

The DYPIS News Burst

News Bulletin

Welcome note from the Principal's desk

**“With minds to think and hearts to grow,
Education lights the path we go.”**

Dear DYPIS Family,

A very warm welcome to the new academic year at D Y Patil International School, Worli! The corridors are once again filled with the vibrant energy of students' conversations, laughter, and the excitement of new beginnings. It is truly heartening to witness our school come alive after the summer break.

Our dedicated teachers have returned with renewed enthusiasm and are already deeply engaged in curriculum planning, setting the stage for meaningful learning experiences, events, and a range of student-led initiatives. We are proud of the dynamic environment we foster — one where curiosity, creativity, and collaboration thrive.

As we settle into the new term, we are excited to resume our school-sponsored after-school activities. These opportunities offer students a chance to pursue their passions beyond the classroom, develop new skills, and forge deeper connections with peers. We strongly encourage parents to sign their children up and be part of this vibrant aspect of school life.

Our morning football practices have also begun with gusto! We're hopeful that this year will be just as successful as the last, with our student-athletes continuing to demonstrate commitment, discipline, and sportsmanship — and perhaps bring home a few more trophies!



In the coming academic year, we are preparing for a major milestone — the IB Multi-Programme Evaluation. Our educators are currently reviewing documentation, attending training sessions, and reflecting on practices to ensure a thorough and successful review. This process strengthens our commitment to continuous improvement and high standards in teaching and learning.

We thank you for your continued support and trust in our school's mission. Here's to a fulfilling, joyful, and successful academic year ahead. Let us move forward with purpose, passion, and partnership.

All the best for a new beginning!

*Warm regards,
Kinnari Shah*



*Welcome back
to School*

Welcome Note: A Joyful Start to the New Academic Year

Dear Parents,

A warm welcome to you and your little ones to a brand new school year full of learning, laughter, and growth! As we begin this exciting journey together, we look forward to yet another year filled with joyful learning.

At the heart of our school is a simple yet powerful belief — that school should be a happy space for every learner. It is a place where children are encouraged to be curious, creative, confident, and kind. While academic achievement remains important, our constant focus is on nurturing the holistic development of each child — shaping not just the mind, but also the heart and spirit.

This year, like every other, promises to be rich with experiences that go far beyond the classroom. Learners will have many opportunities to build life skills, explore their talents, and grow into thoughtful, responsible individuals. For our Primary students, we are especially excited to introduce events and engagements focused on enhancing communication and language skills, empowering our children to express themselves confidently and creatively.

With the academic planner already shared, we encourage you to support your child's active participation in all upcoming school events. Your encouragement and presence truly make a difference — we hope you will join us in celebrating their small and big milestones throughout the year.

Recognizing the growing role of technology and AI in our children's lives, we are placing a stronger emphasis this year on promoting their responsible and mindful use of digital tools. Through carefully curated lessons and open discussions, we aim to develop digital awareness and purposeful tech habits.

We are also planning interactive workshops and sessions for parents and would love to have your wholehearted participation. Let's come together to make this school year a joyful and enriching journey — one that celebrates learning in all its forms and keeps the joy of childhood at the centre.

Looking forward to a wonderful year ahead!

Warm regards,
Shivangi Maru
Head of Primary



Welcome note from the Head of Curriculum's Desk

Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela

Welcome to the Academic Year 2025—26!

It is with great enthusiasm and anticipation that I welcome you all as we embark on another exciting journey together. The school building has once again come alive with cheerful banter, laughter, and the joyful sounds of play — how dearly we missed this energy!

Each new year brings fresh opportunities, meaningful challenges, and the promise of continued growth. Whether you are returning or joining us for the first time, we are thrilled and honored to have you as part of our vibrant and diverse community.

The beginning of a new academic year is a time for renewal — a chance to set new goals, embrace challenges, and grow both as learners and individuals. At the Secondary School, we remain deeply committed to fostering an environment where every student is empowered to think critically, act with empathy, and strive for excellence.

