, we would like to thank you for reposing faith in us and entrusting us with the care of your child's education. We, at Epistemo believe in Holistic Education of our children and this requires us to consciously put efforts in implementation at all levels. I would like to emphasize the important implications of child's beliefs, and how parents can also play a significant role along with the school in nurturing a growth mindset.

In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it.

—Carol Dweck, Stanford University

We subconsciously, without awareness praise our children for their smartness at achieving success, awards and ranks, but not for their hard work and effort that they have put. Statistics in hundreds of children in New York City schools, showed that when kids were praised for their efforts there was intelligence improvement by 30%, while the kids praised for their intelligence dropped by 20% because they saw their mistakes as a sign of failure.

The children should be assured that it's okay for them to have stage fear, it's okay to have anxiety during exams and help them focus on overcoming their difficulties and roadblocks. The child should be told not to interpret failure as evidence of their lack of intelligence or capability, but to keep their confidence intact and bounce back from the stumbles, believing they have it in them to succeed if they keep working at it. The feedback should be "You must have worked very hard," rather than "You are so smart."

Let us work hand in hand to help our children move towards the growth mindset and build a strong community of leaders with values and build on

- Efforts and why it is important
- Set realistic and achievable goals
- Offer our children specific feedback
- Encourage risk taking

Webinars attended by Epistemo Teachers

National Education Policy 2020 session taken by Ms. Padma Kolli

The NEP 2020 envisages commendable changes in the way education will be delivered in India.

NEP 2020 suggests a slew of reforms to school education, with a focus on flexibility of subjects and eliminating silos between streams of learning. The goal of NEP is to provide 'Experiential learning in all stages', 'Content focusing on idea, application, problem-solving', 'To reform the assessment system', 'Curriculum content to be reduced', 'Board exams will be made 'easier' in testing 'primary core capacities' rather than rote learning'. All of this and many more of the NEP, we at Epistemo have taken into consideration as per the guidelines of the Government of India and with the support from the institution, we have started looking into these aspects on a serious note and plans in implementing the same have started taking shapes. The Head of the Institution Ms. Padma is leading all of us into practically moulding up the strategies into actions and she also took the staff through the details of the NEP and the changes that we are going to encounter, the route to travel and achieve and other relevant details pertaining to the NEP 2020 was discussed and information was delivered to the entire team of Epistemo.

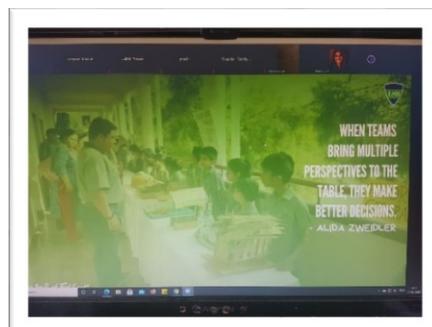
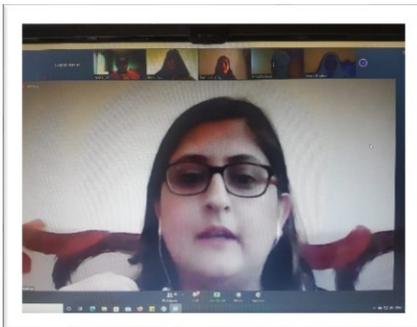
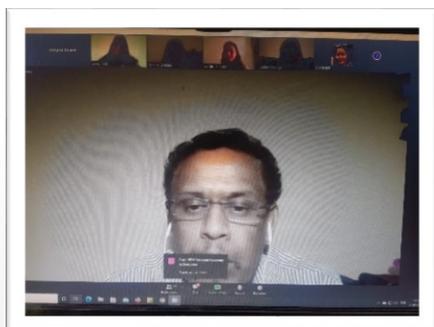
A Webinar on Global Perspective

Our GP and Social faculty attended a webinar "Webinar Footsteps in our Classroom - GP Primary Practices" and "Guidelines on the GP in Primary and Lower Secondary (Grades 1-8)"

The programme was meant to be flexible, and how the schools could organise teaching, either as one-hour framers or as a full day, allowing teachers to focus on the challenges from start to finish. Flexible delivery options were the key characteristic of the entire program. Throughout the program, the discussion was around teachers focus on formative feedback on the skills they want students to develop. When a Challenge is completed, how teachers can discuss with students 'what went well' and how they can improve further, so that students can reflect on, and improve, their performances and a lot of details pertaining to classroom techniques.

The Webinar majorly focused on Different ways of reflection of English as First or Second language and how Mathematics, Science, ICT can strengthen the commonalities.

Assessment objectives with the help of Primary Checkpoints and their components and Teacher's role in checkpoints. It also highlighted about designing lesson plans further more with discussion on Lower Secondary assessment objectives.



“Persistence is perhaps the biggest key to success in online learning”.

During the milestone journey of our digital space, we unfold the imagination and present an assemblage of our students’ innovative art-work, articles, creative writings, ideas, in a beautiful mosaic-style through our Newsletter. Let’s have a close look at each submission of our lemurs.

Events & Happenings:

Virtual Class-Assessments

There’s a famous saying, ***‘Shoot for the moon. Even if you miss, you will land among the stars.’***

It is a greater responsibility to educate the lemurs in the true sense of the world than to rule the nation. To educate a child, the very first thing that one needs to keep in mind is to motivate and encourage the child, to make him/her believe in their capabilities, talents, to trust in every failure and get inspired from them and to keep determination and motivation high to move on and conquer the world. In providing the same, we have successfully been able to begin and continue the 1st set of Online Class Tests across Grades 2 to Grade 7. Whereas our lemurs of Grade 8 to 10 have completed 4 Weekly Tests so far and are all geared up for the upcoming examinations.

Webinar on COVID-19

The Coronavirus COVID-19 pandemic is the crucial global health crisis of our time and the greatest challenge we have faced since World War II. But the pandemic is much more than a health crisis, it is also an unprecedented socio-economic crisis. There is a lot of information out there about coronavirus (COVID-19) and not all of it is true.

A session was organised on 5th August 2020 on FAQs and misconceptions about Covid-19 by Dr. Phani Krishna and School Literary Captain, Ms. Oorjitha invited the guests and hosted the session where our students with parents and teachers were a part of it.

