



**Epistemo**  
VIKAS LEADERSHIP SCHOOL

# Epistemo Lemur's News



**February**  
**2021**

Dear Parents,

*"We hope you and your family are keeping well and staying safe!"*

*Together we have welcomed the New Year with positive spirits by embracing the surroundings, and learning to face all the challenges as we move ahead. In this newsletter, we will be covering the important activities that took place during the month of February.*

*"You only grow by coming to the end of something and by beginning something else."*

*– John Irving*

An incredible, challenging, experiential learning-based year it was, and it's yet again, time for our students who have geared up and are giving their Annual exams. Like all happy endings, we have come to the closure of the academic year, we wish to see our children study sincerely, be regular in their academics and strive to keep themselves and the people around them happy and healthy.

### **Achievement - Great Achievement - 2021 .**

Epistemo takes pride in congratulating the young Lemurs for their active participation in the first round of "Collins Smart Tech 1.0 " - A National Coding Champion for schools competition conducted by Collins learning in association with Mind Champ.

Our young lemurs with strong will power and determination stepped into the next level for 2nd round of National competition.

To be a coding champion one needs to think logically and analytically and our students were on par with other schools in the competition and outnumbered the competitors with their exemplary skills and achieved the sweet success in 1st round.



**Grade 7B**  
**Mohammad Aarish Khan**



**Grade 7B**  
**Sai Vara Amruth Ananthula**



**Grade 7B**  
**Sidharth V Nair**



**Grade 8A**  
**Jatin Chandra Chandana**



**Grade 8A**  
**Saharsh Bejugam**

## Collins Smart Tech 1.0: A National Coding Championship for Schools

### Round 1 Qualifiers List

Name of the school	Total Score
IES-Manik Vidyamandir [ICSE], Mumbai	4.23
Cambridge International, DAV Public School, Delhi	4.22
Centre Point School International, Nagpur	4
<b>Epistemo Vikas Leadership School, Hyderabad</b>	<b>3.99</b>
Centre Point School, Wardhaman Nagar, Nagpur	3.98
IES Orion, Mumbai	3.81
Jayshree Periwal High School, Jaipur	3.81
Bhavan's Adarsha Vidyalaya, Kakkanad, Kochi	3.77
SBOA School and Junior College, Chennai	3.7
Cambridge International School, Patti, Punjab	3.63
St. Kabir School (Drive-in New), Ahmedabad	3.61
St. Anne International School, Mumbai	3.5
SBOA Global School, Chennai	3.44
The Sanskaar Valley School, Bhopal	3.42
The Swaminarayan School, Nagpur	3.4
Sant Atulanand Convent School, Varanasi	3.4
Shiv Nadar School, Gurugram	3.37
Chettinad Harishree Vidyashram, Chennai	3.35
The Achievers School, Nagpur	3.34
Centre Point School, Amaravati Road Branch	3.33
Tatva Global School, Gajularamaram, Hyderabad	3.33
Maharaja Sawai Mansingh Vidyalaya, Jaipur	3.32
Silver Bells Public School, Bhavnagar, Gujarat	3.28
Bharatiya Vidya Bhavan school, Chevayur, kerala	3.19
Amarjyoti Saraswati Vidhyalaya, Bhavnagar, Gujarat	3.12
DPS International, R.K. Puram, New Delhi	3.1
Wisdom Valley Global School, Palwal, Haryana	3.09
Sanskar International School, Paratwada, Maharashtra	2.83
Mata Jai Kaur Public School, Delhi	2.79
Chinmaya Vidyalaya, Thrissur, kerala	2.77
Kanchi Sri Sankara Academy Matric Higher Secondary School, Tamil Nadu	2.74
Centre Point School, Katol Road Branch, Nagpur	2.7
Lalaji Memorial Omega International School, Pallavaram, Chennai	2.67

## **Achievement - Great Achievement - 2021.**

### **SPOT INQUIZITIVE ADVANCED GRADE WISE RESULTS**

India with its enormous natural and the youngest human resource has immense potential to emerge as a global leader in all respects. In order to realise this, introduction of considerable programs based on Science and Technology to tap youth's intellect, to sensitise them about the society and their role in making the society better, are prerequisite. Introduction of such programmes right from the initial stage enable the children to be self-sufficient in acquiring scientific, mathematical, analytical, and reasoning skills. **Vikram Sarabhai Science Foundation (VSSF)** works on these lines. It conducts SPOT assessment examination for students with aptitude to determine their conceptual knowledge and understanding of Science, across disciplines annually. SPOT is the medium through which the Foundation shortlist and assist the SPOT PRELIMS qualifiers & SPOT 100 Students wherein students gain intellectually & academically via interactive Science portal.

We feel immensely proud to announce that the students of Epistemo have added another feather in the crown of the school by clearing the SPOT Inquisitive Advanced Examination.

#### **Congratulations Lemurs!!**

Following are names of the of students who cleared SPOT Inquisitive Advanced Examination.

<b>SPOT INQUIZITIVE ADVANCED GRADE WISE RESULTS</b>	
<b>Name of the Student</b>	<b>Grade</b>
Samanth Sugannanavar	Grade 3B
C. Aryan	Grade 4A
Swastik Behera	Grade 4C
Shalmali Kulkarni	Grade 4C
Hrishav	Grade 5A
Stuti Sharma	Grade 5C
Nishka Mishra	Grade 5A
Mohammad Aasim Khan	Grade 5A
Ujjwal Mahapatra	Grade 6B
Mohammad Aarish Khan	Grade 7B
Sai Vara Amruth Ananthula	Grade 7B

## Achievement - Great Achievement - 2021.

### SPOT INQUIZITIVE ADVANCED GRADE WISE RESULTS



**Grade 3B**  
Samanth Sugannavar



**Grade 4A**  
C. Aryan



**Grade 4C**  
Swastik Behera



**Grade 4C**  
Shalmali Kulkarni



**Grade 5A**  
Hrishav



**Grade 5C**  
Stuti Sharma



**Grade 5A**  
Nishka Mishra



**Grade 5A**  
Mohammad Aasim Khan



**Grade 6B**  
Ujjwal Mahapatra



**Grade 7B**  
Mohammad Aarish Khan



**Grade 7B**  
Sai Vara Amruth Ananthula

# CORONAVIRUS, NOT THE 'CHINA-VIRUS'.

SMISMUN is an event conducted across the schools that aims to give the young learners a wide range of exposure to participate in model United Nations (MUN).

It is a platform where one can improve or showcase his/ her communication and social skills. The event comprises of various sessions where student committees are formed that are open to debates on current affairs followed by discussions and putting in your perspective on a wide spectrum in the form of articles.

The most important part of the MUN is the youngsters not only discusses the controversial issues but also finds a solution to it.

**Srujana** of **Grade 10** participated in the virtual MUN at Sancta Maria on 30th December, 2020. She participated as an IP (International Press) member for CCC (Continuous Crisis Committee). She took part in the debates, attended press conference and won for herself the Best Reporter award with a cash prize of 2000 rupees along with a plaque and a certificate.

**Srujana quotes**, "MUN s give you an experience of a lifetime, helps you learn a lot of new things about what's happening in the world and also helps to socialize with people from various strata of the society".

She states that it is a one time experience and every student must avail this opportunity.



**Grade 10A**  
**Srujana Elicherla**



# CORONAVIRUS, NOT THE 'CHINA-VIRUS'.

SRUJANA ELICHERLA, REPORTING FOR XINHUA NEWS AGENCY

The reign of the Coronavirus has brought about a myriad of extreme changes in the general population's lives and in their perceptions. From online schooling, to working from home, it is undeniable that the virus has left a permanent mark on our society as a whole. However, the unprecedented heat that China was forced to deal with, which arose from the pandemic, has been a major shock. From being named the proprietor of the retrovirus, to outright blasphemous racism towards the Chinese community, it is an unfortunately blinded reality that China has been treated with. China is being blamed for the delayed response of many nations, under the illegitimate claim that China had not provided them with all the necessary information required to tackle the virus. There has been a huge rise in unjust racism towards Chinese people. Illogical claims that the origin of the virus was in China were made and there was inaccurate belief that China withheld information related to the virus - information that could have aided in the preparation of other nations. In spite of the undeserved harsh treatment received, China has decided to extend its helping hand to those who succumbed to the disastrous impacts of this deadly virus.

Many Chinese people were wrongly associated with the Coronavirus. The outbreak of this virus has led to a very drastic rise in the amount of sinophobia (anti-Chinese sentiment) which resulted in racists making irrational comments against China and its people. In February of 2020, Heidi Chow, an innocent Asian woman, talked about her dis-

heartening experience as a victim of sinophobia. When Chow and her family made their way into a tube-train, a fellow passenger immediately left his seat. While Chow's initial assumption was that the passenger left the seat to allow Chow and her family to sit together, she was proven wrong. The passenger, instead of taking a different seat, had decided to get off the train. He was not the only one in the carriage who showcased this kind of disrespectful behavior. What Chow underwent is just one isolated event out of the numerous occurrences of sinophobia, and Chow is just one victim out of the countless others. The Twitter hashtag, #ChineseDon'tComeToJapan, was on the trending list in Japan. A massive amount of Singaporean residents have signed a petition which demanded that their government bans people of Chinese-origin from entering their country. In France, a Vietnamese woman reportedly informed the newspaper Le Monde, that she heard a driver shout, "Keep your virus, dirty Chinese!", and, "You are not welcome in France." These derogatory comments were not only offensive but also very prejudiced. The treatment China received was inhumane and extremely uncalled for. The entire world is under the false impression that simply because the virus was discovered in China, China must have been where it took birth. Zhong Nanshan, a Chinese epidemiologist, stated, "Though the COVID-19 was first discovered in China, it does not mean that it has originated from China."

## CORONAVIRUS, NOT THE 'CHINA-VIRUS'.

He further supported this statement by mentioning that the region in which a virus is first found does not “equate to it being the source”. China’s ambassador to South Africa expressed on Twitter: “Although the epidemic first broke out in China, it did not necessarily mean that the virus originated from China, let alone “made in China”.” Most countries that blindly hold China accountable for the pandemic are not doing this because they have relevant proof, but because of pre-conceived ideas that have completely brainwashed them. Correlation does not imply causation.



The rumor that China has not shown any support to other countries during the pandemic has spread extensively- and at a very fast rate. This absurd conclusion has clearly only been reached due to the lack of awareness regarding China’s acts of care and compassion. On Twitter, Trump wrote, “China has been through much & has developed a strong understanding of the virus. We are working closely together. Much respect.” President Xi Jinping has also mentioned that Chinese provinces, cities and companies have provided several medical supplies, along with support, to the United States. Africa, too, has received an immense amount of help from China. The Diplomat mentions

that the Former Chinese Ambassador “facilitated the donation of face masks, testing kits, and other medical equipment from the Chinese telecommunications giant Huawei.” Funds were raised which supported hospitals that were treating COVID-19 patients. China has helped over 130 countries fight this lifethreatening virus. This is over 67% of the total number of countries (recognized by the United Nations) in the world to which China has offered generous contributions. Taking all of these good deeds into account, the idea that China has not provided any assistance is simply irrelevant and unjustifiable.