Our dedicated and passionate team of educators is ready to guide, support, and inspire our students throughout the year. Whether it's exploring new subjects, strengthening friendships, or discovering hidden talents, we believe every learner holds the potential to make this year both meaningful and memorable.

Let this year be one where curiosity leads the way, effort is celebrated, and every challenge becomes a stepping stone to success. Together, let's continue building a supportive and inspiring environment — one where every voice is valued, and every potential is nurtured.

Here's to another successful, joyful, and enriching academic year ahead!

*Warm Regards
Ingur Shefalika*



EYP

Every Name is Special!

Our EY1 learners began their day with a cheerful "Name Song," where each child introduced themselves. This joyful start helped children recognize and respond to their own names while building a sense of belonging and connection within the classroom. Singing their names encouraged confidence, active participation, and listening skills, setting a positive tone for the day.

After the song, learners participated in a naming activity using a variety of materials such as beads, stickers, sequins, and colorful paper to creatively decorate their names. This hands-on task not only made learning fun but also engaged them in exploring letters and celebrating the uniqueness of their own names.

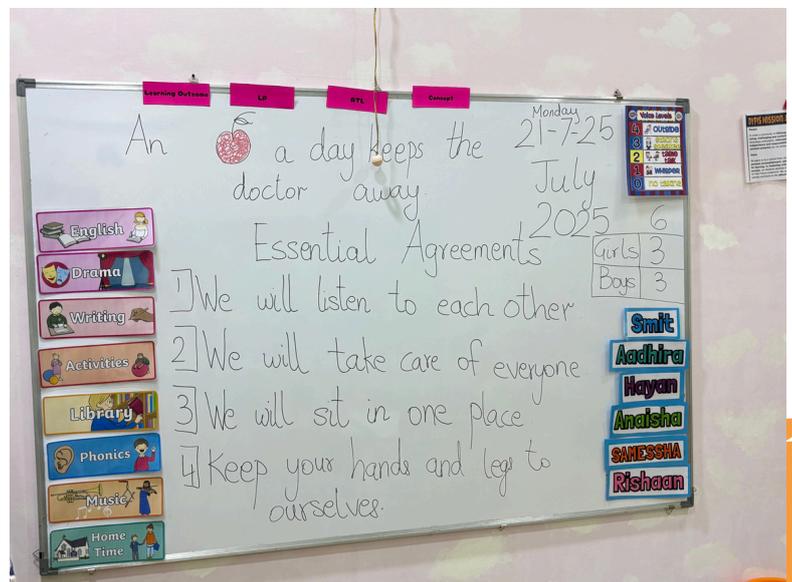
The activity was designed to develop self-awareness, letter recognition, and vocabulary while also enhancing fine motor skills and creativity. It gave learners a sense of ownership and pride, making the experience both meaningful and enjoyable.



Magic Manners Our Essential Agreements

Essential Agreements are simple, child-friendly rules co-created with learners to build a safe, respectful, and caring classroom. In Junior KG, these agreements help children understand expectations such as listening, sharing, using kind words, and taking care of classroom materials. By involving them in the process, children feel a sense of ownership and responsibility, setting the foundation for a positive and cooperative learning environment.

As part of this engaging experience, Junior KG welcomed Forcia, a friendly sheep puppet who needed help learning the class rules. The children enthusiastically guided Forcia by creating simple and kind Essential Agreements. Together, they promised to follow these every day to keep their classroom happy, safe, and fun for all!



Blooming with Good Choices!

During our engaging circle time, teachers and learners came together to discuss the importance of classroom rules. The children enthusiastically shared their ideas on how we can create a happy and respectful learning environment. To deepen their understanding, we watched a short video on classroom rules, helping them make meaningful connections to their own classroom experiences.

Following the discussion, each child received a flower cut-out and chose one classroom rule they would like to follow. Their chosen rules were written on the flowers, which they decorated and coloured with great excitement. This activity not only encouraged creativity but also helped reinforce positive behaviours in a fun and memorable way.

Today, these bright and thoughtful flowers bloom in our classroom as a beautiful reminder of the promises we've made to one another.



