



The DYPIIS News Burst

Voices, Vision and Vibrant Campaigns: Student Council Elections at DYPIIS

The corridors of D Y Patil International School, Worli, came alive with energy and excitement as the school community witnessed a vibrant Student Council Election Campaign. With enthusiasm filling the campus, student candidates stepped forward to share their ideas, present their vision, and inspire their peers to place their trust in them.

The campaign provided students with a meaningful opportunity to experience leadership, responsibility, communication, and democratic participation. Candidates actively engaged with their peers, presenting their ideas and highlighting the initiatives they hoped to bring to school life. From thoughtful conversations to creative campaign strategies, the atmosphere across the school reflected the enthusiasm and determination of the aspiring student leaders.

The highlight of the campaign was the Student Council Election Speeches, where candidates addressed the student body and shared their aspirations for the year ahead. Each speech reflected individual perspectives, leadership qualities, and a commitment to contributing positively to the school community.

Beyond the excitement of the campaign, the election process offered an authentic learning experience. Students had the opportunity to listen critically, evaluate different ideas, make informed choices, and participate in the democratic process. Candidates, meanwhile, demonstrated confidence, public-speaking skills, teamwork, and the courage to put themselves forward as representatives of their peers.

With the school buzzing with conversations, campaign enthusiasm, and anticipation, the Student Council Elections became more than a school event—it was a celebration of student voice, agency, and leadership.

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As the campaign drew to a close, the DYPIS community looked forward to the results and to welcoming the next group of student leaders who would have the opportunity to lead with purpose, serve with responsibility, and make a meaningful difference to school life.





A New Chapter of Leadership: DYPIS welcomes Its Student Council 2026–27

Excitement filled the air at D Y Patil International School, Worli, on 13 August 2026, as students came together to participate in the Student Council Elections. The campus was abuzz with anticipation, enthusiasm, and the unmistakable energy of student voice and choice.

Following a lively campaign period, students eagerly cast their votes to elect their representatives for the academic year ahead. The election process offered students an authentic opportunity to experience democracy in action, while candidates demonstrated confidence, leadership, communication, and a commitment to serving the school community.

The excitement reached its peak during the final period of the day, when the election results were announced. As each result was revealed, the school came alive with cheers, applause, and enthusiastic celebrations from students and teachers. The announcement of the House leadership positions was met with particular excitement, as students proudly supported their newly elected representatives.

Congratulations to the New Student Council!

DYPIS extends its warmest congratulations to all the elected student leaders. As they take on their roles for the year ahead, we wish them a fulfilling and successful year of leadership, service, and responsibility. May they lead with confidence, integrity, empathy, and purpose, and make a meaningful contribution to the DYPIS community throughout their year-long journey of leadership.

We wish the entire Student Council 2026—27 the very best for an inspiring and impactful year ahead!

Student Council 2026-2027

Head boy

Dhiaan Doshi

Head Girl

Naavya Agarwal

Sports Captain Boy

Parshva Udani

Sports Captain Girl

Hetvi Shah

CAS Leader

Rivah Malaviya

MUN Secretary

Aaryan Jain

Deputy MUN

Devarsh Shah

Cultural Leader

Kiarra Sheth

Deputy Cultural Leader

Hitarth Shah

Service Leader

Diva Ranka

A Level Representative

Diyana Shah

DP Representative

Hrisha Gandhi

CP Representative

Arnav Wagh

Student Council 2026-2027

Position	Blue	Green
Junior Captain	Gwen Tamka	Hritik Kapadia
Junior Vice Captain	Amaira Shah	Ziaan Narola
Senior Captain	Aviraj Bhartia	Ekagra Meher
Senior Vice Captain	Harit Kalaivanan	Drisha Jain

Position	Red	Yellow
Junior Captain	Agasthya Baldota	Dugannt Kalaivanan
Junior Vice Captain	Alvira Desai	Om Malviya
Senior Captain	Kalp Parekh	Kahaan Jodhani
Senior Vice Captain	Kiah Popat	Vivaan Pradhan

DYPIS Strengthens IB Leadership Through Pan-India Collaboration

In keeping with its commitment to continuous professional development, collaboration and excellence in IB education, D Y Patil International School, Worli, actively engages with the wider IB educational community. As part of this ongoing endeavour, Mr Ashok Gaydhane, IBDP & IBCP Coordinator, and Mr Balmukund, Assistant IBDP & IBCP Coordinator, represented the school at the 4th Pan-India South Asia IB DP/CP Coordinators' Meet 2026, hosted by The British School, New Delhi.

The meet brought together IBDP and IBCP coordinators and school leaders from across India, creating a dynamic platform for sharing experiences, exchanging best practices and reflecting collectively on ways to strengthen IB programme implementation.

During the meet, participants engaged in brainstorming sessions, collaborative discussions and professional dialogues focused on enhancing the quality and effectiveness of IB programmes. These interactions provided valuable opportunities to explore innovative approaches, address common challenges and gain insights from the diverse experiences of IB schools across the country.

The event reinforced the value of collaboration and shared learning among IB educators and school leaders in driving continuous improvement and ensuring that IB programmes remain responsive to the evolving needs of students and the changing educational landscape.





Pan-India PYP & Early Years Coordinators Meet 2026

"Stronger Together: The Power of PYP Collaboration"

Our school was proudly represented at the Pan-India PYP & Early Years Coordinators Meet 2026, where Ms. Archana, PYP Coordinator, and Ms. Mausam Gala, Early Years Teacher, participated in dedicated learning experiences designed for Primary Years Programme and Early Years educators.

The event brought together IB educators from across India and South Asia to collaborate, exchange best practices, and strengthen inquiry-based teaching and learning. Through inspiring keynote addresses, interactive workshops, and collaborative discussions, participants explored topics including inquiry learning progressions, assessment, student agency, play-based learning, leadership, and innovative classroom practices.

The meet provided an enriching platform for professional learning, networking, and reflection, reinforcing the value of collaboration in fostering continuous growth within the IB community. We extend our sincere appreciation to the organising teams at Don Bosco International School and Nita Mukesh Ambani Junior School (Early Years Campus), along with the PAN India Association Executive Committee and Network Chairs, for curating meaningful learning experiences that inspired educators to grow together.

The knowledge, ideas, and strategies gained from these collaborative meets will further strengthen our PYP and Early Years programmes, enriching teaching practices and enhancing engaging, student-centred learning experiences for all our learners.





Building Inquiry Through Professional Learning

Our teachers recently had the pleasure of attending an inspiring professional learning workshop led by Mr. Hywel Bennett, Academic Director of GoSchool. With over 35 years of experience in education, Mr. Bennett has worked with schools across the UK and internationally, including China, Nigeria, Germany, and Kuwait. His extensive experience and passion for education made this a valuable learning opportunity for our teaching team.

The session focused on building inquiry into everyday classroom practice, encouraging teachers to reflect on existing inquiry strategies while exploring ways to deepen authentic learning experiences for students. Through interactive discussions and collaborative activities, teachers exchanged ideas, challenged their thinking, and explored practical approaches to nurturing student agency, curiosity, and engagement.

The workshop provided valuable insights and encouraged meaningful professional dialogue around strengthening inquiry-based learning across the school. Teachers appreciated Mr. Bennett's engaging facilitation and the opportunity to learn from his extensive experience and expertise. We were delighted to welcome Mr. Bennett to our school and sincerely thank him for sharing his knowledge, insights, and passion for inquiry with our teaching team.