During a session that took place in the Continuous Crisis Committee today, the delegate of China has expressed that they felt ‘deeply offended’ due to the sudden comments made by fellow delegates, which accused China of starting a pandemic that has grown to become a huge crisis to the world. The delegate went on to question the source of the information that was released to the public, because there was no evidence of where it was from, and it could have easily been from another nation which had the motive to frame China. This delegate also believed that China has done its level best, despite its failures, to contain the virus domestically and to minimize its spread as much as possible. The delegate did not understand what the other delegates meant by ‘negligence’, even after all the efforts China put into trying to stop the virus. They have also admitted that, given the huge population of China, stopping a pandemic immediately is impossible. The delegate has requested other countries to “refrain from making blatant accusations”

## **CORONAVIRUS, NOT THE 'CHINA-VIRUS'.**

when there is no indication of where the information is coming from. The delegate has made it extremely clear that China has tried its best to control the virus. A common misconception about the virus is that it has only spread because China did not inform other countries about it in advance, causing them to be unprepared. Some might even consider this as China withholding crucial information, but all of this is nothing but a fallacy. On Jan 16, when the virus was in its early stages, the Chair of Global Health at Edinburgh Medical School and Director of the Global Health Governance program, Devi Sri-dhar, tweeted about the virus and suggested that all nations "take it seriously". Despite the warning, European governments and the United States of America were busy handling other issues regarding the economy, climate change, and Trump's impeachment. This negligence shown by other nations has backfired towards them and led to them being extremely vulnerable to the virus. The irresponsibility of these countries regarding the COVID-19 cannot be pushed onto China - a country that has given a great amount of attention to the pandemic. The rate at which the virus spreads in their countries concerns the governments of the respective nations, and China cannot be blatantly blamed for their lack of control over their state. The inability to instigate effective lockdowns, the lack of understanding their citizens have about the virus, and the misunderstanding of methods to stop the spread of the virus is undeniably the fault of the countries in question. Ian Lipkin, a world-renowned virologist and head of Columbia University's Center for

Infection and Immunity has said that "Germany put a rapid emphasis on testing and containment and managed the outbreak - there's nothing else to explain why they have such a low death rate". This only goes on to prove that the spread of the virus and the level of threat it poses depends solely on individual countries and their pandemic management strategies. From the beginning of the pandemic, China has continued to extend help and also tried to minimize the spread of this fatal virus. Other countries unreasonably condemning China is a show of their prejudiced mindsets, and not of China's incompetency. To fight the virus, all countries need to work in unity; they should provide mutual support to each other and show that humanity has a united stance against anything that tries to disrupt their well-being.

## Achievement - SOF INTERNATIONAL ENGLISH OLYMPIAD.

We are happy to share the results of our Lemurs who appeared in the SOF INTERNATIONAL ENGLISH OLYMPIAD.

The international English Olympiad is an English language and Grammar competition conducted by Science Olympiad Foundation (SOF) that aims to help students test their English language and knowledge.

Like every year our Lemurs proved their expertise skills in the subject.

Congratulations to all the Winners and the Participants!!!

S. No.	Roll No.	Name of the Student	Obtained Marks	School Rank	Zonal Rank	Regional Rank	International Rank	Awards Won International/Zonal/School Award
1	TS2017-01-003	NEUO IXIAAN	38	1	259	1640	5215	Gold Medal of Excellence + Participation Certificate
2	TS2017-02-006	SARA-DA PRAVARA KODUKULA	36	1	484	2569	8350	Gold Medal of Excellence + Participation Certificate
3	TS2017-03-003	RIT-ISHA KOLLU	36	1	28	35	35	Medal of Distinction + Certificate of Distinction
4	TS2017-04-002	KRISHA MISHRA	36	1	23	29	31	Medal of Distinction + Certificate of Distinction
5	TS2017-05-001	ADVIK GOYAL	53	3	36	77	101	Gold Medal of Excellence + Participation Certificate
6	TS2017-05-002	MOHAMMED AASIM KHAN	55	2	23	46	53	Medal of Distinction + Certificate of Distinction
7	TS2017-05-004	SRINIDHI GATTUPALLI	59	1	2	2	3	Gifts Worth Rs. 1000/- + International Bronze Medal + Certificate of Outstanding Performance
8	TS2017-07-004	MOHAMMAD AARISH KHAN	58	1	5	7	8	Gifts Worth Rs. 1000/- + Zonal Bronze Medal + Certificate of Zonal Excellence
9	TS2017-07-007	VAISHNAVI TRIPATHI	52	2	56	119	154	Gold Medal of Excellence + Participation Certificate

**Achievement - SOF INTERNATIONAL ENGLISH OLYMPIAD.**



**Grade 1B**  
Samanth Sugannavar



**Grade 2B**  
Sarada Pravara Kodukula



**Grade 3B**  
Ritisha Kollu



**Grade 4B**  
Krisha Mishra



**Grade 5B**  
Advik Goyal



**Grade 5A**  
Mohammad Aasim Khan



**Grade 5B**  
Srinidhi Gattupalli



**Grade 7B**  
Mohammad Aarish Khan

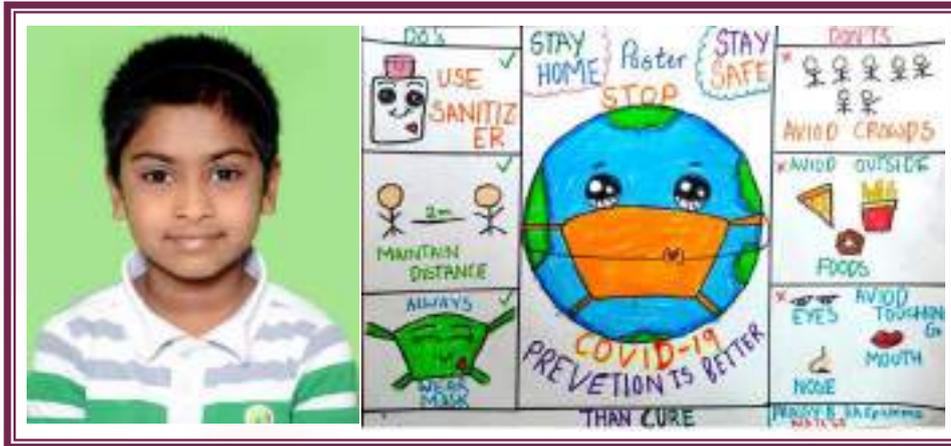


**Grade 7B**  
Vaishnavi Tripathi

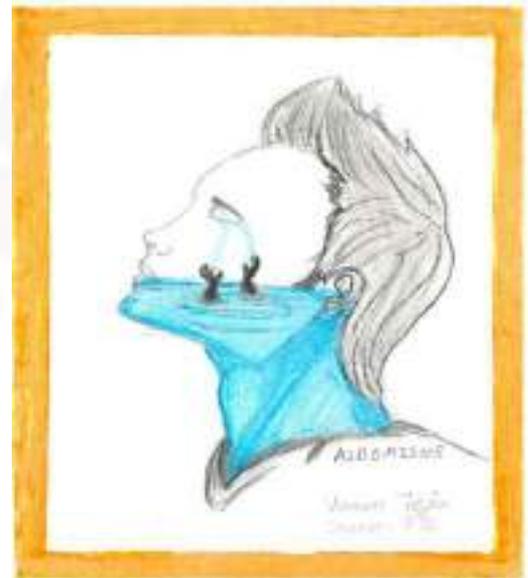
## Achievement

We are pleased to announce the winners of the virtual Cambridge Community Drawing, Painting and Poster Making in Inter School Competitions hosted by “Birla Open Minds”, “Kairos International School”, & “Ambitus World School” (Vijayawada).

Grade 3B “*Presly Bonigala*” secured **2nd Position** in Cambridge Community Poster Making in Inter School Competition hosted by “Kairos International School”.



Grades 7B “*Varun Tej Gude*” & 8B “*Danvita Kunchi*”, secured **2nd Positions** in Cambridge Community Drawing & Painting Inter School Competition hosted by “Birla Open Minds”.



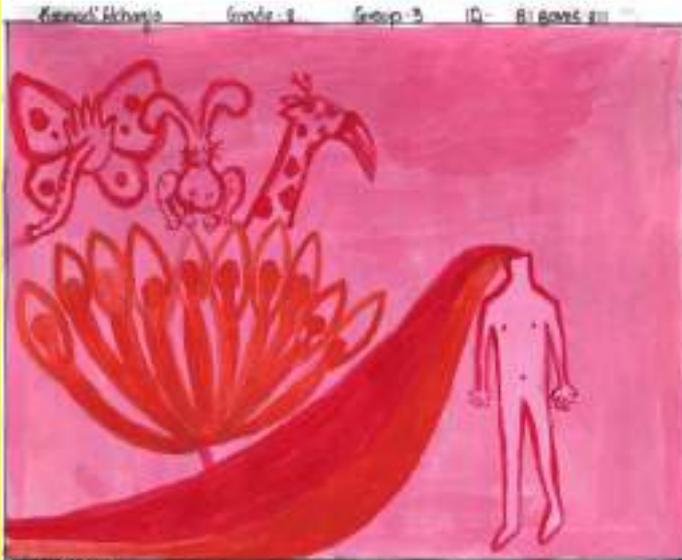
## Participants of Inter School Competition hosted by Cambridge Community



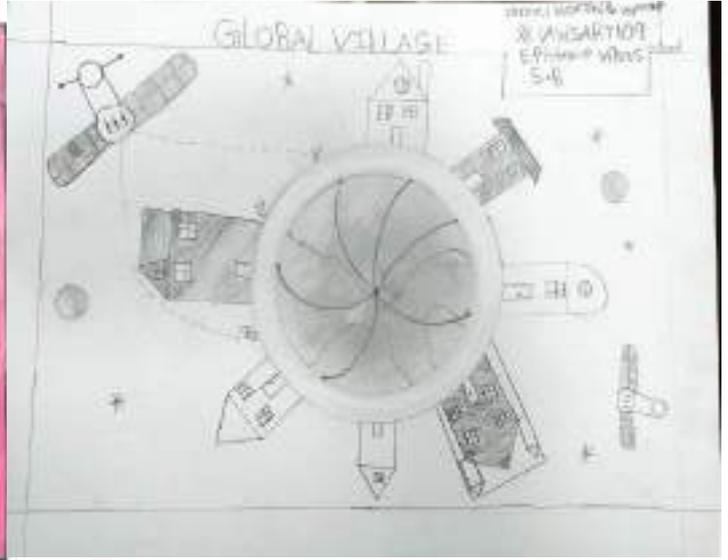
Kanishk Khanna Grade 3 Group 3 ID: B18085 211



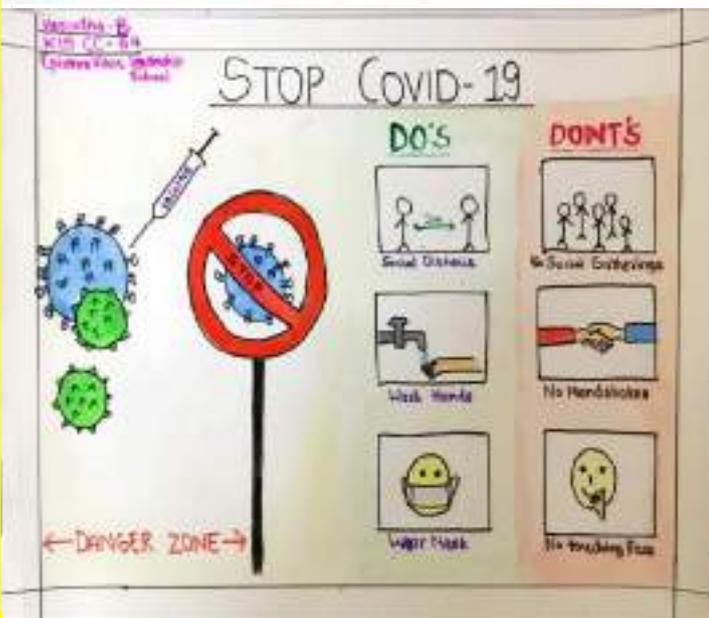
Harshita  
Mishra  
Nandini  
Bhattacharya  
Grade 3