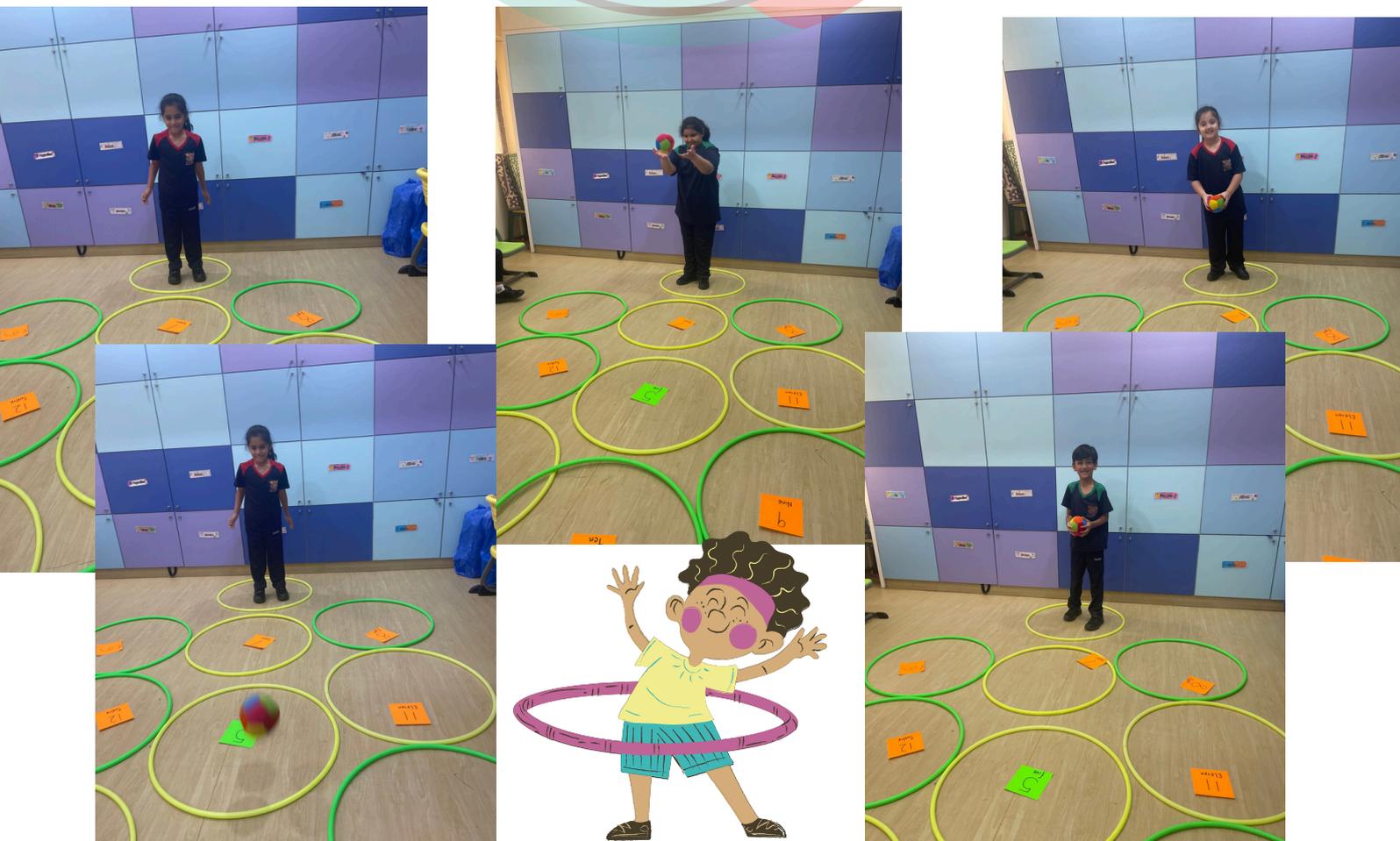
Hula Hoops and Happy Counts!