Dr. Phani explained the historical background, reasons and causes, symptoms, the stages, and even the steps to resist this viral attack to much extent. In the second part of the session, Dr. Phani listed out all the misconceptions about COVID-19 which was an eye-opener to all of us. As the final part, Dr. Phani cleared and clarified all the doubts related to COVID-19.

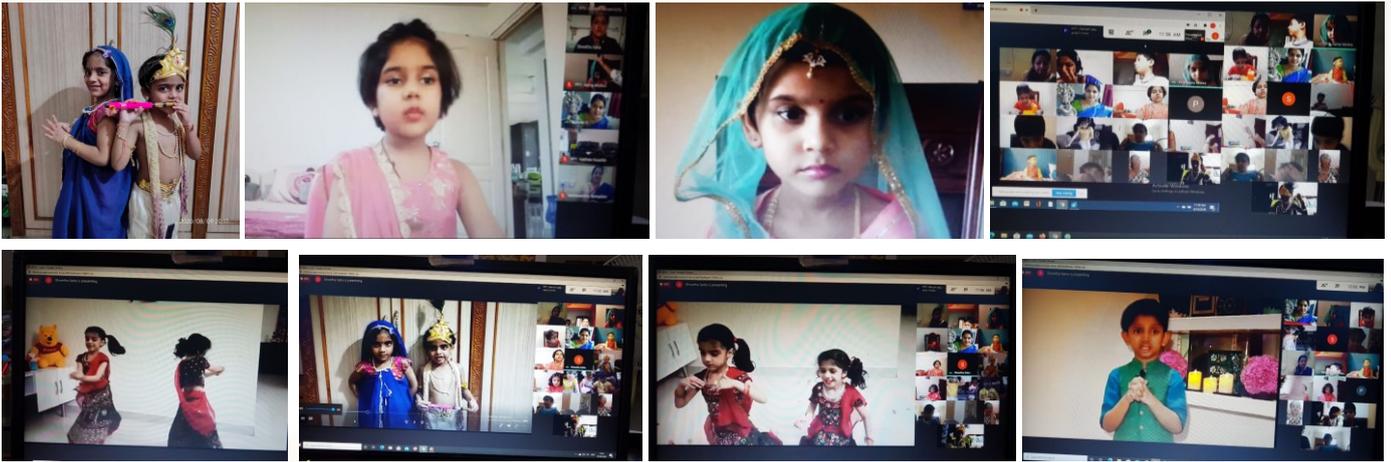
We are grateful to Dr. Phani Krishna for obliging to spare his time despite his hectic schedule for our students, parents, teachers and their families.

Celebrations

The festival of Janmashtami was celebrated with great zeal and pomp by our tiny tots during the live class this year.

To celebrate the birthday of Lord Krishna, we organized an online event on 10/08/2020. All children attended the online celebration in traditional dresses. Some boys came dressed as ‘Krishna’ and girls as ‘Radha’ /Gopikas.’ The Lemurs performed dances, shloka recitals, a story on Krishna and Balaram, and sang a melodious song.

Janmashtami Celebration Link: <https://youtu.be/YDuBGhbpg7w>



INDEPENDENCE DAY CELEBRATION

15th August 2020, what an incredible morning!

“The bigger your dreams, the tougher your challenge, the more ambitious your goals, the more likely it is that you will face difficulties on your way towards it.”

We at Epistemo believe in letting students express themselves freely as a part of holistic growth. We are also committed to imbibe in them, the sense of pride towards our nation and its struggle for freedom.

Undaunted by the present circumstances, the 74th Independence Day celebrations went digital for the Epistemo lemurs. The event, which was planned by the Student Council of the school, went on to be a huge success. The program started at 9 AM, 15th August 2020, with comparers Sadhana and Suditi welcoming the attendees.

The flag hoisting ceremony took place on campus, and we received a telecast of the events that unfolded. After we paid our respects to our nation, the show moved on to a presentation by council members Krishnasree, Spoorthi and Surya Pranav on the wonders of our nation; the presentation talked about the allure of India, all the way from the tip of Kashmir to the end of Kanyakumari. It was a beautiful and enlightening video which talked about how far we've come.

After that wonderful representation of our journey, our PP2 lemur Slok Nair melodiously sang the song 'Saare Jahan Se Accha'. This was followed by a well-crafted slideshow made by our very own Head Girl and Head Boy. The presentation talked about freedom fighters, both known and unknown. It gave us a deep understanding of the sacrifices they made so that we could live in a country where we had freedom.

From there, the grade 10 lemurs (Aikya, Chinmayi, Aditya, Sai Pranav, and Lakshmi Pranathi) gave a virtual tour of the Salarjung museum. They explored various artefacts ranging from the musical clock to the sculpture of Veiled Rebecca. The experience was truly fascinating and informative.

Lastly, the Head of our institution, Padma ma'am, gave a heartfelt speech on our journey as a nation. She spoke about the importance of knowing the history of our nation and also reminded us to be grateful to everyone who fought for our country. This was followed by the vote of thanks given by our Head Boy Pardhavesa Potharaju, which marked the end of the show.

74th Independence Day celebrations Link: <https://youtu.be/dUc8OklsDnk>



Ganesh Chaturthi / Yellow colour day

When it's time for the arrival of festivals, Yellow colour changes the whole aura, the whole community gets directed towards a faith, a surrounding full of good hope, happiness, and joy. Ganesh Chaturthi was celebrated along with yellow colour day, with grandeur and gaiety. We organized an online celebration on 21/08/2020 where the little ones dressed up in traditional clothes. We began with Ganesh Puja and shloka and the celebration with dances, a puppet show on Ganesha, and melodious songs by our lovely lemurs.