Pratiksha



Pratiksha  
Mishra  
Nandini  
Bhattacharya  
Grade 3

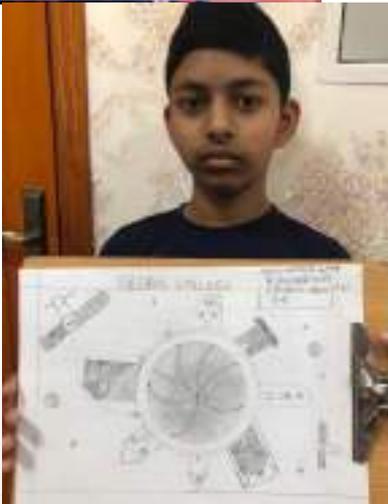
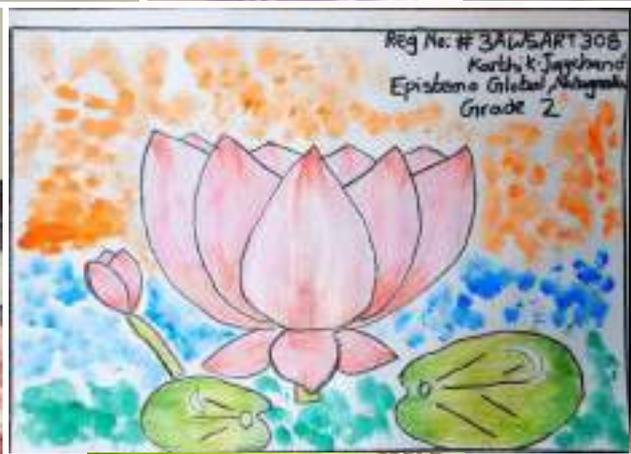


Vasudha B  
Soni  
Carmel Vihar, Gurukul School



Shreya K  
Soni  
Carmel Vihar, Gurukul School

# Participants of Inter School Competition hosted by Cambridge Community



# PP's Activity Based Learning

Lemurs of Pre-Primary are monitoring factors such as speech, coordination, social skills, and motor skills, amongst other key factors. As it boosts the development of the domains personality in them (physical, emotional, intellectual, psychological and spiritual.) learning is achieved through exploration experimentation and expression.

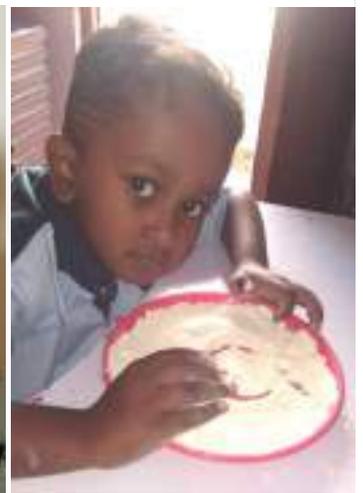
**PP's Activity Based Learning Link:** <https://photos.app.goo.gl/8RDiaG43DsiqYFE17>



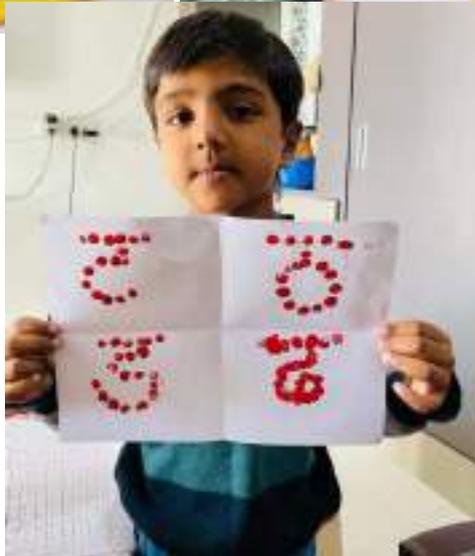
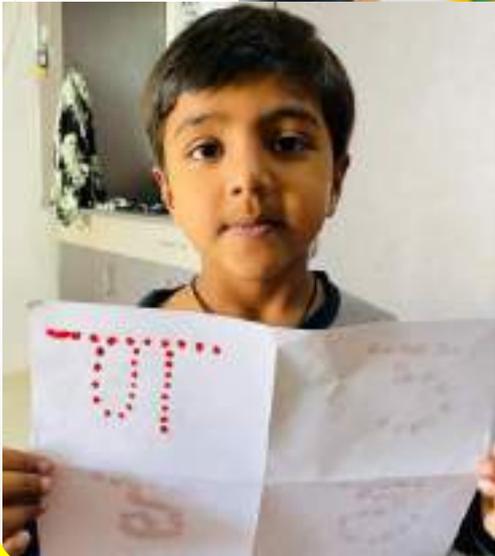
*PP's Activity Based Learning*



*PP's Activity Based Learning*



*PP's Activity Based Learning*



## ONLINE CLASSES:

### English - Grade 1 Lemurs

#### Topic: Story time:

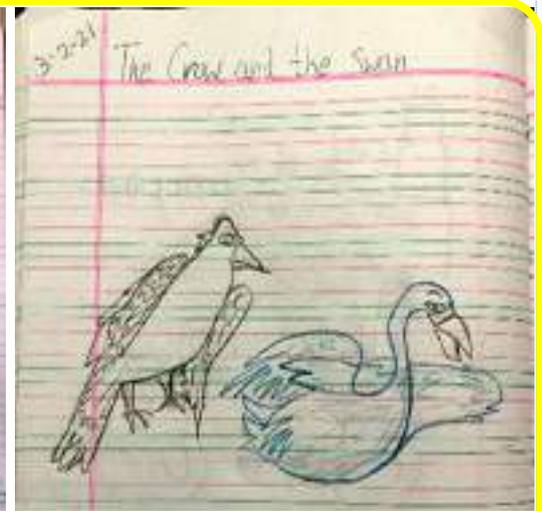
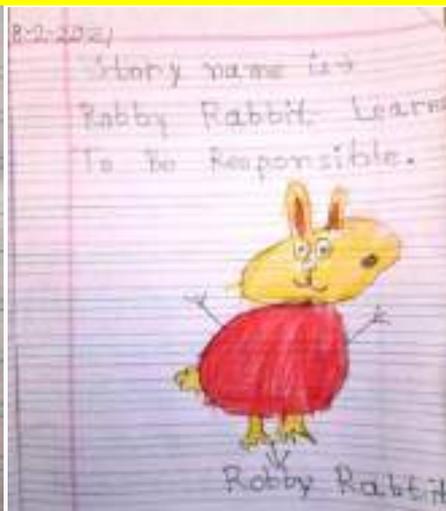
The students of grade-1 demonstrated their visual spatial skills by illustrating their favourite story book. Their communication skills were displayed as they gave the gist of the story and named the characters and parts of the book.



# ONLINE CLASSES:

English - Grade 1 Lemurs

Topic: Story time



4-2-21  
My favorite story is  
The Tortoise and the Hare  
My favorite story is Doctor  
Sabirbhai  
I like Doctor Sabirbhai  
because Doctor is generous  
and a scientist.  
Thanks to his sister



The character of the  
story is fox



## ONLINE CLASSES:

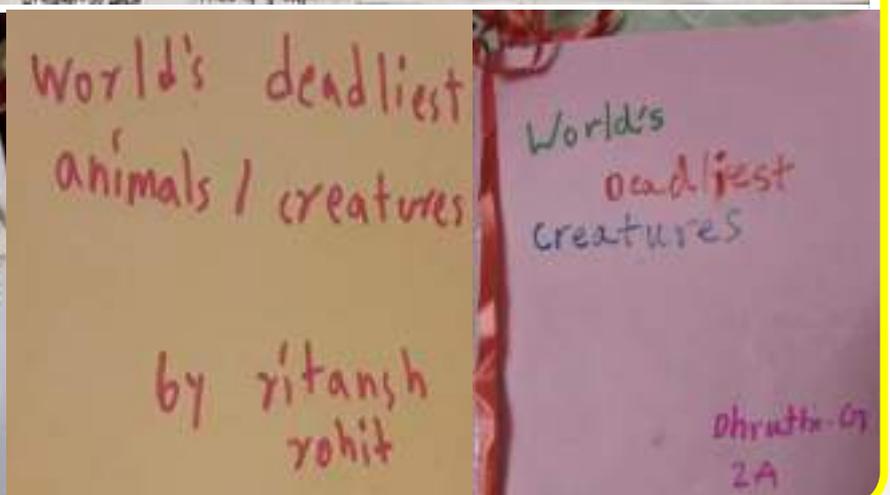
### English - Grade 2 Lemurs

#### Topic: Project - Booklet on deadliest animals

The young learners of grade-2, displayed their creativity & communication skills by doing research on world's deadliest animals and recording the facts. They also showcased their learning about the parts of the book by creating their own cover page and contents page.



Puffer Fish	Golden Dart Frog	Black Mamba	Komodo Dragon	Hyena	Tiger Shark	Blue Ringed Octopus	Brazilian Wandering Spider
 <ul style="list-style-type: none"> <li>Type - Fish</li> <li>Diet - Carnivores</li> <li>Sex - Up to 7 feet</li> <li>Weight - 30 pounds</li> <li>Habitat - Ocean waters</li> <li>Life span - 10 years</li> <li>IUCN status - Least Concern</li> <li>Poison kills 20 humans</li> <li>No antitoxin</li> </ul>	 <ul style="list-style-type: none"> <li>Type - Amphibians</li> <li>Diet - Carnivores</li> <li>Size - 1 inch</li> <li>Weight - 47 ounce</li> <li>Habitat - Rain forest</li> <li>Life span - 6 to 8 yrs</li> <li>IUCN status - Endangered</li> <li>Venom kills 20 young kids</li> <li>Chase Indians used darts to hunt evil in warfare</li> </ul>	 <ul style="list-style-type: none"> <li>Type - Reptiles</li> <li>Diet - Carnivore</li> <li>Size - Up to 14 feet</li> <li>Weight - Up to 2.5 grams</li> <li>Habitat - Savannas, rocky hills</li> <li>Life span - 17 years</li> <li>IUCN Status - Least Concern</li> <li>Incredible speed to escape; not to hunt prey</li> </ul>	 <ul style="list-style-type: none"> <li>Type - Reptiles</li> <li>Diet - Carnivore</li> <li>Size - 10 feet in length</li> <li>Weight - 200 pound</li> <li>IUCN status - Vulnerable</li> <li>Komodo likes extreme heat</li> <li>Largest lizard species</li> <li>Prey - Trapped by food</li> <li>Lifespan - 20 years</li> </ul>	 <ul style="list-style-type: none"> <li>Type - Mammal</li> <li>Diet - Carnivore</li> <li>Size - Up to 2 meters</li> <li>Weight - 50 to 80 kg</li> <li>Habitat - Grassland savanna, forest edge</li> <li>Life span - 18 years</li> <li>IUCN status - Least concern</li> <li>Hunt by group</li> </ul>	 <ul style="list-style-type: none"> <li>Type - Fish</li> <li>Diet - Carnivore</li> <li>Size - 10 to 14 feet</li> <li>Weight - 150 to 1000 lbs</li> <li>Habitat - All warm water</li> <li>Life span - 15 or more yrs</li> <li>IUCN status - Near threat</li> <li>Excellent sense of sight and smell</li> <li>Migrate to HA wall</li> </ul>	 <ul style="list-style-type: none"> <li>Type - Invertebrates</li> <li>Diet - Carnivore</li> <li>Size - 20 cm</li> <li>Weight - 25 grams</li> <li>Habitat - Caves</li> <li>Life span - 4-5 years</li> <li>IUCN status - Not list</li> <li>Poison can kill 26 adults</li> </ul>	 <ul style="list-style-type: none"> <li>Type - Arachnids</li> <li>Diet - Carnivore</li> <li>Size - body up to 2 inch leg span 4.5 inch</li> <li>Weight - Up to 150 grams</li> <li>Habitat - forest floor</li> <li>Life span - 1 to 2 years</li> <li>IUCN - Vulnerable</li> <li>Also called brown spiders.</li> </ul>