The first week back at school was filled with joy and excitement as our Grade 1 learners reconnected with friends and eased into the new academic year. In Math class, we kick-started the week with a fun-filled activity that combined movement and learning — the Hula Hoop Number Game!

The classroom floor was set up with 10–12 colourful hula hoops, each containing a number card. One by one, learners stepped into a hula hoop and tossed a ball toward any of the others. Wherever the ball landed, they had to identify the number, spell out its number name, and then jump and count that many times!

This energetic game served as a joyful recap of counting and number names, helping learners sharpen their math skills while engaging both body and mind. The movement-based task encouraged active participation, built number recognition, and reinforced spelling of number words in a playful and memorable way.

The smiles, laughter, and excitement in the room were proof that learning truly can be fun!

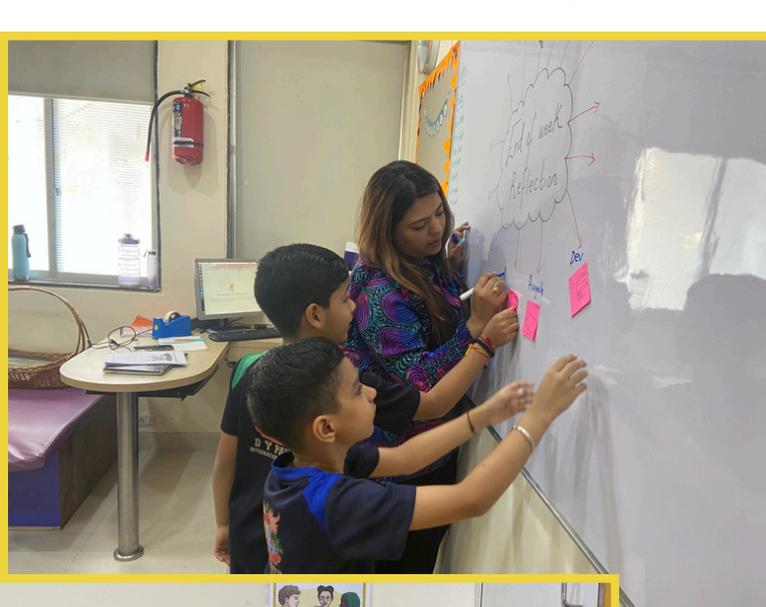


Independent, Inspired, and Ready to Learn!

Grade 2 learners stepped into their vibrant new classroom with excitement and smiles, ready to begin their learning journey. The week began with a strong focus on independence as students designed their own locker tags and organized their individual lockers.

Together with their teachers, they reflected on the IB Learner Profile and Approaches to Learning (ATL), and co-created class agreements to foster a positive and respectful learning environment. Learners also set two personal goals for the first semester and thoughtfully planned how they aim to achieve them.

They ended the week by writing reflections on their learning experiences—marking a purposeful and enthusiastic start to the academic year!



We've Got Goals... and Grit!

To kick off our new academic year, Grade 3 jumped right into something exciting: goal setting! But not just the “write it and forget it” kind — we dug a little deeper.

Each student picked three personal goals and reflected on how they could reach them. We asked ourselves some thoughtful (and slightly tricky!) questions:

- What do I want to learn?
- What could get in my way?
- How can I move past that?
- When will I actually do this?

The responses were full of honesty, imagination, and the occasional giggle.

One learner wants to learn new words — but if Mom won't share her phone, the backup plan is clear: “I can use my iPad,” he said. Problem solved!

Another hopes to be a footballer but worries about “some hard tests” — a very fair point!

Someone even timed their action plan with “my dad's birthday,” because who says goal setting can't be party-aligned?

Whether it's learning French, building confidence to speak in front of crowds, or choosing reading over TV, our young thinkers are already showing us how capable, clever, and curious they are.

This was more than just writing goals — it was a reminder that even at 8 years old, children are full of purpose, perspective, and plenty of personality.

Here's to a year full of learning, reflecting, and maybe even surprising ourselves!



Aya Ansh

Phase 2: My Plan - Identify how you will achieve the goal you set in Phase 1.