Ganesh Chaturthi



Yellow colour day

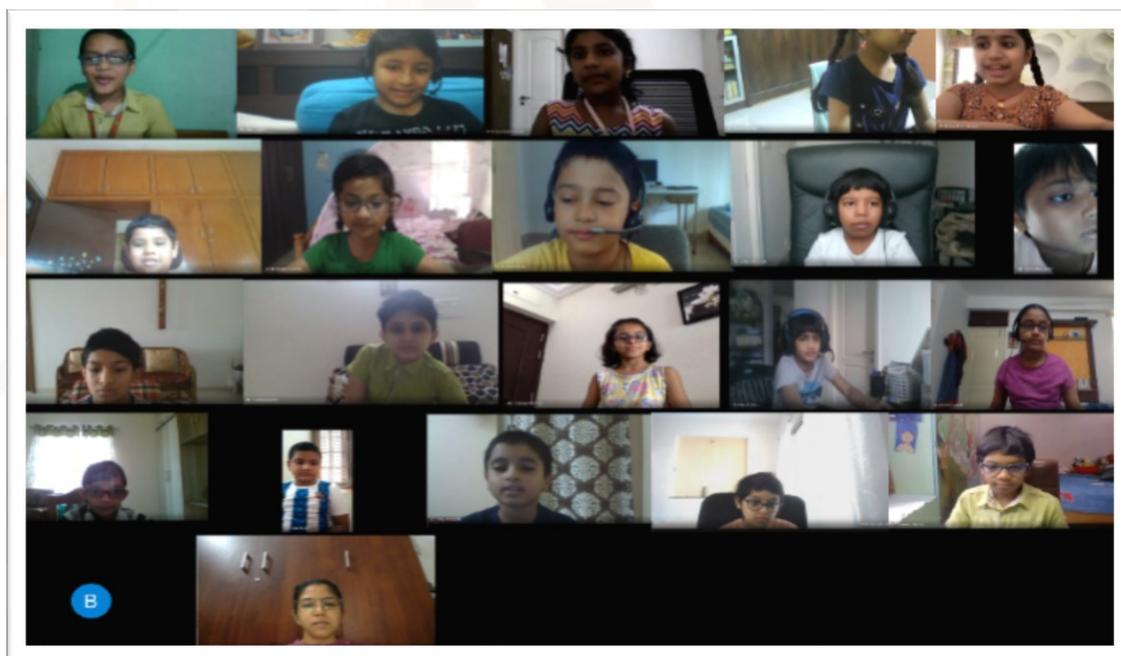
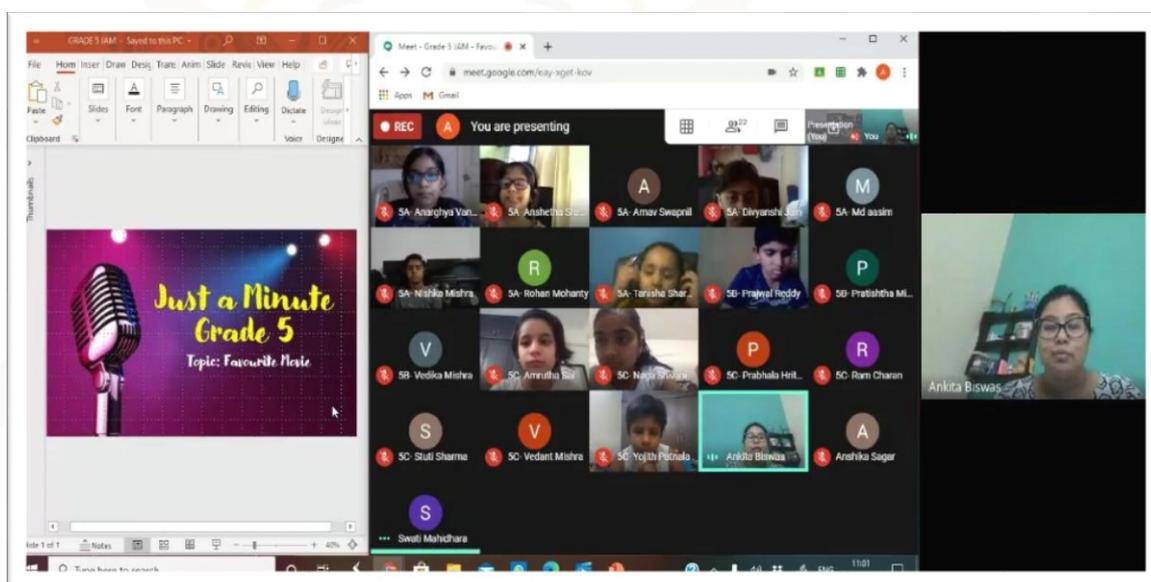


The month of August witnessed a fascinating concoction of events and competitions that challenged the students' abilities, helped them realize their hidden potentials and showcase their talents with confidence and zeal.

Literary Tidings

As we settle into a new way of life and learning, we at Epistemo kicked off the extra-curricular calendar with **Just A Minute** competition. The Just a Minute **competition** tests a student's creativity, presence of mind and command over language all within a span of one minute. It invites the student speaker to speak on a given topic without hesitation, repetition or deviation.

All grades from our youngest Grade 1 lemur to our 10th Graders participated with gusto. They spoke on a whole plethora of fun and exciting topics from favourite superheroes to favourite movies. The participants displayed their oratory skills, spoke enthusiastically on the allotted topics and the scores they earned contributed to the points table for their respective houses.



EXPERIENCE TALKS!!!

FILMIT!

POINTERS FOR MAKING SHORT FILMS

Check youngintach.org
Facebook and Instagram pages

- Grab the audience's attention
- Start with a good idea
- Build up to a climatic point
- Try and visualize the scenes-make a storyboard
- The story idea should fit into a single line and the complete storyline should not be in more than 15 to 20 lines.
- Link everything to that one idea-music, colour, mood
- Have a final message

WE AIM AT ...

- Do It
- Ask It
- Share It
- Observing
- Recreating

Can have more students involved in making of films



Making a Film

- **WHAT** to make a film on?
Theme, character, event
- **HOW** to film
Voice over, music, interviews
Camera for shooting
Software for editing

Making a Film

Three Stages

1. **PREPARATION**
2. **SHOOTING**
3. **EDITING**

I along with five other students namely, Karthik Kunchala, Guru Sai MG, Krishnasree Adluri, Aditya Shet and Anirudh Kuchibhotla were allowed to participate in this year's INTACH Filmit India Workshop conducted by INTACH and Helen Hamlyn Trust. Before I get into further details about the workshop, I would like to thank the school on behalf of my entire team for giving us this opportunity and Ms. Vani for helping us coordinate. The workshop was divided into a training session of two days (August 18th and 19th). On the first day of the workshop, the host explained to us the timeline, themes and instructions about the festival. Our Guest Speaker Mr. Feizal Alkasi got into details of the essence of a film and gave us pointers on how to make one. On the second day, they taught us the technical part of film making - Scripting, Filming, Editing, Types of camera angles, Light and sound settings and a lot more! That day was a lot of fun because we got to learn so much about how to make a film and I must say, everyone thoroughly enjoyed it! It was a good opportunity. I would like to thank our school once again for letting us be a part of this event and INTACH for hosting the webinar even during times like these.