## ONLINE CLASSES:

English - Grade 2 Lemurs

Topic: Project - Booklet on deadliest animals

Giant Japanese Hornet



- Super aggressive
- Angry large wasp.
- Very deadly venom.
- Damage human tissues.
- Black, yellow colour
- Live in Asia, North America

Deadliest Animals



Monarch Butterfly

Deadliest animals/creatures

Karthik Jayraj 2B

DEADLIEST ANIMALS

KARTHIK JAYCHAND - 2A

Name: Laasya Samaditha

Grade: 2<sup>nd</sup> Grade

Sub: English

Topic: Dangerous creatures

## ONLINE CLASSES:

English - Grade 2 Lemurs

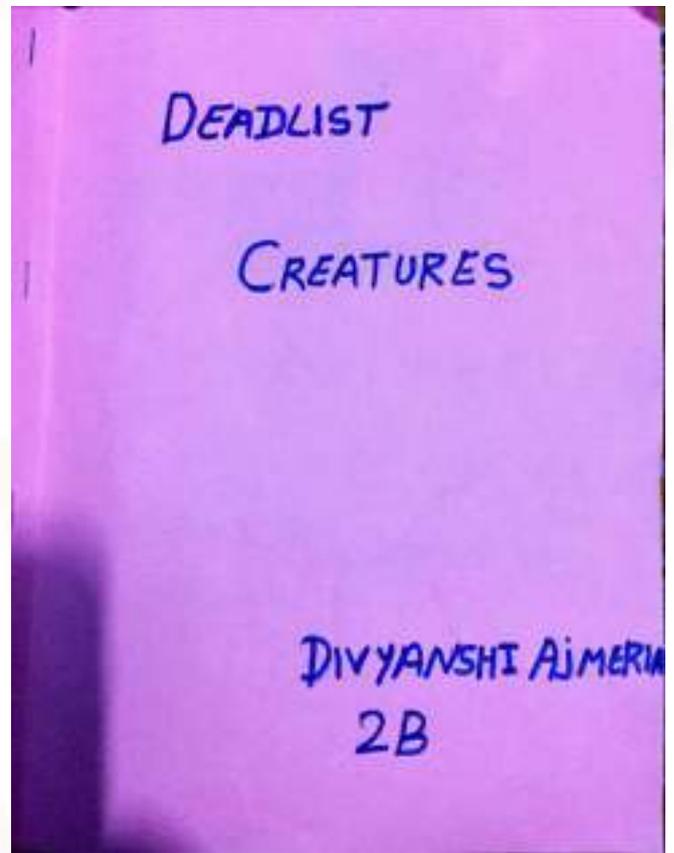
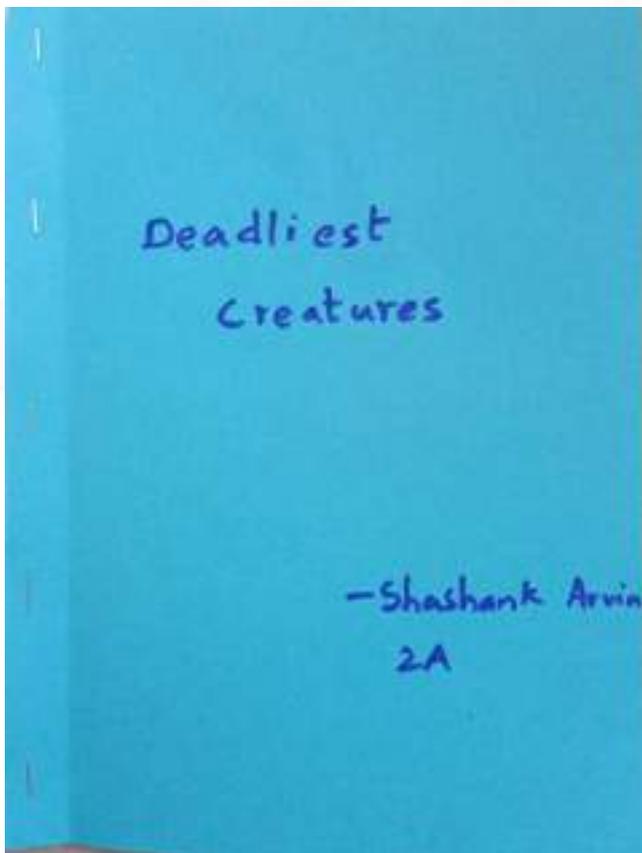
Topic: Project - Booklet on deadliest animals

### Booklet on Deadliest Animals

By: K. Sarada Pravara

#### Contents

1. Deadly or not 
2. Venomous fangs  
3. Nasty stings  



4. Deadly in the water  
5. Deadliest poison 
6. Stay Safe 
7. Deadly weapons 
8. Where do they live?  
9. Quiz time! 
10. Worksheet 

## ONLINE CLASSES:

**English - Grade 2 Lemurs**

**Topic: Project – Booklet on deadliest animals**

### Deadliest animals/ creatures: *Akshat Rai-2B*

#### Golden Poison Dart Frog

The poison dart is a large, diverse group of brightly coloured frogs, of which only a handful of species are particularly dangerous to humans. The deadliest, the golden poison dart, inhabits the small range of rain forests along Colombia's Pacific coast, and grows to around two inches long (roughly the size of a paper clip). Its poison, called batrachotoxin, is so potent that there's enough in one frog to kill ten grown men, with only two micrograms—roughly the amount that would fit onto the head of a pin—needed to kill a single individual.

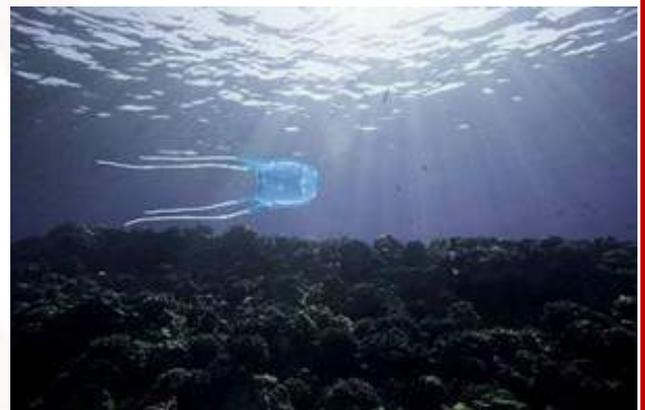


**Where to find them:**  
Northern South America

### Deadliest animals/ creatures: *Akshat Rai-2B*

#### Box Jelly fish

Often found floating (or slowly moving at speeds close to five miles per hour) in Indo-Pacific waters, these transparent, nearly invisible invertebrates are the most venomous marine animal in the world. Their namesake cubic frames contain up to 15 tentacles at the corners, with each growing as much as 10 feet long, all lined with thousands of stinging cells—known as nematocysts—that contain toxins that simultaneously attack the heart, nervous system, and skin cells. While antivenoms do exist, the



**Where to find them:**  
Off the northern coast of Australia

venom is so potent and overwhelming that many human victims, of the hundreds of reported fatal encounters each year, have been known to go into shock and drown or die of heart failure before reaching shore. Even if you are lucky enough to make it to the hospital and receive the antidote, survivors can sometimes experience considerable pain for weeks afterward, and bear nasty scars from the creature's tentacles.

## ONLINE CLASSES:

English - Grade 2 Lemurs

Topic: Project – Booklet on deadliest animals

### Deadliest animals/ creatures: *Akshat Rai-2B*

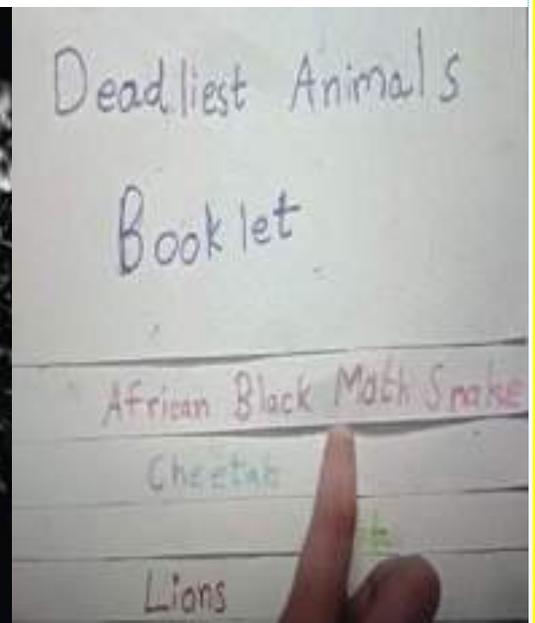
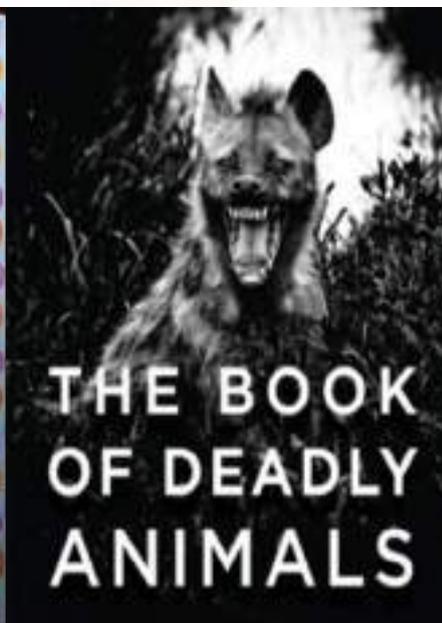
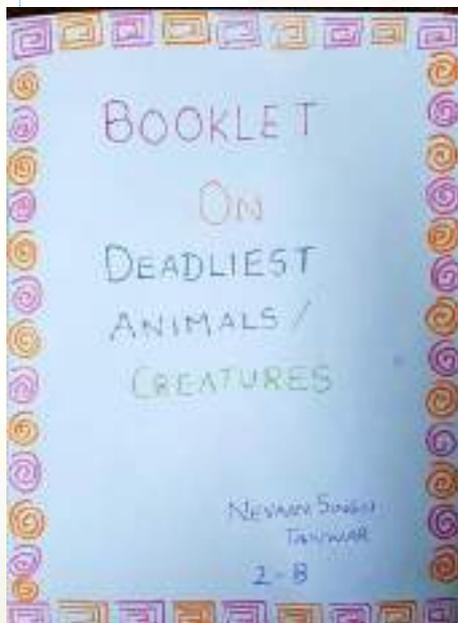
#### Glossy black Sydney Funnel-Web Spider.

Some spiders flaunt their lethality with flashy colors or alien-like appendages, but few are as capable of following through on that promise as the glossy black Sydney Funnel-Web Spider. A funnel-web's bite is a serious cause for alarm: Fatality among adults can occur within 30 minutes, since the atraxotoxin in their venom causes the human nervous system to short out. (Interestingly, their venom is not particularly bothersome to non-primate mammals, including household pets.) What makes funnel-webs especially dangerous is their proximity to humans, and the natural behavior that drives them to seek shelter and build webs in sheltered burrows—like shoes and lawn ornaments. Aggressive to begin with, and prone to wandering, funnel-webs' fangs can pierce a human fingernail or even a shoe, which they will do repeatedly when threatened. The bite of a funnel-web is so fearsome that doctors recommend seeking antivenom after tangoing with any black spider in the funnel-web family, just in case.