Early years programme

Life Skills in Action: Learning Through Everyday Experiences

This week, our learners will participate in hands-on Life Skills Stations designed to foster independence, responsibility, and self-management through meaningful, real-life experiences. These engaging activities encourage learners to build confidence while developing essential everyday skills in a supportive environment.

Clothing Care Station

Learners will sort clothes by type or colour, hang them using clothespins, and practise folding small garments or towels. These activities develop fine motor skills while encouraging independence and responsibility for personal belongings.

Pouring & Cleaning Station

Learners will carefully pour water into smaller containers, developing control, concentration, and hand-eye coordination. They will also wipe tables with a damp cloth, reinforcing cleanliness and care for their environment.

Toy Care Station

Learners will clean classroom toys and return them neatly to designated baskets or shelves, developing responsibility for shared resources.

Water Bottle Station

Learners will practise opening and closing water bottles independently, then sort them by size or colour, strengthening hand muscles and organisational skills.

Puzzle Organization Station

Learners will match puzzle pieces, organise trays, and arrange puzzles neatly, developing problem-solving and responsibility.

Organizing & Arranging Station

Working collaboratively, learners will organise classroom materials, developing teamwork, communication, and respect for shared spaces.

Through these practical experiences, learners will strengthen confidence, independence, self-management, and responsibility—essential skills for lifelong learning.



Learner Profile Fest: celebrating the IB Learner Profile

Learner Profile Fest is a special celebration that brings the IB Learner Profile to life through meaningful, engaging, and hands-on experiences. The event is designed to help learners develop a deeper understanding of the attributes and recognise how these qualities can be demonstrated through their everyday choices and actions. Learners will participate in exciting activities, including learner profile read-alouds, detective challenges, escape activities, book hunts, and collaborative problem-solving tasks that encourage inquiry, creativity, communication, and teamwork. They will also take part in a Kindness Mission, completing thoughtful acts of kindness around the school and reflecting on the learner profile attributes they demonstrated. As learners collaborate, think critically, communicate ideas, and support one another, they will discover that the learner profile extends beyond the classroom and is reflected in their daily lives. Through this celebration, we aim to nurture caring, principled, reflective, open-minded, and confident learners who make thoughtful choices, build meaningful relationships, and contribute positively to their community. We look forward to celebrating these qualities and supporting our learners as they grow into compassionate, responsible, and lifelong learners.





Healthy Heroes: Explore, Choose & Move!

Our EYP learners stepped into the exciting world of healthy choices through an engaging “Healthy Heroes: Explore, Choose & Move!” station activity. Working alongside their peers, learners visited three interactive stations and explored different ways to care for their bodies.

Station 1 — Habit Detectives: Learners sorted habit cards into green for good habits and red for unhealthy habits, thinking carefully about choices that help keep their bodies healthy.

Station 2 — Food Basket: Learners explored different food cards and sorted them into healthy foods and junk foods, making connections between the foods they eat and their overall well-being.

Station 3 — Active Movers: Learners participated in active play using a ball, discovering how movement and exercise help keep their bodies strong, active, and healthy.

Through this hands-on provocation, learners developed critical-thinking skills as they observed, sorted, compared, and made healthy choices. Working collaboratively also helped them develop the Caring Learner Profile, as they supported, encouraged, and participated with one another.

The activity encouraged our little learners to understand that healthy habits, nutritious food, and active play all play an important role in keeping our bodies healthy, happy, and strong!





Learning Through Movement

Our EYP3 learners are joyfully exploring the world of movement through engaging and purposeful physical activities. During these experiences, learners are developing directional awareness, coordination, balance, rhythm, and spatial understanding as they discover how their bodies can move through different spaces and directions.

Through hopping, travelling, balancing, and playful movement sequences, children are learning to identify and confidently respond to left and right while listening carefully to verbal and musical cues. These activities provide opportunities for learners to experiment with movement, make choices, and become more aware of how their bodies move and respond to different instructions.

As they participate, learners are strengthening their gross motor skills, body control, focus, and active listening. Working alongside their peers also encourages cooperation, turn-taking, and an appreciation of different ways of moving. With each new challenge, children are building confidence, independence, and perseverance while celebrating their progress.

This learning experience nurtures the IB Learner Profile attributes of Risk-taker, Communicator, and Caring, encouraging learners to participate confidently, listen to others, and support their peers. Through movement and dance, our young learners are discovering that learning can be active, joyful, collaborative, and meaningful, while developing skills that support their holistic growth.



Exploring Stories in the Library

Our EYP3 learners enjoyed a meaningful and engaging visit to the school library, where they had the opportunity to explore a wide range of colourful and inviting books. With curiosity and excitement, learners browsed the shelves, observed book covers, and independently selected stories that captured their interest.

As they settled into their reading spaces, children listened, looked at illustrations, and explored stories at their own pace. They discovered new characters, settings, and adventures, while beginning to make connections between pictures, words, and their own experiences. Many learners enthusiastically shared favourite pages and interesting discoveries with their friends, demonstrating their growing ability to communicate and engage with others.

The experience also encouraged learners to understand the importance of caring for shared resources. By following library routines, handling books carefully, and returning them appropriately, children developed a sense of responsibility and independence.

This experience nurtured the IB Learner Profile attributes of Inquirer, Communicator, and Caring, as learners explored, shared, and respected their learning environment.

Through this joyful library experience, our young learners are beginning to understand that books can open doors to new ideas, imagination, discovery, and lifelong learning.



Back to School Party: A Day of Fun, Friendship and Discovery

Our Back to School Party provided a joyful and meaningful start to the new academic year, creating opportunities for learners to build connections, explore their environment, and celebrate learning together. Through an imagination drawing activity, learners expressed their creativity by developing unique ideas, creating colourful artwork, and sharing their interpretations with enthusiasm.

During the school tour, learners explored different spaces across the campus and became familiar with their learning environment. Their visit to the library introduced them to the importance of respecting shared spaces as they listened attentively during a delightful story session and practised maintaining a calm and respectful atmosphere.

Music and dance brought energy and excitement to the celebration, encouraging learners to express themselves confidently while participating together. Sharing snacks with friends provided a meaningful opportunity to practise kindness, caring, cooperation, and respectful social interactions.

The experience nurtured key IB Learner Profile attributes, including Caring, Communicator, Open-minded, and Risk-taker, while developing confidence, independence, and a sense of belonging.

Through this memorable celebration, our learners strengthened friendships, explored their new surroundings, and began the year with curiosity, confidence, creativity, and a positive sense of community.