Stay home, stay safe.

- Oorjitha Mantena, Grade 10

TOGETHER FOR EDUCATION

(A Zero Hour Debate powered by Stayfree)

I am very enthusiastic about debates in general. When I was given the opportunity by Vani Ma'am to participate in a one of its kind international online debate, to say I was overjoyed would be an understatement. In my opinion, a debate is a unique opportunity to break away

from our comfort zone, and in the process, learn something along the way. The process of watching the other competitors debate was fantastic! It was a delight to see 2 polarizing arguments clashing it out in an online arena from a wide array of topics like censorship to the necessity of private tuitions. But it is undeniable that the real journey began on the 29th of July when we received our first topic: THBT going digital leads to inequality. There is no morsel of doubt that the information I've gathered on the topic for my research will give me a great magnitude of mileage in the long run, where the information can help shape my view of the world and expand the horizons to the world I know. Our first debate proved to be fantastic, according to our mentor in the whole ordeal - Vani Ma'am.

We (my partner Surya Pranav and I) gave it our best shot, and reaped the benefits of the fruit that ripened as a result: Victory! The moments we got a note that we would be qualifying for quarter-finals were some of the best in my entire life! Again it should be noted that we were up against seasoned professionals, but somehow managed to hop on the train to the next level.

At the end of the day, while the quarter-finals were not as eventful as that of the prelims round, we're proud to say that we managed to take a lot back home (away from our computer screens). We understood our faults and made our minds up to fray from repeating them, which is a victory in its own right.

To conclude, by providing us with a resource to grow our knowledge pool, giving us a platform to season our debating prowess, and showing us the sweetness of victory and the bitter taste of defeat, we would like to humbly thank Vani Ma'am, Subhayu Sir, and Megna Laha Ma'am for giving us this wonderful opportunity.

- Guru Sai, Grade 10

SCIENAMITE 2020

(An Inter-School Science Competition by GD Goenka World School)

It's hard for a quiz to exist in 2020 and even if an attempt is made, it has to have entirely different priorities than the prehistoric times (last year), with a focus on things like anti-cheating and elimination of lag. Not an easy task by any means.

Luckily enough, I got to witness this, somewhat of a brave move. And I'm not sure if this is the form quizzes should take, with things like people googling stuff and a *lot* of lag. Not a fan.

The questions and all the general aspects were fine and quite enjoyable. But at the end of the day- the experience of a quiz, being trapped in an excessively frigid auditorium with a quizmaster who was dedicated more to building up pressure than running the quiz, the excitement of an actual audience watching you, I could feel none of those things- it felt hollow and even the winners got nothing more than a few seconds of attention- nothing compared to the feeling of holding a trophy in your hand in joy as your hands tremble because of the stress. The event felt more like a "diet" version of what a quiz is- just the bare minimum. As much fun as I had, it would've been a lot more fun in real life. You know, like the prehistoric times.

-Surya Pranav (A participant from Grade 10)

ONLINE CLASSES AND ACTIVITIES

Science

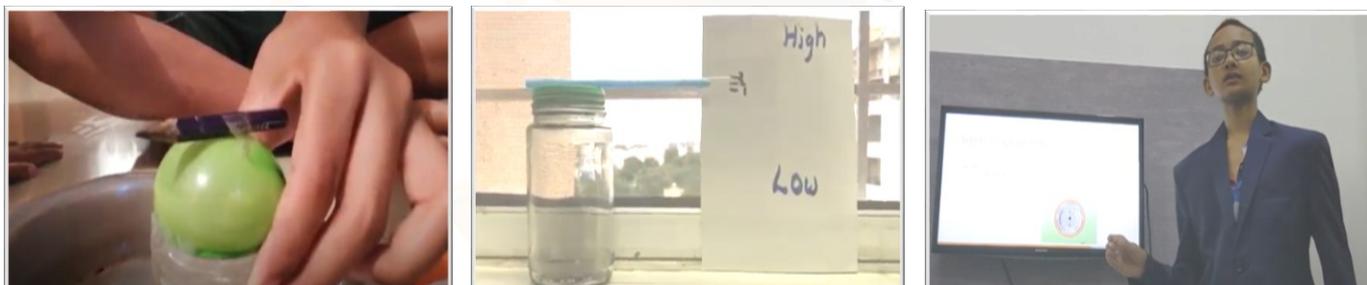
Our Grade 3 Lemurs got hands-on while learning about the States of Matter in their science classes. They did a series of activities to learn different aspects of the matter. They used simulation to learn about phase change and experienced the movement of molecules. They also engaged in hands-on activities to measure the volume of definitely shaped solids using the formulae and were able to write the readings, do calculations and write down their findings. They also measured the volume of liquid water in which they concluded/understood that the shape of the liquid is not definite, but the volume is definite.



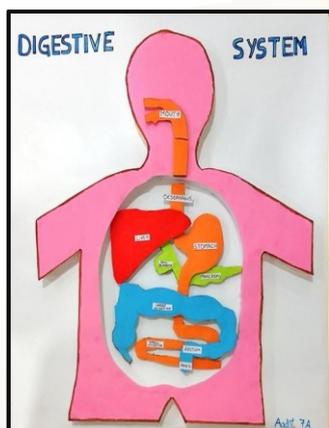
Grade 5 Lemurs carried out a filtration experiment at home using tissue papers/cloth as a substitute for filter paper. They were able to understand the inability of bigger molecules to pass through the filter and filtration as a method of separating mixtures. They also separated mixtures through sieving.

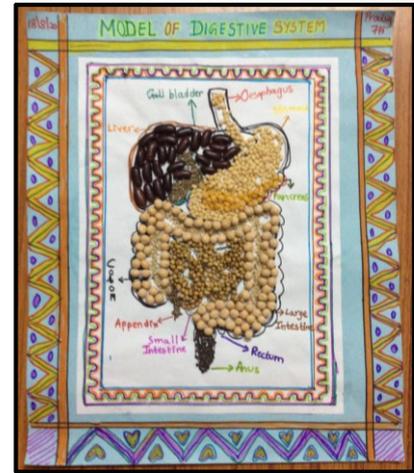
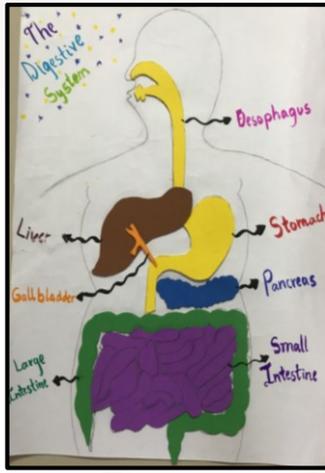


Grade 7 Lemurs, Under the Particle theory, used various methods to prepare a barometer and explained how it works – with the change in temperature the kinetic energy of the particle changes. It helped them understand the concept better and developed their presentation skills and confidence.