What can I do to achieve my goal? ★	I can Practice Football
What could stop me from achieving my goal? Noon	Having a Party
What can I do to overcome this? ★	have no Party -
When will I do this? 🕒	my dads birthday

Ziaan

Phase 2: My Plan - Identify how you will achieve the goal you set in Phase 1.

What can I do to achieve my goal?	Practis to achieve my goal and my goal is to be a footballer, So I will be bebben on it.
What could stop me from achieving my goal?	Some hard test's we could get?
What can I do to overcome this?	I don't have enogh time to be practis.
When will I do this?	When I grow up.

My Goals

- To be confident when at the school
- To learn proper March
- to try to increase my running speed

Name: AMARA
Date: 1st July 2025

My Goals

- SPELLING
- FOOTBALL
- ARTIST

Name: Ebonika
Date:

From Curious to Confident: Our Learning Journey Begins

As part of our back-to-school activities, Grade 4 students took time to reflect on their confidence levels across different school subjects. Using a simple and colorful template, they rated how skilled they feel in areas like Reading, Writing, Math, Science, Social Studies, Art, Music, and P.E.

This activity gave students a chance to express their feelings openly and honestly. The use of visual cues helped them easily recognize their strengths and identify subjects where they want to grow. It was a great way to kick-start the year with self-awareness and a positive mindset for learning!



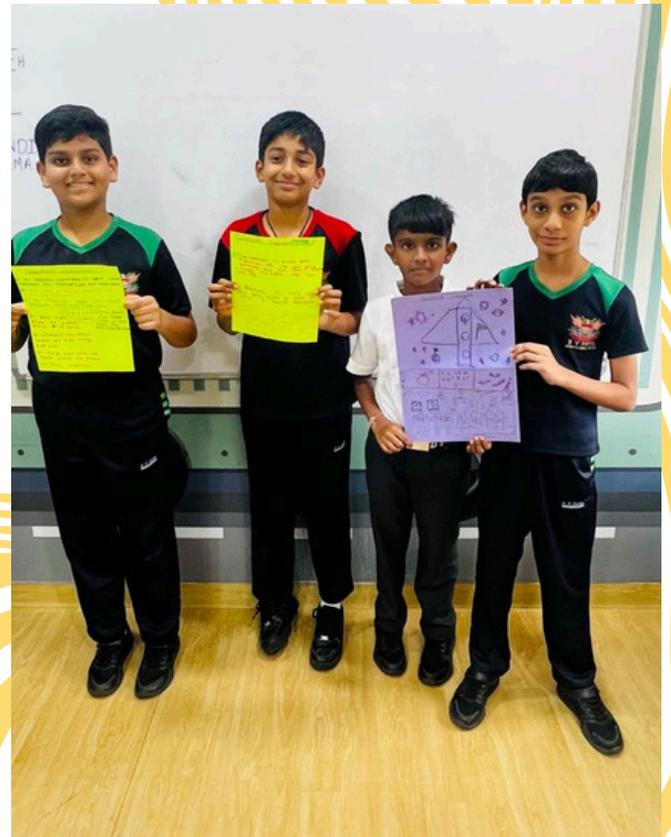
Future Architects of Learning!

When Imagination Meets Purpose... Magic Happens!

This week, our Grade 5 learners stepped into the future—not with time machines, but with pencils, paper, and powerful ideas! They became the architects of tomorrow, designing futuristic schools and classrooms that reflected their hopes, dreams, and beliefs about what learning should look like.

From floating classrooms in the clouds to nature-inspired learning pods, each design told a story—their story—of what education could become when creativity leads the way. As they sketched, built, and collaborated, we saw Thinkers at work, solving real-world problems with imagination. We heard communicators sharing ideas and listening to one another with empathy and openness. And we celebrated Inquirers, diving deep into the question: “What would a school look like if we could design it our way?”

Behind every drawing and discussion were powerful ATL skills in motion—collaboration, creative thinking, planning, and a spark of student agency that lit up the room. More than just a project, this was a celebration of voice, vision, and the kind of future our learners are ready to build—one idea at a time.