Primary years Programme

मात्रांची ओळख : कृतीतून भाषाशिक्षण

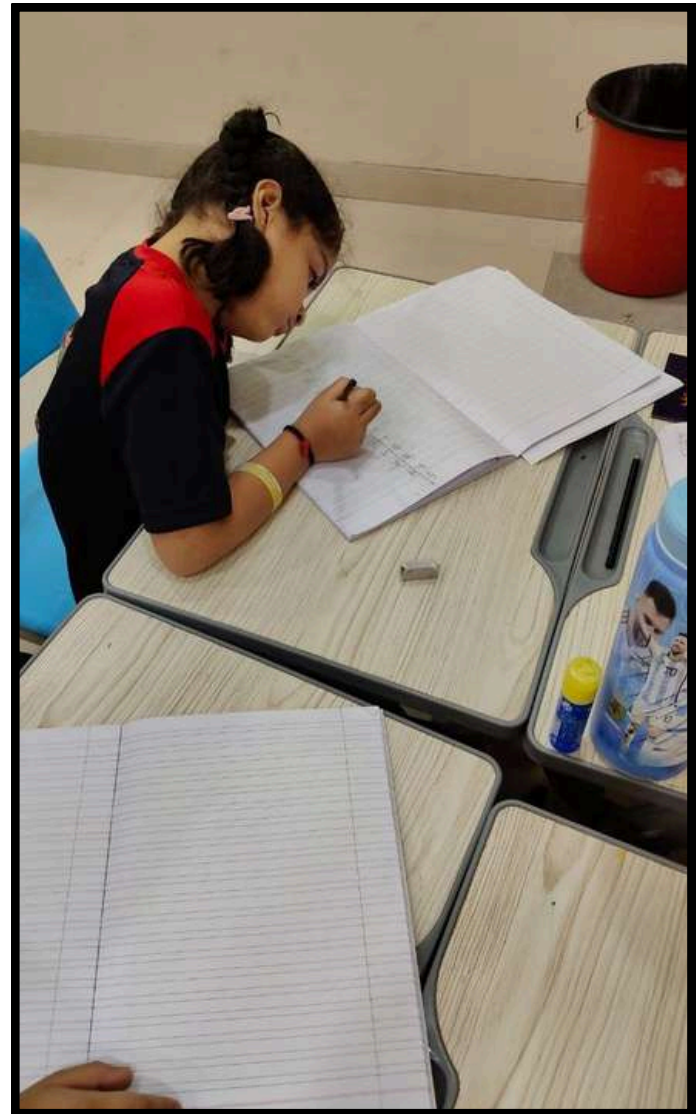
इयत्ता २ रीच्या मराठीच्या तासिकेत विद्यार्थ्यांनी स्वरमात्रांची ओळख कृतीआधारित आणि विद्यार्थी-केंद्रित पद्धतीने करून घेतली. 'बारामात्रांचे घड्याळ' आणि स्वरमात्रांची पट्टी यांसारख्या साधनांचा वापर करून विद्यार्थ्यांनी विविध मात्रांचे निरीक्षण केले, त्यांची ओळख पटवली आणि त्यांचा शब्दांमधील वापर समजून घेतला.

यानंतर विद्यार्थ्यांनी 'आ'चा काना (ा) विविध अक्षरांना जोडून नवीन अक्षरे व अर्थपूर्ण शब्द तयार करण्याचा अनुभव घेतला. त्यांनी तयार केलेले शब्द वाचले, योग्य उच्चार करण्याचा सराव केला आणि त्यांचे लेखन करून आपल्या भाषिक समजुतीला अधिक दृढ केले. कृतीदरम्यान विद्यार्थ्यांनी अंदाज बांधले, प्रयत्न केले, चुका ओळखून सुधारणा केली आणि आपल्या सहकाऱ्यांसोबत शिकण्याचे अनुभव सामायिक केले.

या अनुभवातून विद्यार्थ्यांनी मात्रा ओळखणे, त्यांचा योग्य वापर करणे, शब्दनिर्मिती, वाचन, लेखन आणि शुद्ध उच्चार यांसारखी मूलभूत भाषिक कौशल्ये विकसित केली. तसेच त्यांच्या *Communication, Thinking* आणि *Self-management Skills* चा विकास झाला.

कृतीतून शिकण्याच्या या अनुभवामुळे विद्यार्थ्यांचा मराठी भाषेविषयीचा आत्मविश्वास वाढला आणि त्यांनी भाषा शिकण्याचा आनंद घेत स्वतंत्रपणे व अर्थपूर्ण पद्धतीने व्यक्त होण्याची दिशा प्राप्त केली.





Building Confidence Through Movement

Our Grade 3 learners are exploring the expressive and communicative power of dance through movement. As they engage in a variety of dance experiences, learners are developing coordination, rhythm, musicality, spatial awareness, memory, and body control, while building confidence in their ability to express ideas through movement.

Each session provides opportunities for learners to listen attentively, respond to musical cues, and make purposeful movement choices. Through repeated practice and collaboration, they are developing focus, discipline, perseverance, and teamwork. Learners are becoming increasingly aware of how their bodies move through space and how their movements can communicate feelings, ideas, and intentions.

Working collaboratively, students are learning to support one another, respect different abilities, and contribute positively to group performances. They are also reflecting on their progress and identifying ways to refine their movements and performance skills.

This learning experience nurtures the IB Learner Profile attributes of Communicator, Risk-taker, and Reflective, encouraging learners to express themselves with confidence, embrace challenges, and learn from their experiences.

Through dance, our young learners are discovering that movement is not only a form of creative expression, but also a meaningful way to communicate, collaborate, connect, and grow.



French Learning Stations: Exploring the City Through Collaboration

Our Grade 4 learners engaged enthusiastically in a collaborative French Learning Stations experience, deepening their understanding of city vocabulary and directions through active exploration. Working in small groups, students rotated through a range of purposeful stations, each designed to strengthen their language skills while encouraging communication, collaboration, and independent thinking.

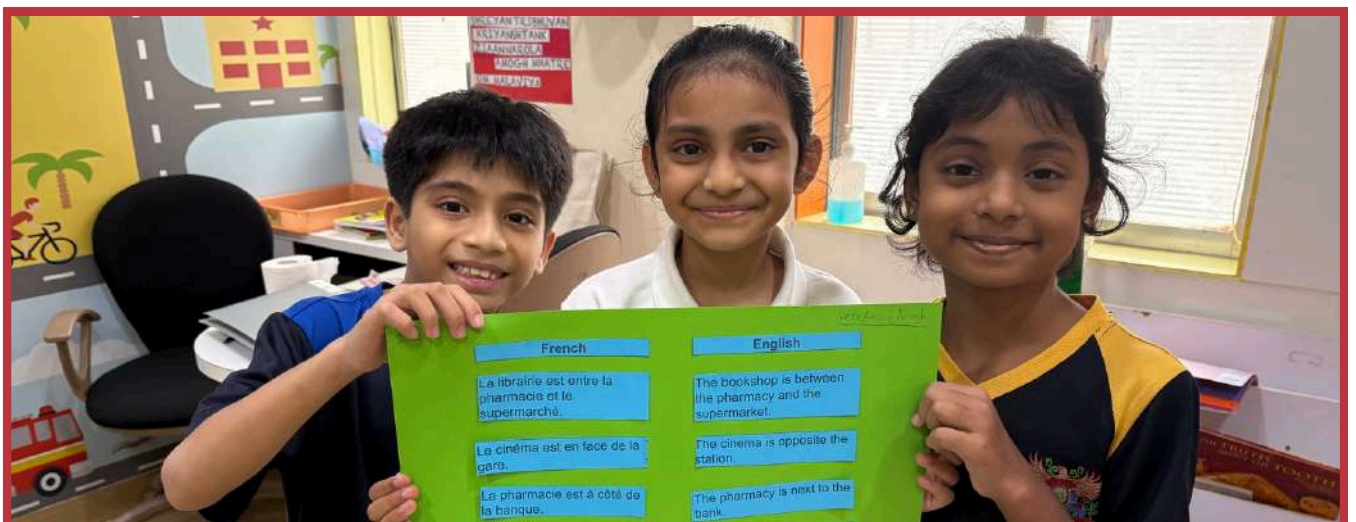
Learners matched French names of shops with their English meanings, identified vocabulary related to directions, and categorised words into shops and places in the city. They also explored commonly used French phrases by pairing them with their English translations, making meaningful connections between language and everyday contexts.