Under the topic of Digestion, they used various materials to prepare the model and enjoyed the process of making the model. It helped them to enhance their creativity skills.





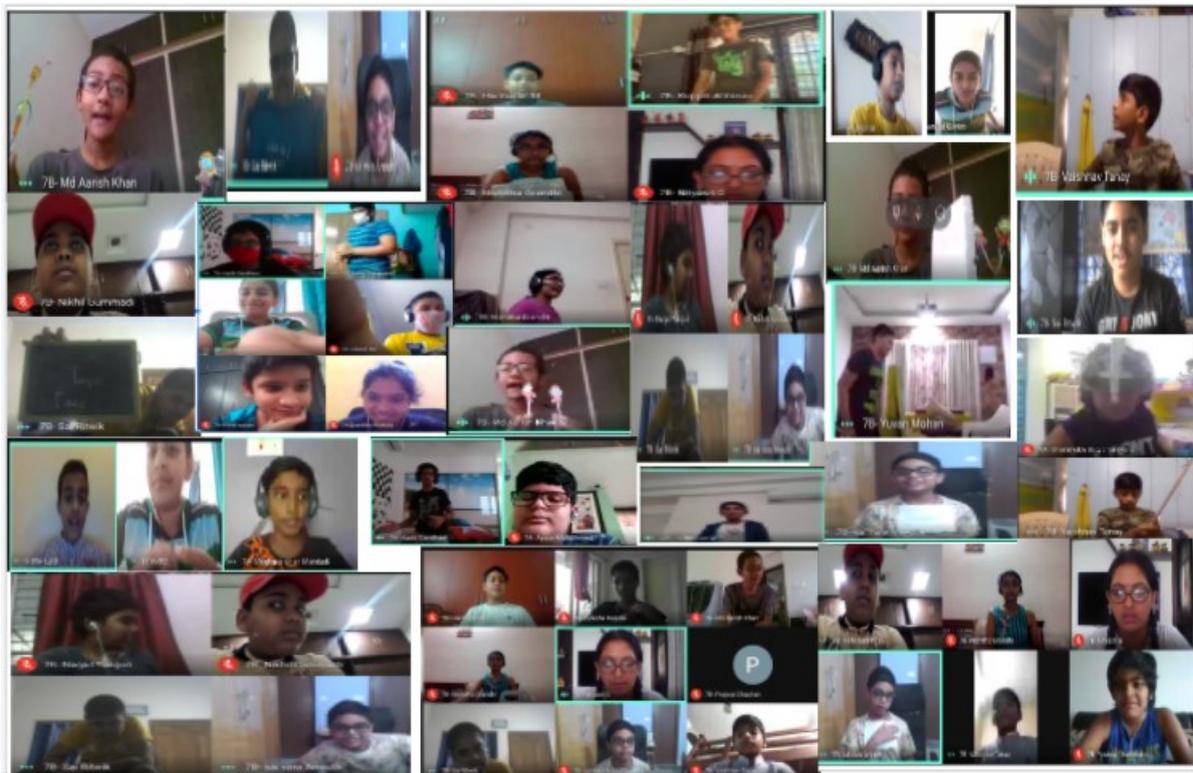
English

By integrating the arts and artmaking into English language, students will develop and deepen their understanding of their own and others' human experience. In combination with reading, writing, speaking and listening, the arts can open doors for high levels of analysis and also challenge students to explore themselves and their surroundings.

Grade 6 Lemurs made a collage of different things in their favourite colour to get a better grasp of the topic: Favourite things, sub-topic: Favourite colours. The students thoroughly enjoyed this activity of integrating the art in learning the English language.



Creativity takes courage. Theatre as a collaborative art, playwright as the original artist, directors and actors as interpreters, our **Lemurs of Grade 7** created and staged their play with stage directions and wonderful props made by themselves for the chosen comic character they enacted during an online class. The timing, dialogues, acting demonstrated their fine talents in the art of theatre & their creativity.



Global Perspective

Grade 2 Global Perspective: Flora and Fauna

Our Grade 2 Lemurs spent the last month discovering the world of flora and fauna in their Global Perspective classes. True to the spirit of holistic learning in GP classes, our students learnt about their topic through integration with Art and Craft, Science, English, and Maths. The students exchanged fables and even wrote their poems. They learnt about the life cycle of an apple by getting crafty and making 3D models, did research and made Fact Cards about different animals and even ventured out into nature, exploring the surroundings and compiling a journal of the things they found. Going further in their path of learning, our lemurs also conducted surveys and expressed their learning through some beautiful graphs.

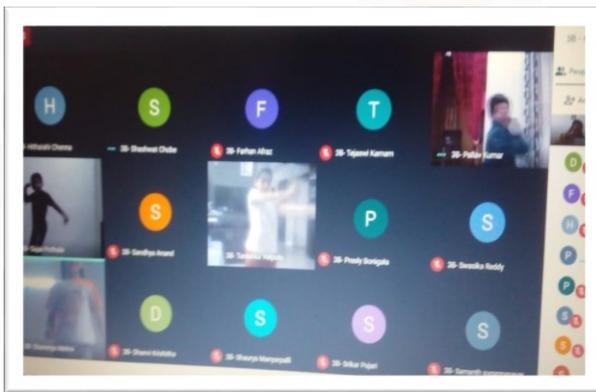


HABITAT <ul style="list-style-type: none"> Grasslands Rain forest floodplains 	RHINOCEROS 	FUN FACT <ul style="list-style-type: none"> Rhinoceros means 'nose horn.' They have small brains.
LOOKS LIKE TAPIR	DIET HERBIVORE Grass, fruit, shrubs, bushes	PREY Big cats, crocodile, wild dog, hyenas