#### Where to find them:

The eastern and southern coasts of mainland Australia, plus Tasmania



## ONLINE CLASSES:

### English- Grade 5 Unit 6

#### Topic: (Art Integrated Project)

Lemurs of grade 5 gave a presentation on the Black hole with the help of PPT and learned about the same. This activity helped them to enhance their speaking skill and share the knowledge with each other.



## BLACK HOLES

MONSTERS OF THE UNIVERSE

### What is a black hole?

- A **black hole** is a place in space where gravity pulls so much that even light can not get out. The gravity is so strong because matter has been squeezed into a tiny space. This can happen when a star is dying. Because no light can get out, people can't see **black holes**. They are invisible.

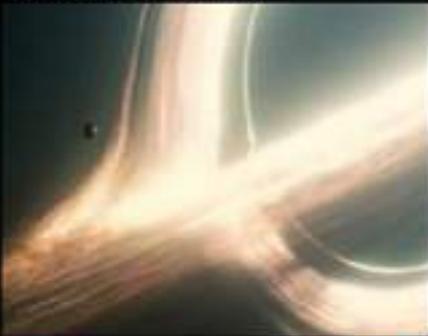
### HOW DO BLACK HOLES FORM

- A **black hole** can be **formed** by the death of a massive star. When such a star has exhausted the internal thermonuclear fuels in its core at the end of its life, the core becomes unstable and gravitationally collapses inward upon itself, and the star's outer layers are blown away.
- Stellar **black holes** form when the center of a very massive star collapses in upon itself. This collapse also causes a supernova, or an exploding star, that blasts part of the star into space. Scientists think supermassive **black holes** formed at the same time as the galaxy they are in.

### FACTS ABOUT BLACK HOLES

- Light cannot escape its gravitational force.
- There is a place in the black hole called the 'Event horizon'
- If you reach the event horizon you cannot escape its gravitational pull
- You Can't Directly See a **Black Hole** ...
- Our Milky Way Probably Has a **Black Hole** ...
- Dying Stars Lead to Stellar **Black Holes** ...
- There are Three Categories of **Black Holes** ...
- The Closest **Black Hole** is Probably Not 1,600 Light-Years Away
- The First **Black Hole** Wasn't Discovered Until X-Ray Astronomy was Used.
- **Black Holes** Are Only Dangerous if You Get Too Close.
- **Black Holes** Are Constantly Used in Science Fiction.

### NAMES OF BLACK HOLES

<h4>GARGANTUA</h4>  <p><small>Downloaded by Unknown Author &amp; licensed under <a href="#">CC BY</a></small></p>	<h4>DRAGON'S EYE</h4>  <p><small>Downloaded by Unknown Author &amp; licensed under <a href="#">CC BY</a></small></p>	<h4>SAGGITARIUS A</h4>  <p><small>Downloaded by Unknown Author &amp; licensed under <a href="#">CC BY</a></small></p>
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## ONLINE CLASSES:

### English- Grade 5 Unit 6

#### Topic: (Art Integrated Project)

In speaking skill, Grade 5 Lemurs gave the presentation on “Group Discussion” with the help of PPT.



**Why Work in Groups?**

What are the advantages and disadvantages of group work ?

- Working in a group is an effective and powerful way to learn, and is highly relevant to the work type and workplace.

**Advantages of group work**

- Group work helps in increasing collaboration and has a scope for brainstorming, which results in getting more ideas.
- To solve complex problems and to complete difficult tasks, the team works better than an individual.

You can improve your skills while working in a group, as a team will be having people with different skills and abilities.

Groupwork helps you improve your communication skills.

**Disadvantages of group work**

- While working in a team, conflicts might occur in case when one person works less than the other.
- When working as a team, a lot of meetings need to be scheduled. But in case if not handled properly, can result in loss of time and decreases the efficiency of the team.

Decision-making process will be prolonged and delayed.

It is quite possible that while in a group some of the customers may not do that much work, while others may work hard. This inequality in the work done could cause trouble between the people in the group.

Advantages of Working in a Group	Disadvantages of Working in a Group
More Productive	Unequal Participation
More Resources	Intrinsic Conflict
More Reliable	No Individual thinking
Learn Things	Decision making takes time
New Method	Easy to avoid work
Information Exchange	Loss of Creativity
Team Commitment	Time Consuming

## ONLINE CLASSES:

### Grade 6 - Telangana and Haryana (Art integrated Project)

To realize the importance of Art and how it can facilitate in learning English topics. Lemurs of Grade 6 have presented the various PPT which enabled them:

- \* To learn about the cultures and the traditions of Telangana & Haryana
- \* The various elements of a state – Dance, Music, Art, Food, Cuisine, Staple food, Street food, Staple food, Crops grown, Festivals celebrated, Mountains and Rivers, Seasonal Foods etc.
- \* To believe in the policy of ‘Unity in Diversity’
- \* To work in teams and teach them the importance of ensuring team building.
- \* To enhance students’ thinking capacity, comprehending skills, writing and speaking skills.

### NORTHERN STATE AND SOUTHERN STATE



### HARYANA

VS

### TELANGANA

Haryana, also known as  
"The Home of Gods"

Hyderabad, known for its heritage  
with modernity like  
"Ganga Jamuna Tahjeeb"



## ONLINE CLASSES:

### Grade 6 - Telangana and Haryana (Art integrated Project)

## FESTIVALS OF HARYANA

A number of vibrant festivals take place in Haryana,

These festivals include

- ✓ Teej
- ✓ Guga Navmi
- ✓ Holi
- ✓ Lohri
- ✓ Basant Panchami
- ✓ Gangore
- ✓ Baisakhi

### Teej

The most famous festival of all times is Teej. It is usually celebrated on the third day of 'Sawan' month. Swings are set up in the gardens and the girls apply henna on their hands. Young Girls and women get dressed up in colourful and vibrant clothes and engage in



## FESTIVALS OF TELANGANA

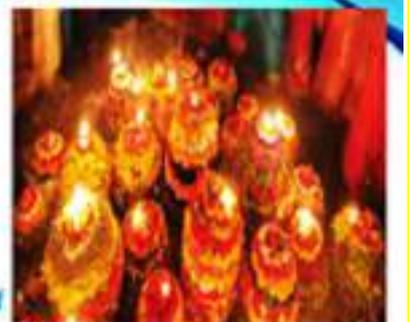
- Bathukamma Festival.
- Bonalu.
- Ganesh Chaturdhi.
- Ramzan.
- Sammakka Sarakka Jatara.

### Bathukamma Festival

#### The unique festival of flowers in Telangana

Bathukamma is a colourful and vibrant festival of Telangana and celebrated by women, with flowers that grow exclusively in each region. This festival is a symbol of Telangana's cultural identity.

Bathukamma comes during the latter half of monsoon, before the onset of winter. The monsoon rains usually brings plenty of water into the fresh water ponds of Telangana and it is also the time when wild flowers bloom in various vibrant colors all across the uncultivated and barren plains of the region. The most abundant of these are the 'gunuka poolu' and 'tangedu poolu'. There are other flowers too like the banti, chemanti, nandi-varadhanam etc. Bathukamma is celebrated by the women folk of Telangana,



## ONLINE CLASSES:

### Grade 6 - Telangana and Haryana (Art integrated Project)



## TRADITIONAL DRESSES OF HARYANA



### Odhni OR Chunder

Women use odhni or chunatta over their attire.

### Kurti or Shirt

Women wear long sleeved shirts or kurtas



### Ghagra or skirt

long, free, flared skirts called ghagra. Ghaghras have different patterns and designs and are of many



### Pagri

Pagris is a turban or a headgear for the men



### Kurta or shirt

The kurta or shirts are usually white in colour.

### Girls



### Boys Mojari



Dhoti The Haryanvi men wear 'dhoti' for trousers.



## ONLINE CLASSES:

Grade 6 - Telangana and Haryana (Art integrated Project)

### TRADITIONAL CUISINE OF HARYANA

Singri ki



Bajara Aloo Roti



#### SWEET DISHES



Malpua

Bajara



lassi



Alsi ki Pinni (flax seed or lin seed)

### TRADITIONAL CUISINE OF TELANAGNA

• Haleem – is a stew made from wheat, barley, meat and some lentils and pounded



• Gongura ghost – it is a mutton curry with gongura leaves and potatoes



HYDRABADI BIRYANI



NARGHIS KOFSA



SHIKAMPUR KEBAB

#### FAMOUS SWEET DISHES



BADAM JAI



KHUBANIYA MITHAI



SHETR KORMA

## ONLINE CLASSES:

Grade 6 - Telangana and Haryana (Art integrated Project)

# HARYANA AND TELANGANA MOUNTAINS

## HARYANA MOUNTAINS

- There are 18 named mountains in Haryana. Samlasan Devi is the highest point. The most prominent mountain is Khudana



## TELANGANA MOUNTAINS

- There are 519 named mountains in Telangana. The highest and the most prominent mountain is Bedam Gutta



# HARYANA AND TELANGANA RIVERS

## HARYANA RIVERS

- Some of famous rivers in Haryana are

- > Yamuna River
- > Ghaggar River
- > Markanda River
- > Sahibi River
- > Somb Nadi
- > Dohan River, etc...



## TELANGANA RIVERS

- Some of famous rivers in Telangana are

- > Krishna River
- > Godavari River
- > Musi River
- > Kinnerasani River
- > Munneru River, etc.



## ONLINE CLASSES:

### Grade 6 - Telangana and Haryana (Art integrated Project)

# HARYANA AND TELANGANA AGRICULTURE

## HARYANA AGRICULTURE

- Some of the famous agricultural crops in Haryana are

- > Rice
- > Wheat
- > Bajra
- > Mustard
- > Cotton
- > Sugarcane, etc....



## TELANGANA AGRICULTURE

- Some of the famous agricultural crops in Telangana are

- > Rice
- > Corn
- > Jowar
- > Cotton
- > Groundnut
- > Castor, etc....



# HARYANA AND TELANGANA CLIMATE

## HARYANA CLIMATE

- Haryana is extremely hot in summer at around 45 °C (113 °F) and mild in winter. The hottest months are May and June and the coldest December and January. The climate is arid to semi-arid with average rainfall of 354.5 mm.



## TELANGANA CLIMATE

- Telangana is a semi-arid area and has a predominantly hot and dry climate. Summers start in March, and peak in May with average high temperatures in the 42 °C (108 °F) range. The monsoon arrives in June and lasts until September with about 755 mm (29.7 inches) of precipitation.



## ONLINE CLASSES:

Grade 6 - Telangana and Haryana (Art integrated Project)

# HARYANA AND TELANGANA FORESTS



## HARYANA FORESTS

- The state has about 33000 Ha. area under Protected Area Network, which consists of 2 National Parks, 8 Wildlife Sanctuaries and 2 Conservation Reserves.



## TELANGANA FORESTS

- Recorded Forest Area (RFA) in the State is 26,904 sq km of which 20,353 sq km is Reserved Forest, 5,939 sq km is Protected Forest and 612 sq km is Unclassed Forests.



# HARYANA AND TELANGANA SANCTUARIES

## HARYANA SANCTUARIES

- Some of the famous sanctuaries in Haryana are
  - Kalesar Wildlife Sanctuary
  - Bir Shikargah Wildlife Sanctuary
  - Chhilchhila Wildlife Sanctuary
  - Nahar Wildlife Sanctuary



## TELANGANA SANCTUARIES

- Some of the famous sanctuaries in Telangana are
  - Kinnerasani Wildlife Sanctuary
  - Manjira Wildlife Sanctuary
  - Nagarjunsagar-Srisailem Tiger Reserve
  - Pocharam Wildlife Sanctuary
  - Eturnagaram Wildlife Sanctuary

## **ONLINE CLASSES:**

### **Grade 6 - Telangana and Haryana (Art integrated Project)**

Few students also spoke about famous poet, various dance form and also performed the dance.