As they moved between stations, learners discussed ideas, negotiated responses, and supported one another in completing each task. At the end of the experience, groups confidently presented their learning to the class, explaining their thinking and reflecting on the strategies they used.

This learning experience nurtured key IB Learner Profile attributes, particularly Communicator, Thinker, and Open-minded, while developing students' confidence in using French purposefully. Through collaboration and inquiry, learners discovered that language learning can be engaging, interactive, and meaningful when connected to real-world experiences.

Our young linguists continue to build the confidence and skills to communicate, connect, and learn collaboratively.



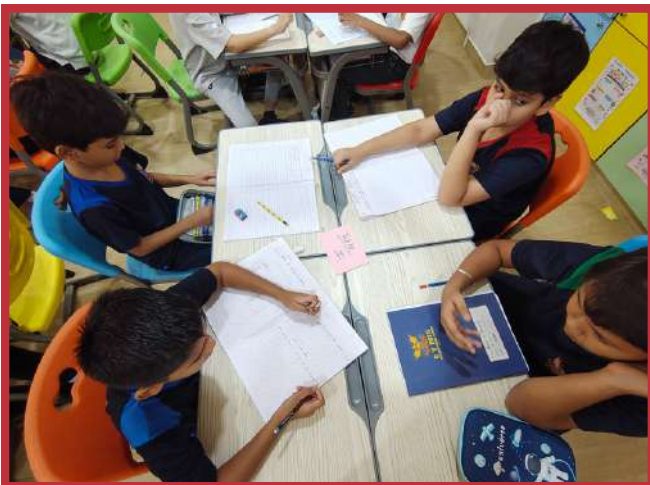
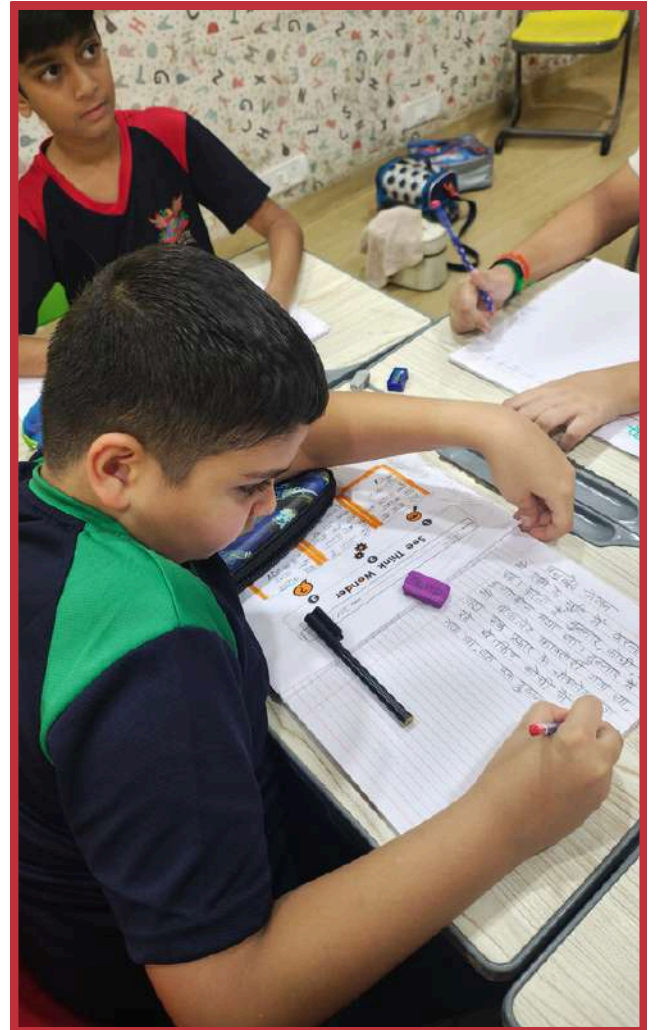


लर्निंग स्टेशन : गतिविधि-आधारित एवं विद्यार्थी-केंद्रित शिक्षण

कक्षा 5 की हिंदी कक्षा में विद्यार्थियों ने लर्निंग स्टेशन के माध्यम से गतिविधि-आधारित और विद्यार्थी-केंद्रित सीखने का अनुभव प्राप्त किया। इस पद्धति के अंतर्गत विद्यार्थियों ने विभिन्न स्टेशनों पर पठन, लेखन, शब्द-भंडार, व्याकरण तथा बोलने-सुनने से जुड़ी गतिविधियों में सक्रिय रूप से भाग लिया। प्रत्येक स्टेशन ने उन्हें प्रश्न पूछने, खोज करने, विचार साझा करने और अपने सीखने को अनुभवों से जोड़ने का अवसर प्रदान किया।

गतिविधियों के दौरान विद्यार्थियों ने अपने विचारों को स्पष्ट रूप से व्यक्त करने, तार्किक ढंग से सोचने तथा सहयोगपूर्वक कार्य करने का अभ्यास किया। साथ ही, उन्होंने भाषा की शुद्धता, रचनात्मकता, समस्या-समाधान और आत्मविश्वास को भी विकसित किया। अपनी गति से कार्य करते हुए विद्यार्थियों ने विभिन्न रणनीतियों को आजमाया और सीखी गई भाषा का वास्तविक संदर्भों में प्रयोग किया।

यह अनुभव IB Learner Profile के Communicator, Thinker और Reflective गुणों को विकसित करने में सहायक रहा। लर्निंग स्टेशन ने सीखने को रोचक, उद्देश्यपूर्ण और सहयोगात्मक बनाया तथा विद्यार्थियों में स्वतंत्र सीखने, चिंतन करने और प्रभावी संवाद करने की क्षमता को सुदृढ़ किया।



Exploring Emphasis in Art

This week, our Grade 5 learners explored the Principle of Art — Emphasis, inquiring into how artists intentionally draw the viewer's attention to a particular focal point within an artwork. Through hands-on exploration, students experimented with colour, contrast, size, shape, placement, value, and detail to discover how visual choices can influence perception and communicate meaning. Learners thoughtfully planned their compositions, making purposeful artistic decisions to highlight the most significant element of their work. As they reflected on their creative processes, they developed an understanding that emphasis can strengthen an artwork's visual impact, create balance, and guide the viewer's eye.

Key Learning: "Artists use emphasis to guide the viewer's eye and communicate what is most important."

This inquiry encouraged students to think creatively, observe closely, make informed choices, and reflect on their artistic intentions. By exploring emphasis as a tool for visual communication, Grade 5 learners are developing greater confidence in expressing ideas through art.

Our young artists are learning that creating art is not only about making, but also about thinking intentionally, communicating meaning, and making purposeful artistic choices.



Building a Positive Digital Footprint

Our Grade 5 learners explored the concept of Digital Citizenship through an engaging flipped classroom experience, taking ownership of their learning by becoming facilitators for their peers. Through creative presentations, peer teaching, discussions, and scenario-based activities, learners inquired into online safety, digital responsibility, respectful communication, and the importance of protecting personal information.