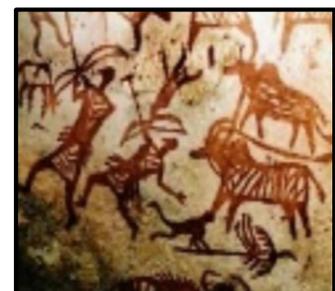


Grade 3 Global Perspective

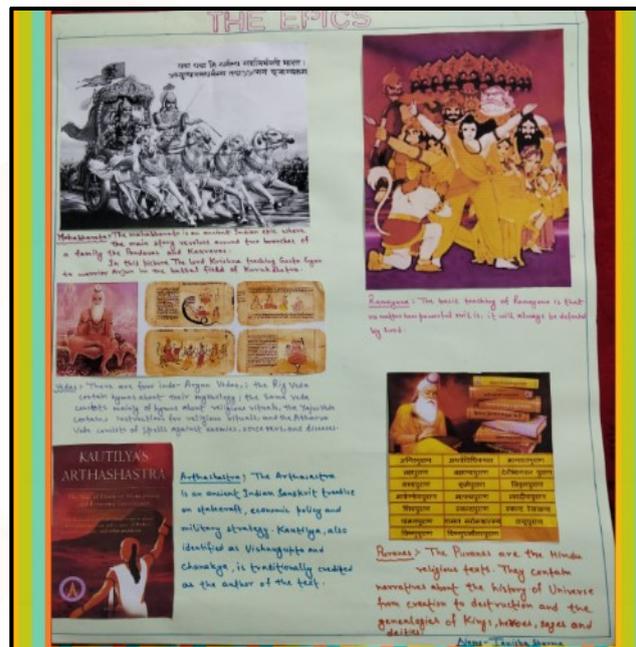
Grade 3 students got a little more socially aware and responsible this month as they learnt about The Right to Learn. While the topic in itself may be a little on the heavier and more serious side, the learning of it surely wasn't. As a part of an integrated learning approach students participated in Just a Minute, and indulged in songs and dance and enjoyed themselves while also absorbing the more intellectual aspects of the topic.



Grade 4 Lemurs learned “**How history is discovered**” through the presentation of various pictures of old coins and rock paintings as a source of history.

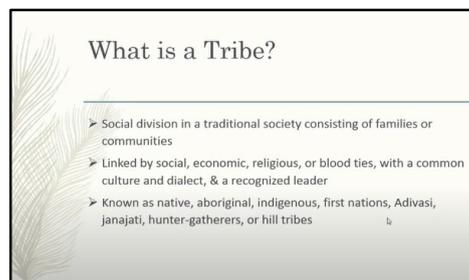


Under the topic **Epics Books and Arts**- To understand the importance of history, values and beliefs, students worked on collage making.



Under the topic **Changing Communities**, the Grade 6 did a fantastic job on the sub-topic **“Research on different tribes in the world and reasons for changing their communities very often.”**

They presented their work in the form of PowerPoint presentations wherein giving the introduction of the particular tribe, their culture, food habits, political scenarios, etc.



Santhals



- Native to India and Bangladesh
- Largest tribe of Jharkhand
- Also found in Assam, Tripura, Bihar, Odisha and West Bengal
- sizeable population in Nepal and Bhutan
- Mostly speak Santali, the most widely spoken Munda language
- Originally hunter-gatherers, now transitioned to agrarian lifestyle

Gonds



- Native to central & south-central India
- In the states of Madhya Pradesh, Maharashtra, Telangana, Andhra Pradesh, Bihar, and Odisha
- Majority speak dialects of Gondi, an unwritten language of the Dravidian family.
- The highlands of the Baster region in southern Chhattisgarh are the home of three important Gond tribes: the Muria, the Bisonhorn Maria, and the Hill Maria.

Bhils



- Native to western India
- During 2013, Bhils were the largest tribal group in India
- Listed in the western Deccan regions and central India & in Tripura
- Third largest tribe of India; first two being Gonds & Santhals

Bhutias



- Native to Sikkim with Tibetan ancestry
- Speak Lhopo or Sikkimese, a Tibetan dialect
- Spread over Nepal, Bhutan, Sikkim and districts of Kalimpong and Darjeeling
- the Bhutias as recognized as Scheduled Tribes in the states of Sikkim, West Bengal and Tripura



Global Studies

Tribes in Africa

By Parmeet Singh
Grade 6c

THE YORUBA TRIBE (THE LARGEST TRIBE IN AFRICA)

The tribe is from 11th century



More about a Yoruba tribe (Nigeria)

Languages
Yoruba, Yoruboid languages and English

Religion
•Christianity
•Islam
•Yoruba religion

Related ethnic groups
Afemai, Bariba, Bini, Ebira, Esan, Ewe, Fon, Igala, Itsekiri, Nupe

The Yoruba were the dominant cultural force in southern and Northern, Eastern Nigeria as far back as the 11th century. The Yoruba are among the most urbanized people in Africa.

CUSTOMS

The Yoruba are said to be prolific sculptors, famous for their terra cotta works throughout the 12th and 14th century; artists also earn their capacity in making artwork out of bronze.



Weapons



Australian tribes are split into 2 groups:

Aboriginal Australians
Torres Strait Islanders

ABORIGINAL PEOPLE:

- Aboriginal people in some region lived as foragers and hunters and semi-nomadic.
- They constitute about 3.3% of Australian population.




TORRES STRAIT ISLANDERS(TSI)

- Torres Strait Islanders are Indigenous people of the Torres Strait Island.
- They are the part of the state of Queensland, Australia.
- They are ethnically distinct from the Aboriginal people of the rest of Australia.

LANGUAGE SPOKEN:

- TSI language, TS creole, TS English, Australian English.
- Among 133 Islands of Torres Strait only 38 are inhabited.
- The Islands are culturally unique.



MUSIC, DANCE, RELIGION AND BELIEF

- For TSI people singing and dancing is their literature.
- This is the most important aspects of TSI lifestyle.
- TSI preserves and present their oral history through songs and dances.
- TSI People still have their own traditional belief system .
- Stories represent TSI as sea people , with a connection to the stars as well as a system of order in which everything has its place in the world.
- Costume ,leadership and weapons are same as the aboriginal



Mathematics:

Grade 5 Math Mind Map Activity- The students were expected to visually organize the information about Decimals.