### **FAMOUS POET**

Dada Lakhmi Chand, also known as Pandit Lakhmi Chand, was a great Indian poet of Haryana. He was born in 1903. He was given the title of 'Pandit'. He was also known as Kalidas of Haryana. He has been accorded the honor of the 'Surya Kavi' of Haryanvi music genre Raagni and Saang. His poems contained messages on moral values.

He used to sing various stories with great morals in his 'Raagni' and basically gave a message to live a good lifestyle through skits called Saang. He also used to entertain people through his acts in Saang in the native language.

His writings have a marked influence on contemporary culture and society of Haryana. Sadly Dada Lakhmi Chand passed away on 17 October 1945.



### **Do you know why we celebrate 9 September as Telangana language day ?**

We celebrate Telangana language day on 9 September because the Telangana government honored Kaloji Narayana Rao's birthday as Telangana Language Day. He was born on 9 September 1914. His full name is Raghuvier Narayan Laxmikanth Srinivasa Ram Raja Kaloji. He was a famous poet, freedom fighter, anti-fascist and political activist. In September 2014, the Government of Telangana in his honour, named the Medical University, Kaloji Narayana Rao University of Health Sciences after him. He was awarded the Padma Vibhushan in 1992. Kaloji wrote poetry in Telugu, Urdu, Hindi, and Marathi languages. In 1992, he was awarded an honorary doctorate by Kakatiya University. Sadly Kaloji passed away on 13 November 2002. He donated his body for research to Kakatiya Medical College in Warangal.

## ONLINE CLASSES:

### Science - Grade 5

The learners of grade 5 conducted several experimentations on the factors affecting the rate of evaporation ensuring fair tests. They noted the amount of the water evaporated under different circumstances and explained the reasons behind the same. They also set up a simple working model of the water cycle in a zip lock pouch where they observed and explained the stages of the water cycle. They documented their learning in the form of a video.





## ONLINE CLASSES:

### Science - Grade 5



**Expt:** Observe the effect on surface are exposed on the evaporation rate

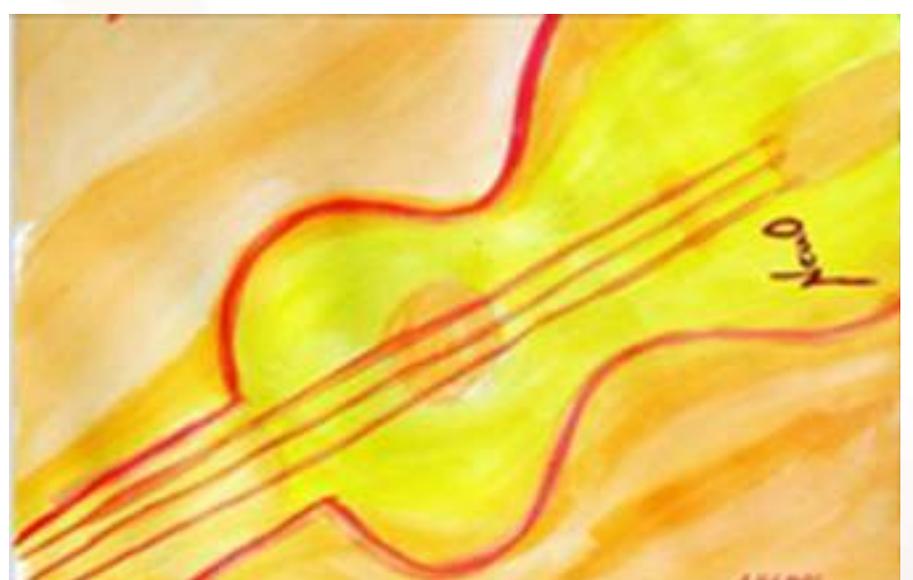
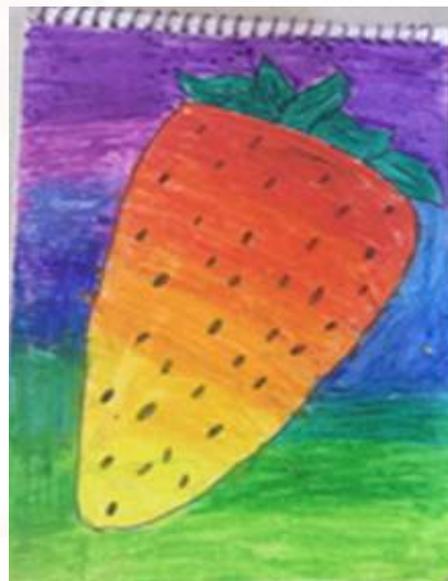
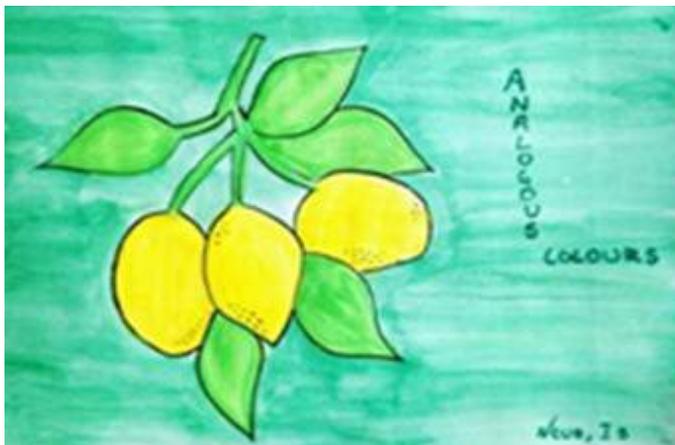


## ONLINE CLASSES:

### Art and crafts - Grades 1 to 4 Lemurs

Lemurs of **Grades 1 to 4** learned two more colour schemes this month –

1. Analogous colours are groups of three colours that are next to each other on the colour wheel and a tertiary. Some of the clips of their artworks are below.



## ONLINE CLASSES:

### Art and crafts - Grades 1 to 4 Lemurs

Lemurs of **Grades 1 to 4** learned two more colour schemes this month –

2. The split-complementary color scheme is a variation of the complementary color scheme. In addition to the base colour, it uses the two colours adjacent to its complement. This colour scheme has the same strong visual contrast. First, they learned how to group them and then implement it in their artworks.



## ONLINE CLASSES:

### Art and crafts - Grades 5 to 7 Lemurs

Lemurs of **Grades 5 to 7** learned Madhubani or Mithila which is a traditional form of painting known for its bright colours, extensive use of symbolism and intricate patterns. The symbols used in this painting have their specific meanings like fish symbolises fertility, procreation and good luck, the tree is a symbol of life, while peacocks are associated with the epitome of beauty and ecstasy.

The bright-coloured feathers of a peacock look so pleasing to the human eye. In Indian folk art, a peacock holds a specific significance and meaning. A peacock in the Madhubani painting represents divine love, knowledge, prosperity. As the feather is in the form of an eye, it is believed that it saves us from evil and negativity. People keep the feather of a peacock in their homes as a sign of good luck and prosperity. The peacock is also considered as a sign of protection and brings joy in one's life.



**ONLINE CLASSES:**

**Art and crafts - ONLINE CLASSES:**

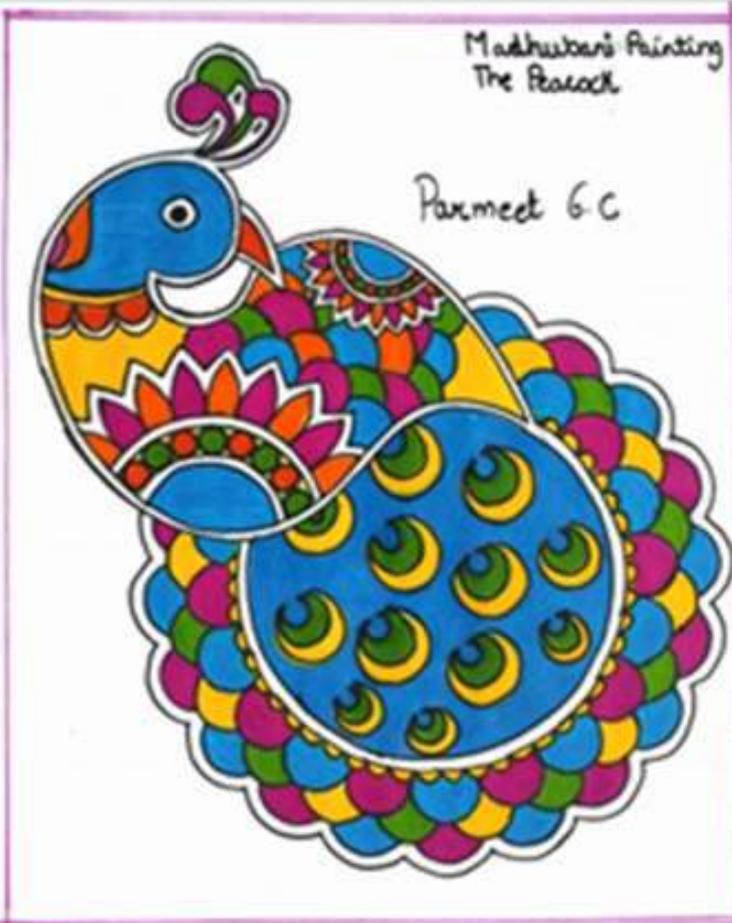
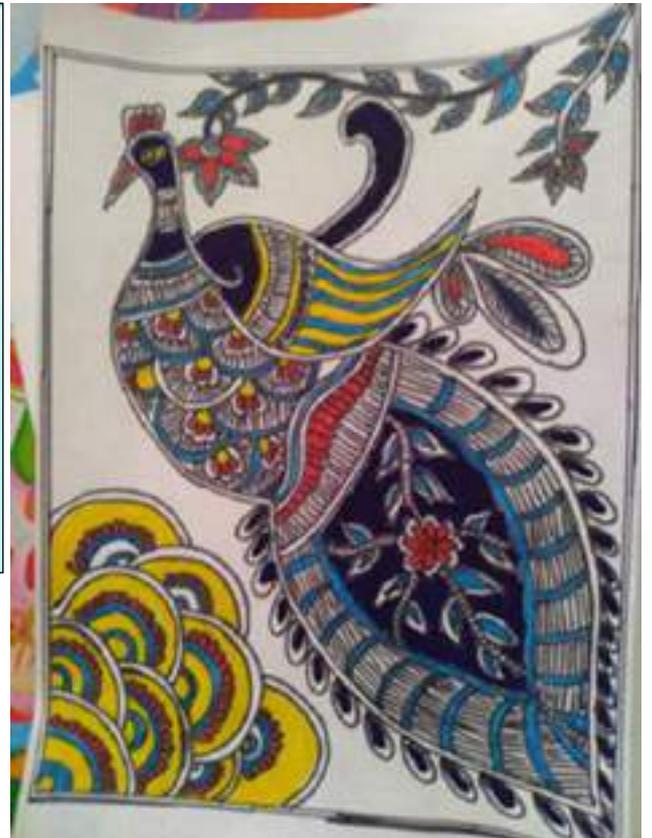
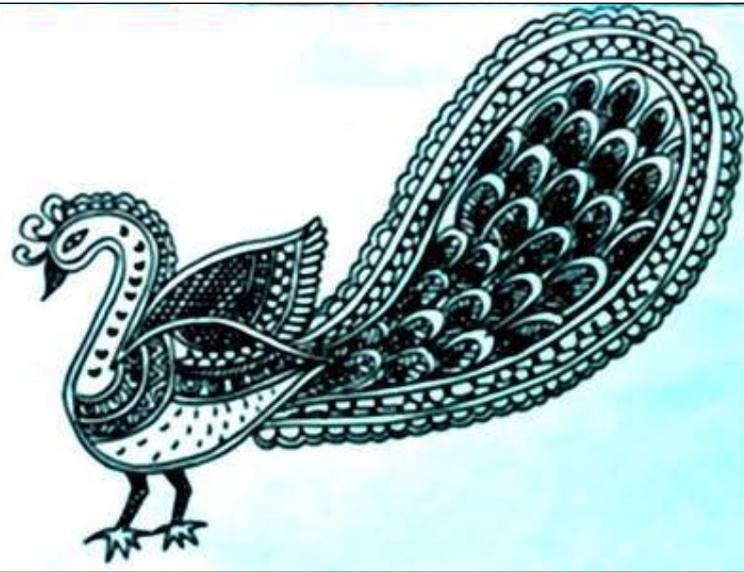
**Art and crafts - Grades 5 to 7 Lemurs**