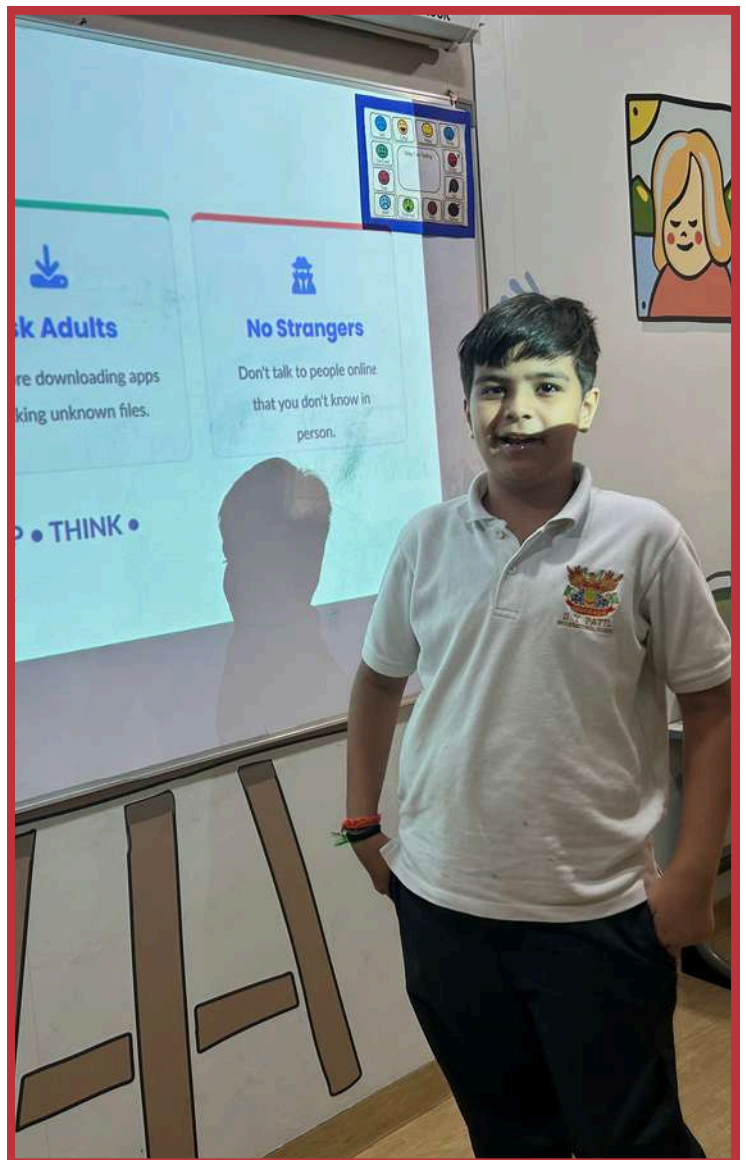
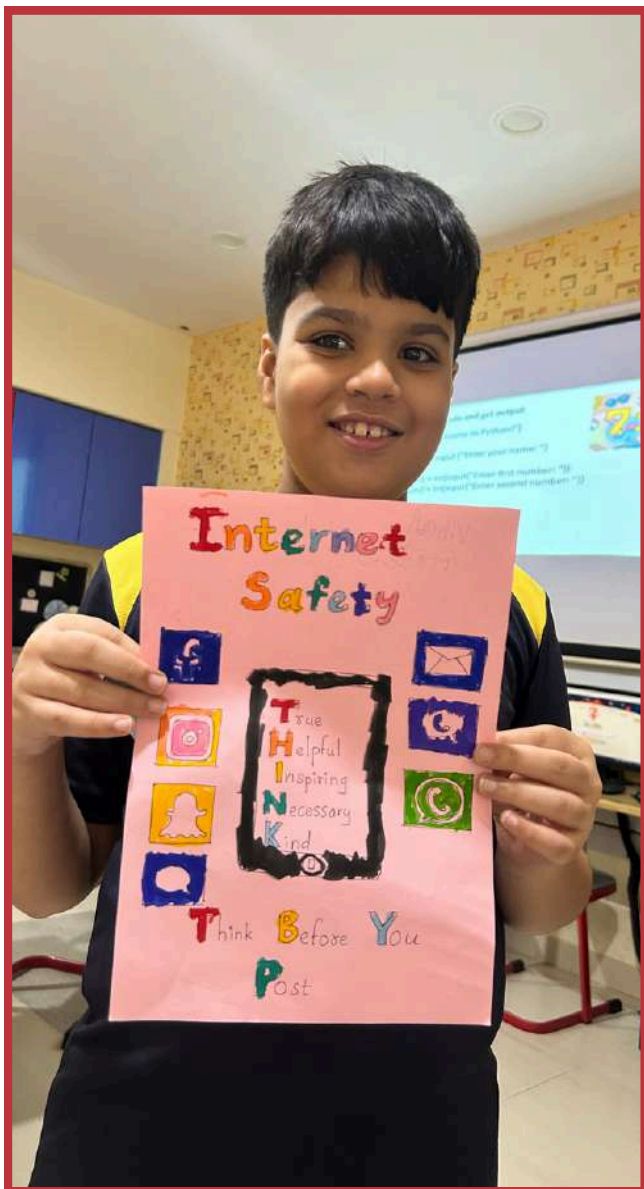
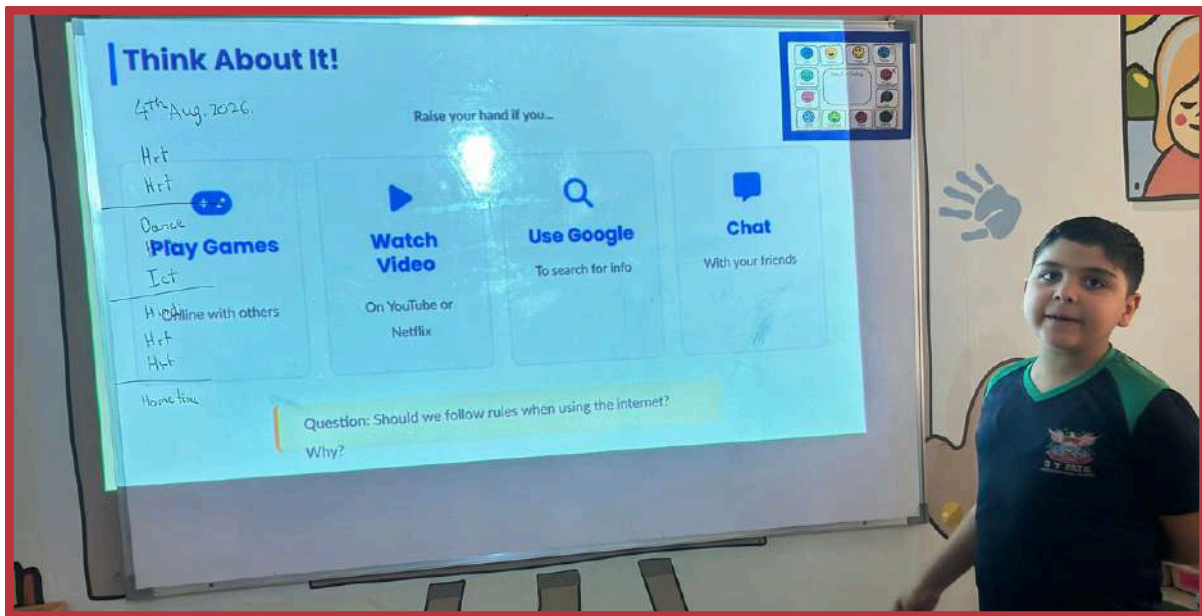
As student facilitators, learners encourage their peers to share ideas, consider different perspectives, and reflect on how everyday online choices can influence their digital footprint. Exploring real-life scenarios helped them think critically about responsible decision-making and the potential impact of their actions in digital spaces.