ART IS LITERACY OF THE HEART

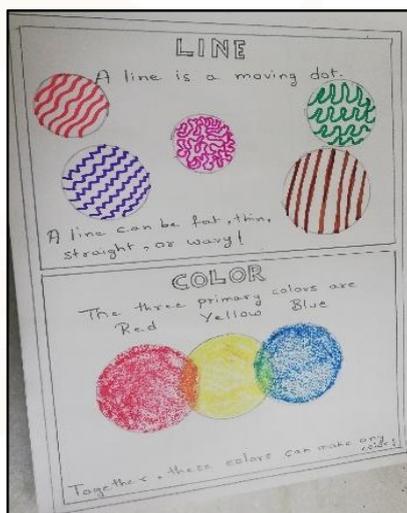
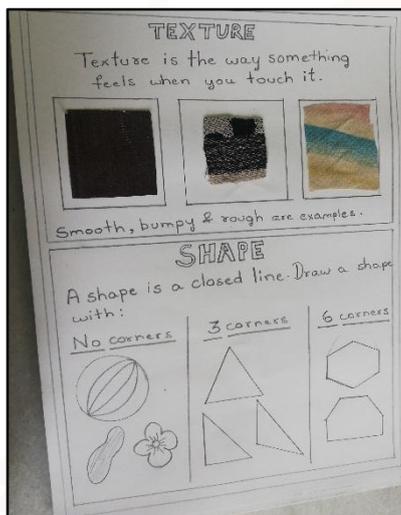
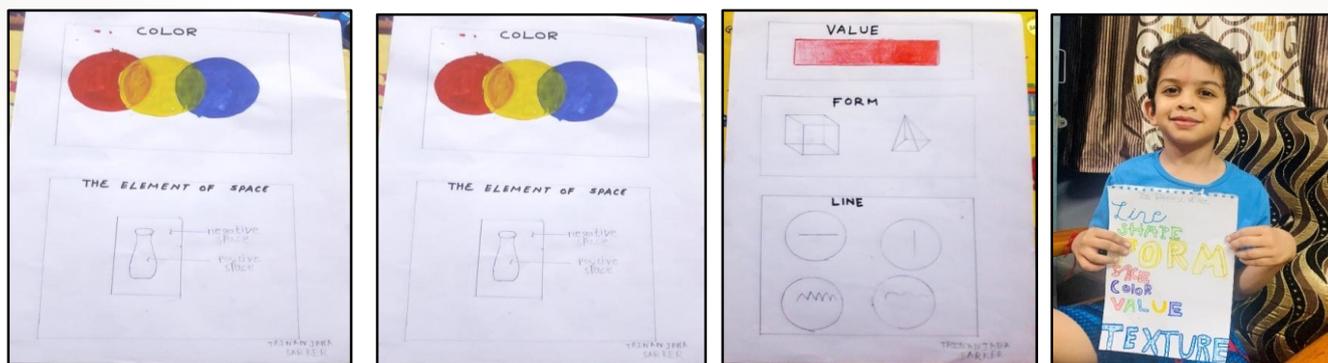
Our super creative lemurs of grade 1 to 4 enjoyed the month of August very much as it was full of occasions – Friendship Day, Independence Day, Ganesh Chaturthi etc.

They engaged themselves in various art and craft activities - enhancing knowledge of Elements of art and Deep knowledge of Line.

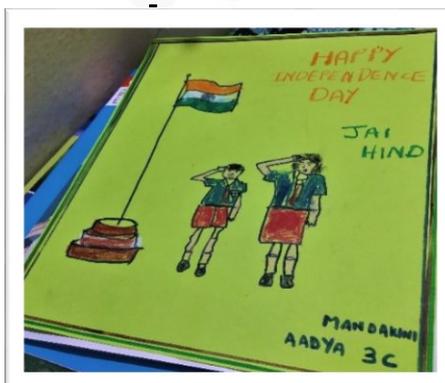
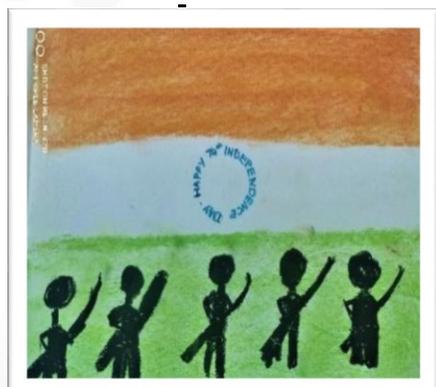
Braided Friendship Band activity



The Elements of Art



Indian Flag activity

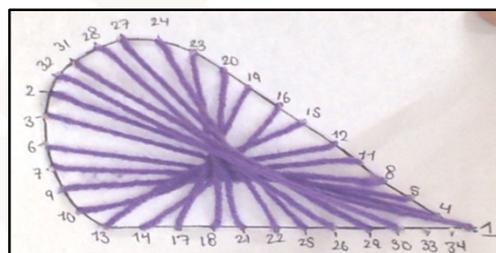
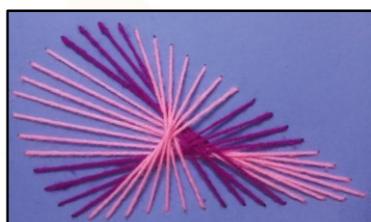
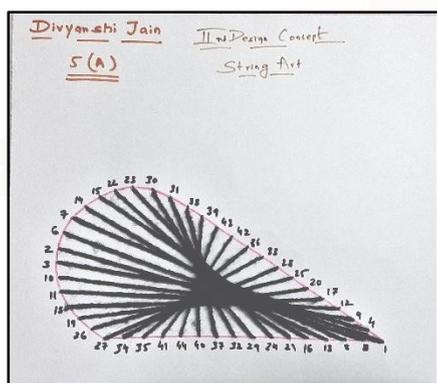


Eco-friendly Ganesha making activity



Grade 5 to 7 also enjoyed activities like string Art Stitching techniques and Warli art, V-braided Friendship Band activity