**ONLINE CLASSES:**

**Art and crafts - ONLINE CLASSES:**

**Art and crafts - Grades 5 to 7 Lemurs**



UTJWAL 6:8

**ONLINE CLASSES:**

**Art and crafts - ONLINE CLASSES:**

**Art and crafts - Art work by Lemurs**

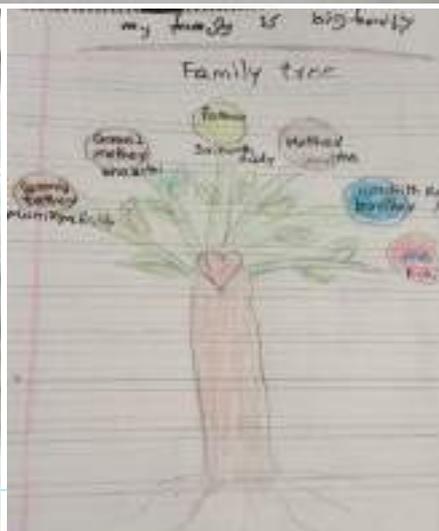
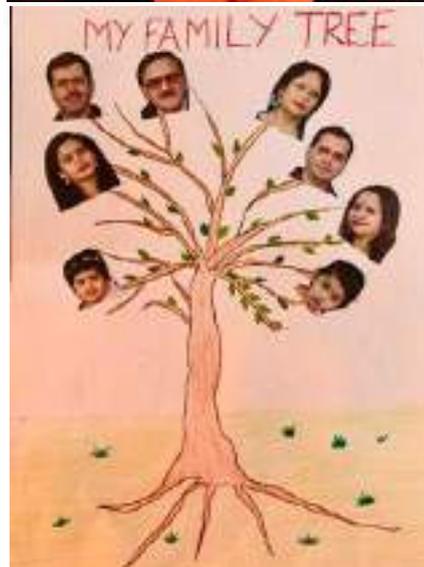


# GLOBAL PERSPECTIVE :

## Grade 1 : Topic - Family

### Family tree

The enthusiastic students of grade-1, made family trees with illustrations or pictures of their family members. They displayed their research and creativity through their projects showcasing their knowledge in relating and connecting the members with them. Few students even listed out the names of their family members in their native language.



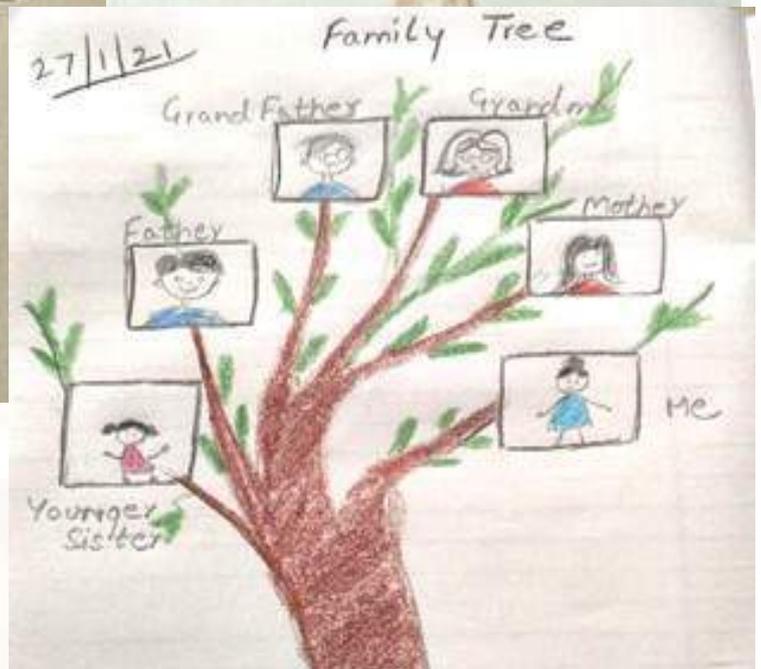
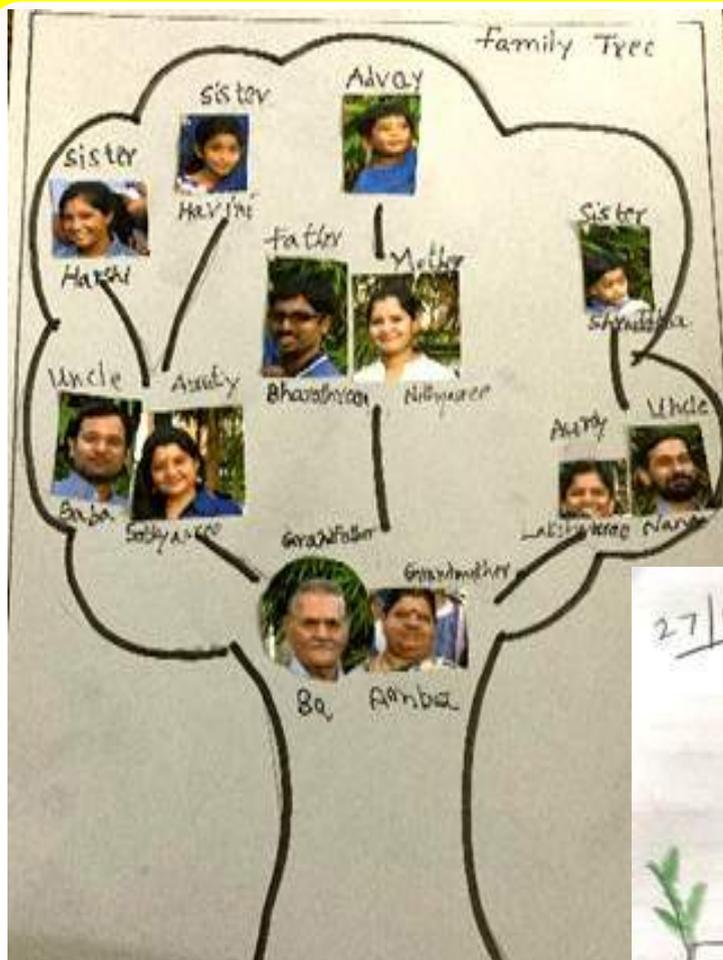
# GLOBAL PERSPECTIVE :

Grade 1 : Topic - Family



# GLOBAL PERSPECTIVE :

Grade 1 : Topic - Family



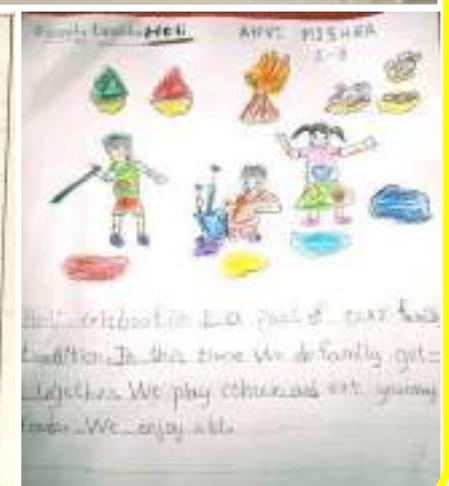
POCO SHOT ON POCO X2

Done by Sirshita (1-8)

## GLOBAL PERSPECTIVE :

### Grade 1 : Topic - Family traditions

The young learners researched on the family traditions that are carried out in their families and showcased the same through their write-up and illustration. Students discussed with their family members and learnt about the traditions of their family.



## GLOBAL PERSPECTIVE :

### Grade 1 : Topic - Family traditions

My family tradition  
On every occasion all  
family members  
gather together at  
grand parents house  
to celebrate

Family tradition  
Our family follows the Kaushth traditions. In our  
family we perform Chitragupta Pooa two days after diwali.  
Lord Chitragupta is said to be the accountant of god, who  
keeps the details of all peoples doing. We worship by taking  
pen and paper and write 11 names of different Gods  
starting with Lord Ganesha's and Lord Chitragupta's  
name. Then we tie the pen with holy thread and  
keep it in the temple. Next day we can take the  
pen and paper.

3/1/21 Tradition that carried out by my family.  
Whenever we meet with our elders, we touch their  
feet, and take their  
blessing.



VARNI BHARGAVA

12/16/2021 Homework: Family Tradition  
Write and illustrate any family tradition  
carried out by your family.  
Gankrants is our favorite festival  
because all our relatives and  
family members come together.  
I get to meet all my cousins  
and relatives. We play around  
the camp fire at Bhogi festival.  
We all eat and play together.

## GLOBAL PERSPECTIVE :

### Art & Craft : Grade 2 Lemurs

“Art is a place for children to learn, to trust their ideas.”

– *Maryaan F. Kohl*

As stated, Art and Craft is the best way to help a child to learn any subject by exploring their ideas and turn that into creativity.

Our grade 2 lemur integrated Art and Craft activity with GP for their Unit – 4: Moving goods and people.

In this activity, they showed their learning through their creative works. They shared their favourite modes of transport and traffic signs and signals through different models. They used simple papers and waste things, like – matchboxes, used bottles, etc. to create cars, aeroplanes, boats, etc.

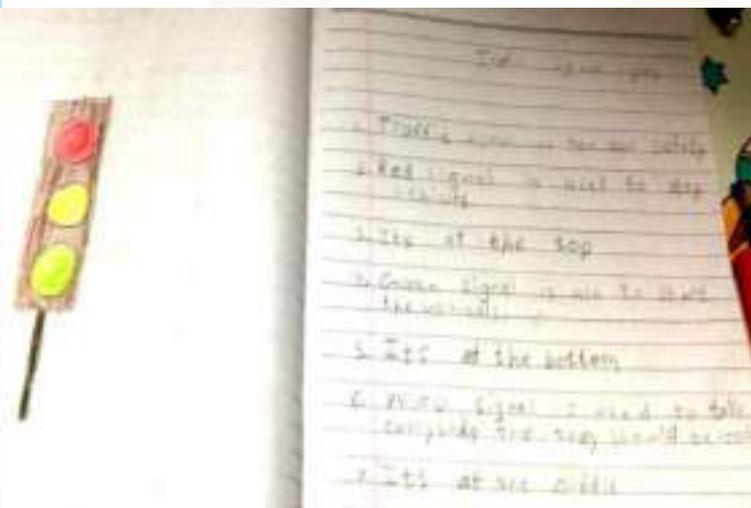
And along with that they also described their ideas about some imaginary vehicles which will help people in trouble.