This experience provided meaningful opportunities for learners to demonstrate agency, collaboration, communication, and self-management skills. By teaching others, they strengthened their understanding while developing confidence in expressing ideas and responding thoughtfully to questions.

The learning experience connected strongly with the IB Learner Profile attributes of Communicator, Thinker, Principled, and Reflective. Learners recognised that being a responsible digital citizen involves making informed choices, respecting others, safeguarding personal information, and considering the consequences of online actions.

Through this experience, our Grade 5 learners are becoming ethical, informed, and responsible digital citizens who are empowered to contribute positively to digital communities.





Unearthing the Past: Grade 6 Historians Bring History to Life

History came alive in the Grade 6 classroom as students stepped into the role of young historians, presenting thoughtfully researched models and engaging presentations on Sources of History. Through this immersive learning experience, they explored how historians reconstruct the past by piecing together evidence from a variety of sources.

Students confidently distinguished between primary and secondary sources while showcasing archaeological evidence such as pottery, coins, tools, and monuments; literary sources including manuscripts, inscriptions, and historical texts; and oral sources that preserve stories, traditions, and eyewitness accounts across generations. Adding a personal dimension to their learning, several students interviewed their grandparents to discover how festivals, food, games, and clothing have evolved over time, making meaningful connections between history and everyday life.

The presentations demonstrated strong research, communication, and critical thinking skills as students explained the significance of each historical source and evaluated its strengths and limitations. Their thoughtful discussions highlighted the importance of analysing evidence from multiple perspectives before drawing well-informed historical conclusions.

The activity closely reflected the unit's learning objectives by enabling students to develop historical knowledge and understanding, investigate and interpret information from diverse primary and secondary sources, and communicate their findings effectively using appropriate historical terminology, visual aids, and well-structured presentations.

Beyond strengthening subject knowledge, the experience fostered essential IB Approaches to Learning (ATL) skills, including research, communication, collaboration, and critical thinking. Students also embodied the IB Learner Profile attributes of being Inquirers, Knowledgeable, Communicators, and Thinkers, demonstrating curiosity, confidence, and a genuine appreciation for the process of historical inquiry.

The activity not only deepened students' understanding of how history is reconstructed but also inspired them to appreciate the stories, cultures, and experiences preserved within historical evidence.



Moving with Purpose: Grade 7 Builds Fitness, Teamwork and Confidence

Our Grade 7 learners enthusiastically participated in an engaging Sports and Games session designed to enhance their physical fitness, coordination, and teamwork. The session began with a series of fitness exercises that helped learners build strength, endurance, and overall physical well-being.

Students then progressed to a dynamic movement circuit featuring running, jumping, high knees, and walking lunges. Through these activities, they demonstrated impressive balance, agility, coordination, and determination while challenging themselves to perform each exercise with confidence and precision.

The session concluded with an exciting game of Sitting Volleyball, where learners worked collaboratively in teams to keep the ball in play while remaining seated. The game strengthened hand-eye coordination, communication, teamwork, and strategic thinking, while reinforcing the values of sportsmanship, cooperation, and mutual respect.

The energetic session provided learners with an enjoyable opportunity to stay active, develop essential movement skills, and experience the joy of collaboration through sport, reflecting the importance of physical education in promoting both healthy lifestyles and holistic development.





Tracing India's Heritage Through Historical Photographs

On 6th August, 2026, the students of Grades 6 and 7 visited the Bhau Daji Lad Museum for a gallery walk through the exhibition *Histories in the Making: Photographing Indian Monuments (1855—1920)*, curated by Sudeshna Guha.

The visit was planned to support the students' current Sources of History unit. During the gallery walk, students explored a collection of historical photographs of Indian monuments taken between 1855 and 1920. They observed how these photographs have helped preserve visual records of important buildings and monuments over time.

Through the exhibition, students learned that photographs are valuable historical sources. They discovered how historians use photographs, along with artefacts, monuments, maps, and written records, to understand the past and gain insights into people's lives, cultures, and architectural heritage.

As they walked through the gallery, students carefully examined the photographs, noticed the details of different monuments, and discussed how some of these structures have changed over the years. The visit encouraged them to think about why it is important to preserve historical monuments and the records that document their stories.

The museum experience helped students make meaningful connections between what they are learning in the classroom and authentic historical evidence. It also encouraged them to ask questions, observe closely, and develop a deeper appreciation for India's rich cultural heritage.

The visit was an engaging and memorable learning experience that brought history to life beyond the classroom. By examining historical photographs firsthand, students gained a better understanding of how different sources help us learn about the past and why preserving these sources is essential for future generations.



Everyday Science: Discovering Density at Home

Science came alive for our Grade 8 students as they transformed their kitchens into mini laboratories to explore the fascinating concept of density through a simple yet engaging hands-on experiment.

Using everyday household liquids such as honey, corn syrup, liquid soap, water, and vegetable oil, students carefully created colourful density columns in clear glasses. As the liquids settled into distinct layers, they observed first-hand how differences in density determine whether substances sink or float. Denser liquids settled at the bottom, while less dense liquids remained above, turning an abstract scientific concept into a visible and memorable learning experience.

Beyond understanding density, the activity encouraged students to observe, predict, question, and draw conclusions, strengthening their scientific thinking and inquiry skills. Their enthusiasm, patience, and curiosity demonstrated how meaningful learning can extend beyond textbooks and classrooms into everyday life.

Through this engaging experiment, our young scientists discovered that science is truly all around us, waiting to be explored through curiosity and observation.

Kudos to our Grade 8 scientists for bringing physics to life through exploration, experimentation, and discovery!



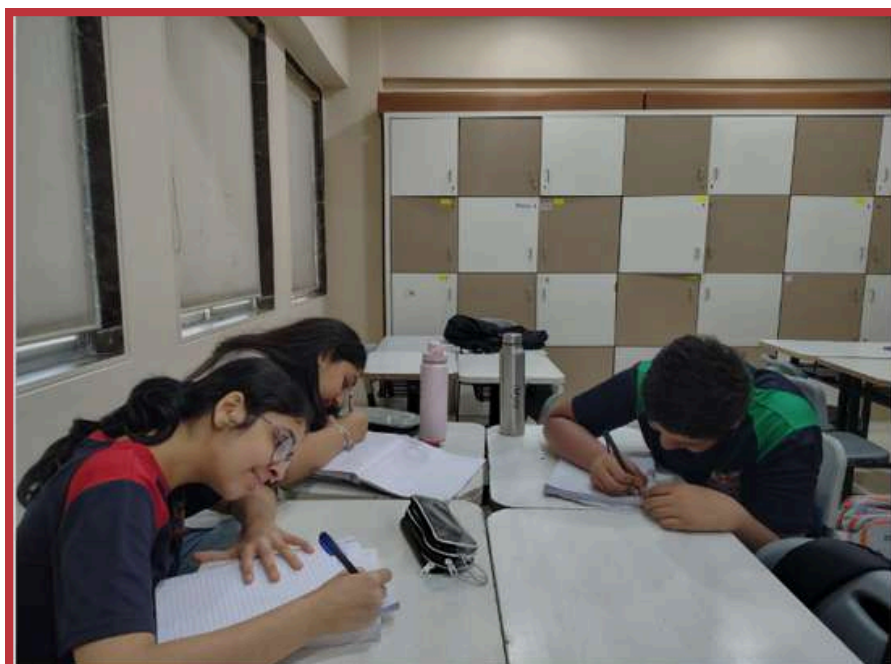
Building the Foundations of Business Thinking

Our Grade 9 IGCSE Business Studies students have begun an exciting exploration of the business world through the unit Understanding Business Activity, where learning extends far beyond textbook definitions. Encouraged to think like young entrepreneurs, students explored how businesses identify needs, solve real-world problems, and create value within society.