String Art Stitching technique



Map of India activity

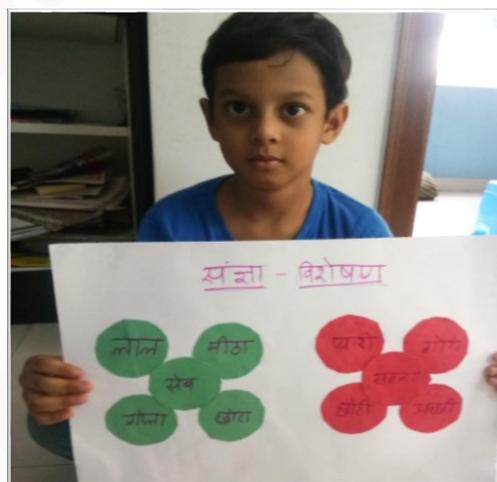


V- braided Friendship Band



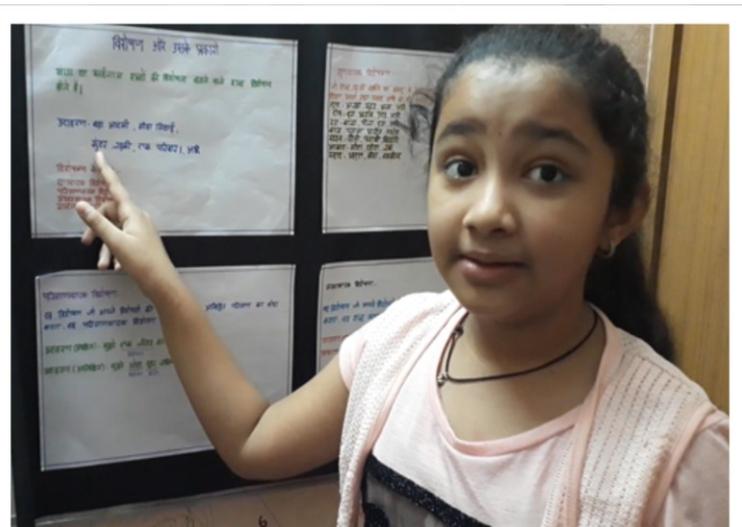
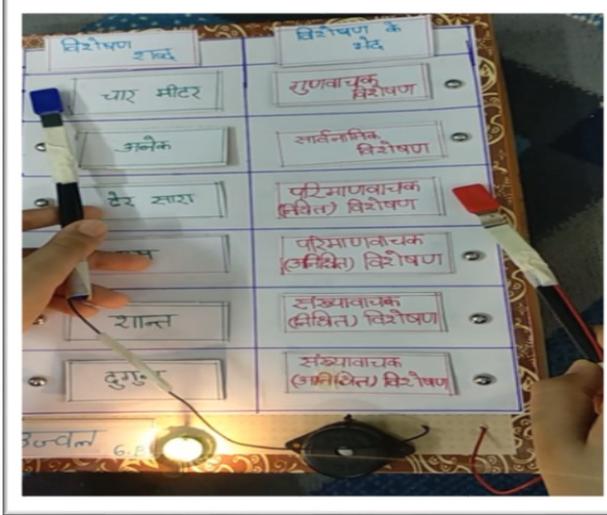
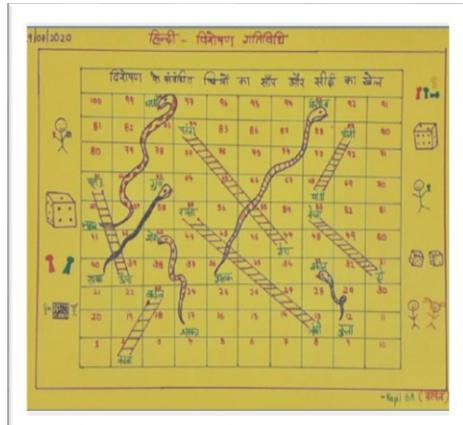
Hindi

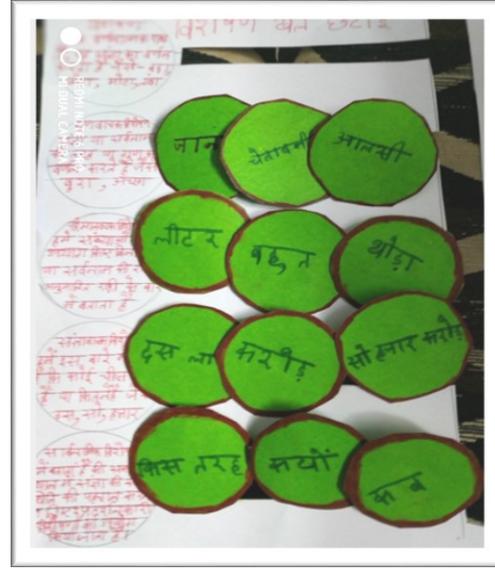
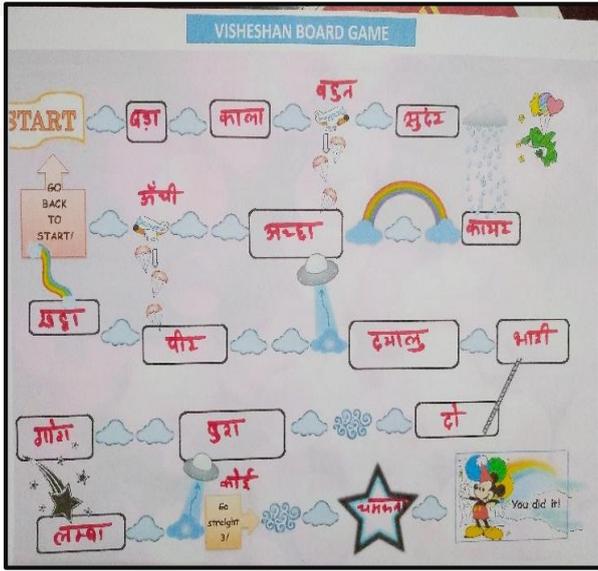
Our wonderful lemurs of Grade 3 learning Hindi took to creative ways of understanding the world of *visheshan*, or adjectives as we know them in English. In an activity called Blooming Adjectives, students put their names in a paper circle and then surrounded it with small paper petals with words that describe them.



Students of grade 6 made their own game using colour paper, circuit etc., and Grade 7 made snakes and ladders to learn some important facts and rules, the difference between noun and adjective in the form of a game by this activity.

Students enjoyed this activity a lot and also learned the important topic of Adjective (विशेषण).





Telugu

ద్వితాక్షరాలు (DWITWA AKSHARAALU)

Students of grade 4 made their craft using colour papers on the chart. In the chart, they wrote the letters on one colour paper and ottulu on another. Students enjoyed this activity and learned dwitwa aksharaalu in Telugu.