By doing this activity they not only learnt about the different modes of transport and traffic signs and signals in detail but also, they understood the importance of them in our everyday life.



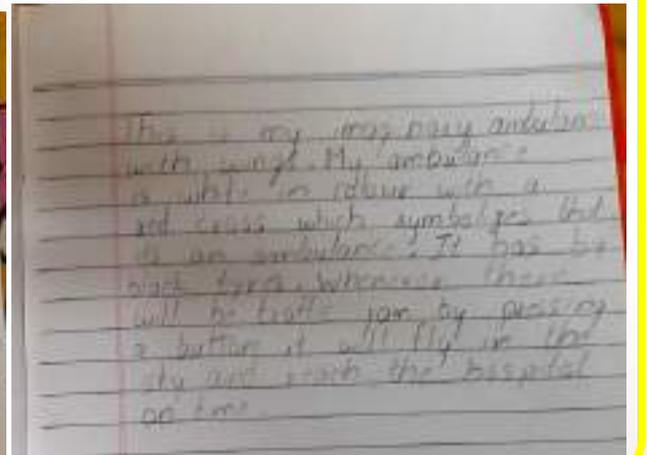
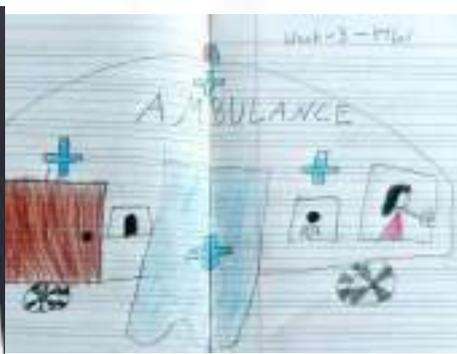
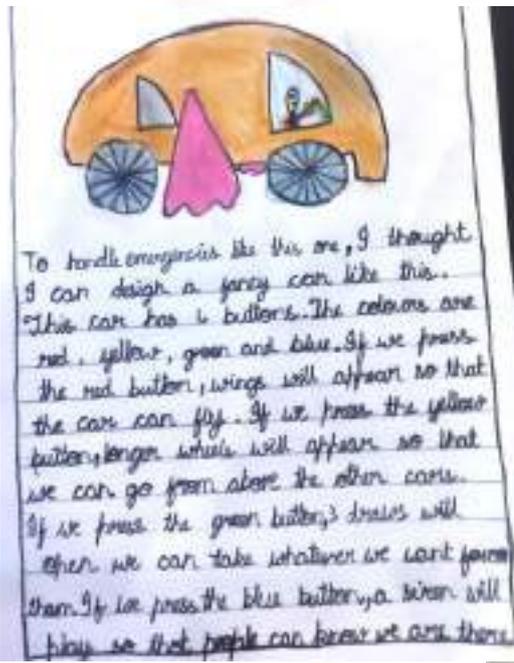
# GLOBAL PERSPECTIVE :

## Art & Craft : Grade 2 Lemurs



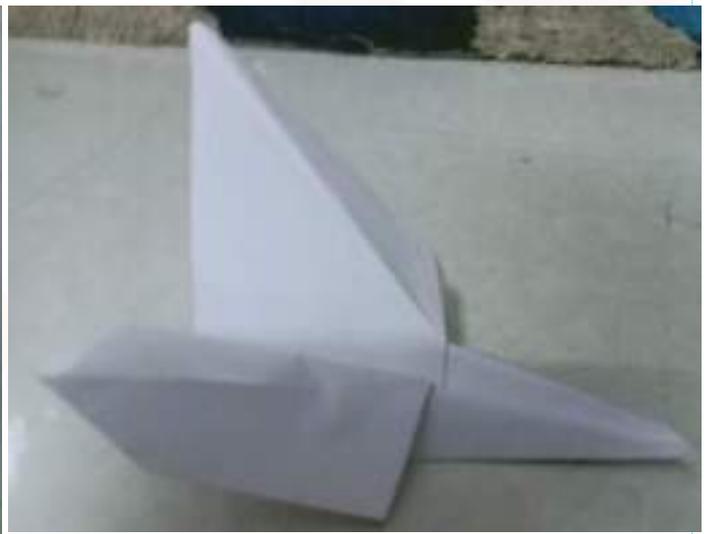
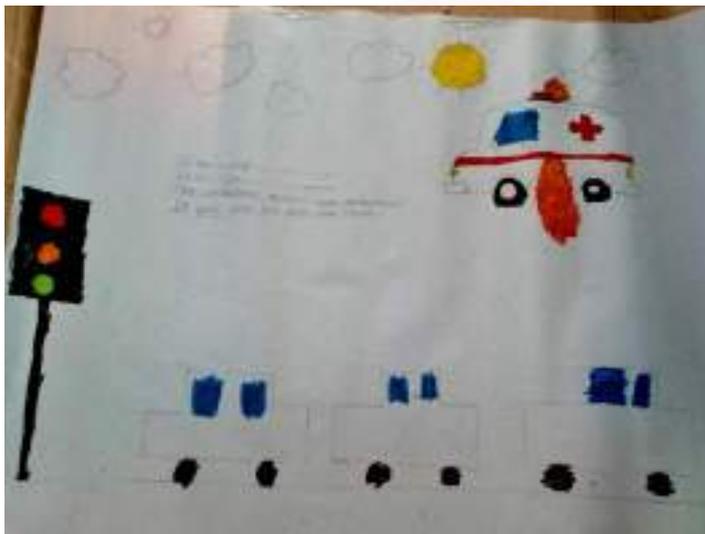
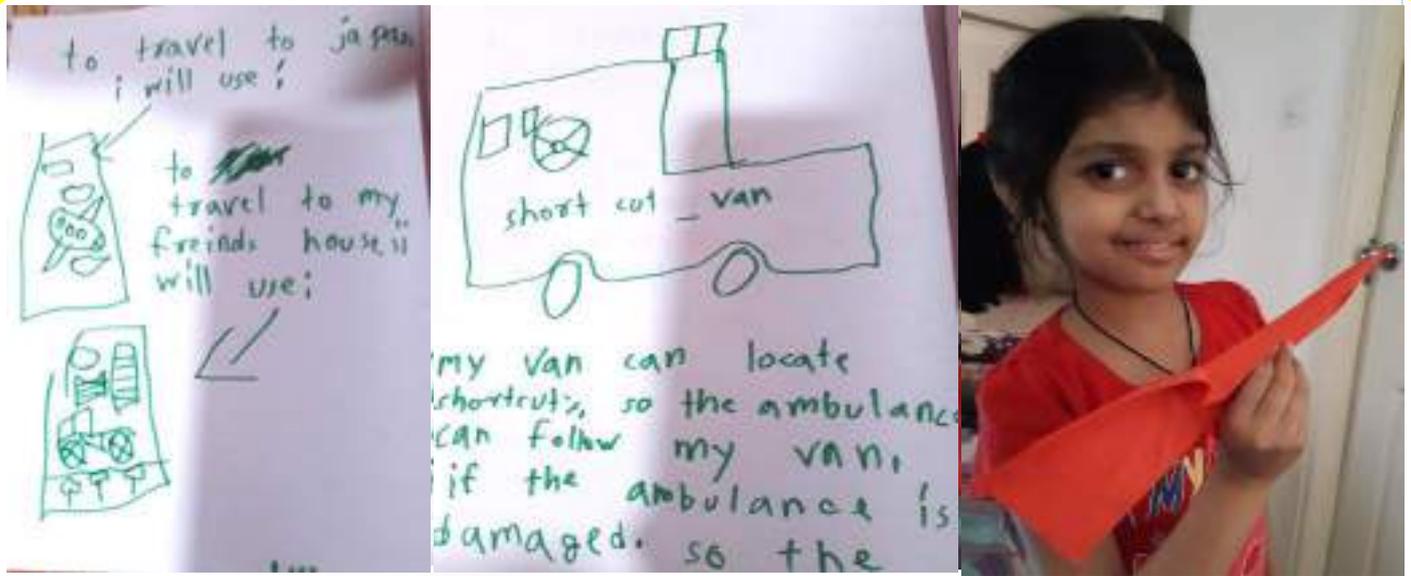
# GLOBAL PERSPECTIVE :

## Art & Craft : Grade 2 Lemurs



## GLOBAL PERSPECTIVE :

### Art & Craft : Grade 2 Lemurs



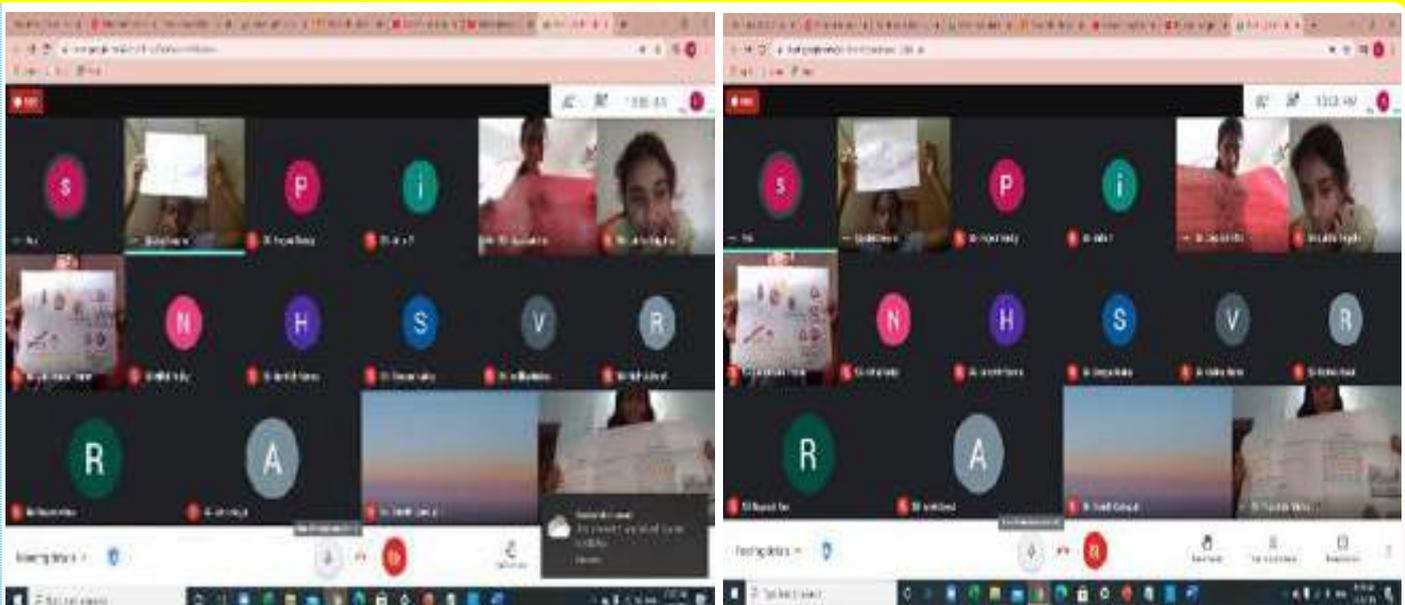
## GLOBAL PERSPECTIVE :

### Art & Craft : Grade 2 Lemurs



## Grade 5 : Topic - 4 Respecting Myself and Others

Students of Grade-5 presented their understanding through various activities like collage making. Awareness of traffic rules, journal making. And also integrated with other subjects like English, Mathematics, and Science. JAM session was also conducted and students actively participated and shared their views on respecting elders, teachers, and fellow students.



# GLOBAL PERSPECTIVE :

## Grade 5 : Topic - 4 Respecting Myself and Others