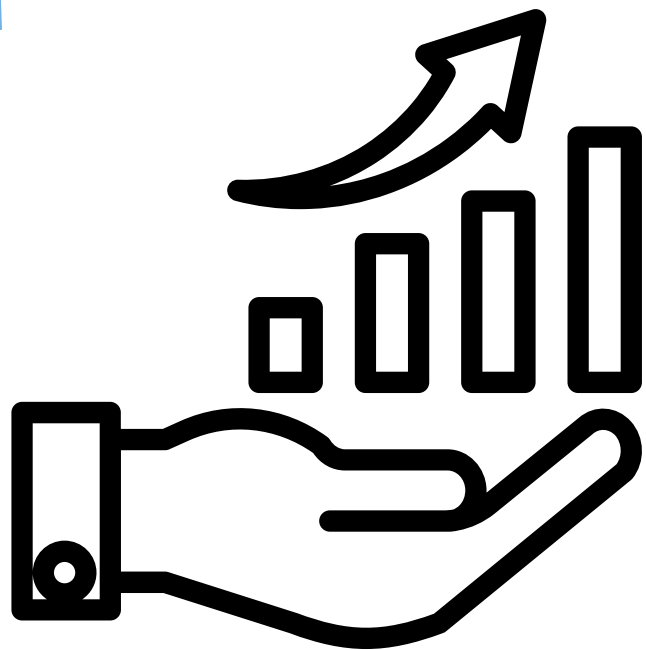
Through engaging classroom discussions and real-life examples from both local and international businesses, students investigated how scarce resources are transformed into goods and services that satisfy human wants. They also developed a deeper understanding of the dynamic relationship between consumers, producers, and the wider economy.

As part of their study of Classification of Businesses, students collaborated to classify organisations according to their sectors of production, ownership structures, and size. Interactive case studies provided opportunities to compare sole traders, partnerships, private limited companies, public limited companies, and public sector organisations, enabling them to evaluate the advantages and challenges associated with each business type.

A highlight of the unit was the Start-Up Challenge, where student teams designed innovative business ideas to address everyday challenges within the school or local community. Applying entrepreneurial thinking, they identified key business opportunities, explored strategies for sustainable growth, and justified how their ventures could expand over time. The activity fostered creativity, collaboration, communication, and critical thinking while connecting classroom concepts with authentic business scenarios.



The enthusiasm, curiosity, and innovative thinking displayed throughout the unit have been outstanding. Through inquiry-based learning, collaborative problem-solving, and practical application, students are developing the analytical skills, business acumen, and entrepreneurial mindset that will prepare them for future academic success and meaningful participation in an ever-evolving global economy.



कक्षा 10 भूमिका-अभिनय के माध्यम से हिन्दी भाषा का जीवंत अनुभव

हिन्दी भाषा के प्रति रुचि बढ़ाने और विद्यार्थियों के भाषा-कौशल को सुदृढ़ करने के उद्देश्य से कक्षा 10 के विद्यार्थियों के लिए भूमिका-अभिनय गतिविधि का आयोजन किया गया। इस रोचक गतिविधि के माध्यम से विद्यार्थियों को हिन्दी भाषा का व्यावहारिक एवं रचनात्मक प्रयोग करने का अवसर मिला। विद्यार्थियों ने समूहों में कार्य करते हुए दैनिक जीवन की विभिन्न परिस्थितियों पर आधारित संवाद तैयार किए और आत्मविश्वास के साथ उनका प्रभावशाली मंचन किया। प्रस्तुतियों के दौरान उन्होंने शुद्ध हिन्दी, उचित उच्चारण, सहज संवाद और भावपूर्ण अभिव्यक्ति का उत्कृष्ट प्रदर्शन किया। इस गतिविधि ने विद्यार्थियों की शब्दावली, संवाद-कौशल, भाषा-प्रवाह और सार्वजनिक वक्तृत्व क्षमता को विकसित करने के साथ-साथ उनमें रचनात्मक चिंतन और सहयोगात्मक अधिगम को भी प्रोत्साहित किया। वास्तविक जीवन से जुड़ी परिस्थितियों को अभिनय के माध्यम से प्रस्तुत करने से विद्यार्थियों ने अनुभव किया कि भाषा केवल पाठ्यपुस्तक तक सीमित नहीं, बल्कि विचारों और भावनाओं को प्रभावी ढंग से व्यक्त करने का सशक्त माध्यम है। यह गतिविधि विद्यार्थियों के लिए एक आनंददायक, प्रेरणादायक और अनुभवात्मक भाषा-अधिगम का अवसर बनी, जिसने हिन्दी के प्रति उनकी रुचि, आत्मविश्वास और अभिव्यक्ति क्षमता को और अधिक समृद्ध किया।



Bringing Shakespeare to Life: The Tempest (IBDP 1)

*Teaching William Shakespeare to young minds is always an exciting journey, but this term, our students took their exploration of *The Tempest* to a whole new level of creativity!*

Students participated in an immersive literary activity designed to connect them directly with the world of Prospero's enchanted island. Using coffee-stained sheets of paper to recreate the look and feel of aged parchment, students put pen to paper to showcase their initial thoughts, analysis, and visual interpretations of the play.

Using vibrant sketch pens, each student focused on an element that resonated most with them:

- Character Profiles: Deep dives into the motivations of characters ranging from Prospero and Caliban to Ariel.*
- Core Themes: Visual explorations of power, forgiveness, illusion, and betrayal.*
- Motifs & Symbols: Illustrations of magic books, stormy seas, and island flora.*

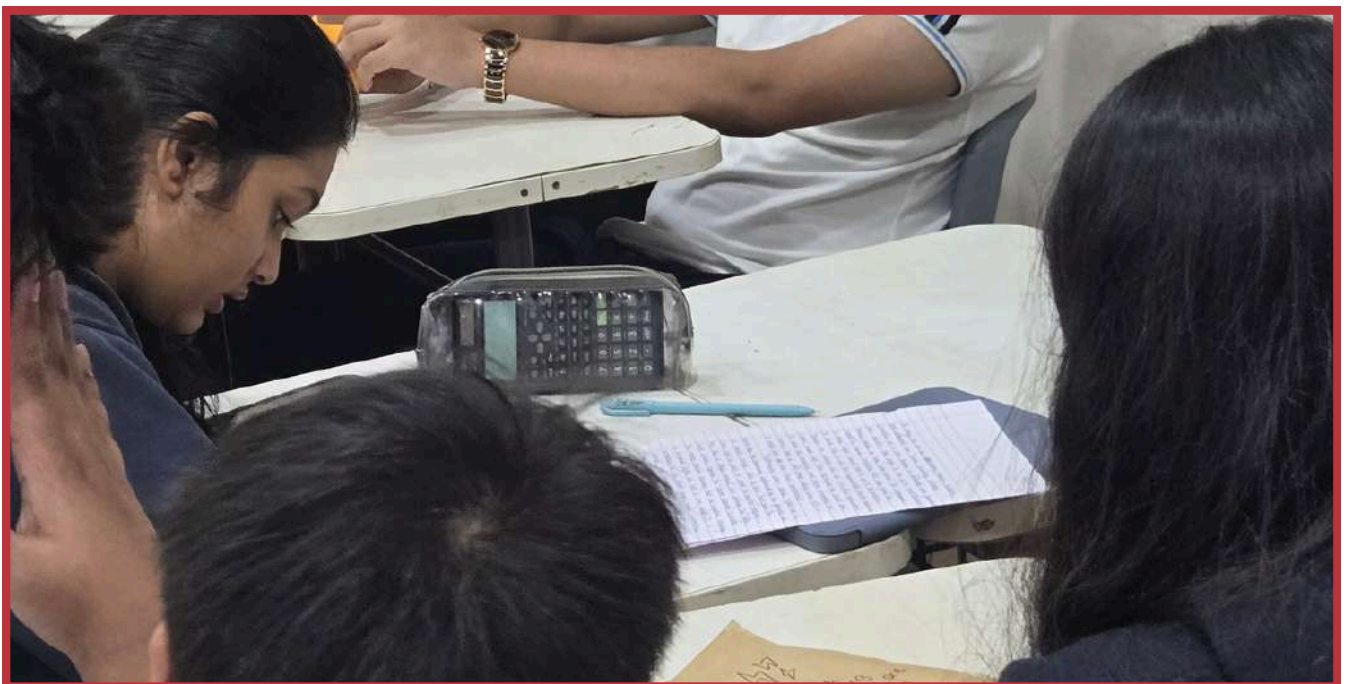
Spotlighting Student Creativity

The results were nothing short of inspiring! The classroom transformed into a bustling world of young scholars and artists. A standout piece came from a student who dedicated her entire manuscript to Miranda, pairing an insightful character analysis with a stunning hand-drawn portrait.

By blending visual art with literary analysis, students not only gained a deeper understanding of Shakespeare's themes and language, but also created meaningful keepsakes that captured their learning journey.

Be sure to visit the display board outside the English Department this week to admire these wonderful works of art and scholarship!





Cinematic Perspectives on Leadership: Transforming Theory into Practice

In today's rapidly changing global landscape, leadership is no longer a concept confined to boardroom strategy or textbook definitions—it is an art form that can be observed, analysed, and practised in dynamic environments. To cultivate critical evaluation and foster cross-disciplinary collaboration, our IBDP 2 Business Management class engaged in a unique, highly collaborative learning activity centred on leadership theories explored through the lens of popular cinema.

Rethinking the Classroom Dynamic

Moving away from conventional lecture-style teaching, this session brought together Business Management students and their non-Business Management peers. Working in strategic pairs—each comprising one Business Management student and one non-business student—the groups embarked on an interactive investigation into five core leadership styles:

- Autocratic Leadership (*The Devil Wears Prada*)
- Paternalistic Leadership (*Taare Zameen Par*)
- Democratic Leadership (*Remember the Titans*)
- Laissez-Faire Leadership (*School of Rock*)
- Situational Leadership (*Dangal*)

From Passive Viewing to Critical Thinking

Equipped with guided analytical prompts, the student pairs were given a 20-minute challenge: to watch carefully selected film clips, dissect the underlying behavioural dynamics, and construct a concise presentation evaluating the advantages, drawbacks, and real-world applicability of each leadership style.

"The non-business students brought a fresh, perceptive lens to the exercise. They weren't just watching a film for entertainment anymore—they were actively decoding power dynamics, communication channels, and organisational behaviour."

The enthusiasm throughout the room was palpable. The non-business students quickly transitioned from casual audience members to analytical thinkers, discovering how cinematic narratives can serve as engaging case studies for organisational theory.

Collaboration and Real-World Connections

The culminating group presentations showcased exceptional maturity, IB Learner Profile attributes, and strong presentation skills. The dialogue extended far beyond the initial worksheet criteria:

- Constructive Q&A: The audience actively engaged presenters with challenging questions regarding the ethics and efficacy of autocratic versus paternalistic management.
- Expanded Real-World Applications: Students voluntarily cited additional films and real-world enterprises, from tech startups favouring Laissez-Faire models to crisis management units operating under Autocratic or Situational directives.

Reflection

By combining peer mentorship, media analysis, and rigorous business theory, the activity successfully fulfilled its goal. Business Management students reinforced their knowledge by teaching others, while non-business students gained valuable insights into human resource management and organisational structure.

Most importantly, our IBDP 2 cohort proved that when learning is interactive, collaborative, and contextualised, complex business concepts can come vividly to life.



Projectile Motion: The Science Behind the Shot

As part of an engaging physics demonstration, students explored projectile motion through two fascinating real-world experiments. First, they investigated the motion of a basketball thrown at an angle to the ground. The ball followed a curved, parabolic trajectory, providing an exciting way to observe the principles of projectile motion in action. Students also explored how changing the angle and initial speed of the throw affected the ball's trajectory, discovering that a successful basketball shot involves much more than aim—it is a practical application of physics, where velocity, angle, and gravity work together to determine the ball's path.

The second demonstration posed an intriguing question: Can a ball moving horizontally and a ball falling vertically reach the ground at the same time? Two balls were released simultaneously from the same height—one allowed to fall freely and the other projected horizontally. To everyone's surprise, both balls reached the ground at exactly the same time! This simple yet powerful demonstration illustrated the independence of horizontal and vertical motion. Although the projectile ball was moving forward, its vertical motion was governed by the same acceleration due to gravity as that of the freely falling ball. Since both balls started from the same height with an initial vertical velocity of zero, they experienced the same vertical acceleration and therefore took the same amount of time to reach the ground.

Together, these demonstrations helped students connect theoretical concepts with real-world experiences and visualise physics in action. From a basketball shot to a seemingly simple race between two falling balls, students discovered that projectile motion is all around us—and that physics can make even everyday experiences fascinating.



Achievements

Threads of Imagination: IBCP Students Explore Creative Possibilities at Chiaroscuro Art Fest 10.0

IBCP students Radha Hundekari and Anaaya Jain represented D Y Patil International School at Chiaroscuro Art Fest 10.0, organised by Nahar International School on 8 August 2026.

As part of the festival, the students participated in “Threads of Imagination — Carpet Weaving,” a hands-on workshop led by artist Ms Harsha Bangar. The workshop introduced them to the art of carpet weaving, encouraging them to explore yarn, colour, texture, pattern, and textile-based creative techniques.

The experience provided students with an opportunity to step beyond the conventional classroom setting and engage directly with an artist and a new creative medium. Through experimentation and hands-on practice, they explored how simple materials can be transformed into expressive works of art.

For IBCP Art students, exposure to diverse artistic practices plays an important role in developing creative confidence, experimentation, inquiry, and an individual artistic voice. Experiences such as these encourage students to remain open to new ideas, processes, and perspectives while broadening their understanding of the possibilities within the arts.

Radha and Anaaya’s participation in Chiaroscuro Art Fest 10.0 was a valuable addition to their ongoing creative journey, giving them the opportunity to learn, experiment, and connect with the wider artistic community beyond the classroom.