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Parent Orientation

As with every academic year, DYPIIS Worli began the new academic session with a Parent Orientation on 15th July for parents of the Early Years Programme (EYP) and Primary Years Programme (PYP), with the aim of fostering a strong partnership in their child's learning journey.

The session was designed to familiarize parents with the school's curriculum, policies, and teaching approaches, while also building a supportive and collaborative environment among parents, teachers, and students.

The Primary Coordinator guided parents through the key components of the programme, including the curriculum framework, school guidelines, and a range of co-curricular opportunities. This was followed by homeroom teachers presenting an overview of the subjects and classroom experiences planned for the year ahead.

The orientation concluded on a positive and hopeful note, reinforcing the school's mission to nurture joyful, skilled, creative, and lifelong learners who are prepared to face future challenges with confidence.



A Joyful Start to the New Academic Year!

The first day of school at DYPIS Worli was filled with warmth, laughter, and excitement as PYP learners were welcomed with personalised cards from their teachers—a gesture that made each child feel seen and valued. Across classrooms, the day was packed with engaging activities designed to foster connections, spark creativity, and build a strong classroom community.

Learners participated in lively dance and music sessions, mystery bag word games, and self-introduction circles where they shared their names and favourite activities. Some students illustrated their summer memories—playing in gardens, travelling to places like Singapore, London, and Guwahati, or simply enjoying rest and relaxation. Grade 4 students got to know their teachers through a fun quiz and created “All About Me” T-shirt templates filled with personal facts and interests.

Goal setting and co-creating essential agreements gave learners a sense of voice and ownership. Activities like the 4-Corner Game and the Classroom Snowball Fight turned introductions into fun, interactive experiences. In the Early Years, children explored classroom materials and manipulatives, joined an energetic music session with Mr. Jacob, and left with cheerful takeaways like smiley faces and paper fans.

It was a memorable beginning—celebrating learning, friendships, and a shared journey ahead!





Breaking the Ice: Engaging Middle School Students with Lab Activities in the First Week.

At D Y Patil International, we believe that the first week of middle school is a pivotal time for students to acclimate to new environments, peers, and expectations. Incorporating lab activities as icebreakers is an effective strategy to foster collaboration, ease anxieties, and set a positive tone for the academic year.

Why Lab Activities Work as Icebreakers ?

Lab-based icebreakers offer hands-on experiences that promote teamwork and active participation. These activities encourage students to engage with one another in a structured yet enjoyable setting, facilitating the development of social and academic relationships. Moreover, they provide an opportunity for teachers to observe student interactions and identify group dynamics early on.

Benefits of Lab-Based Icebreakers

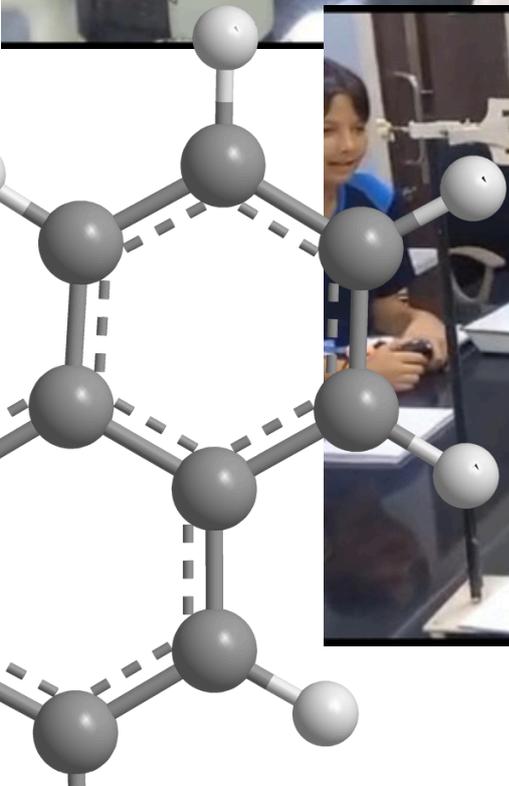
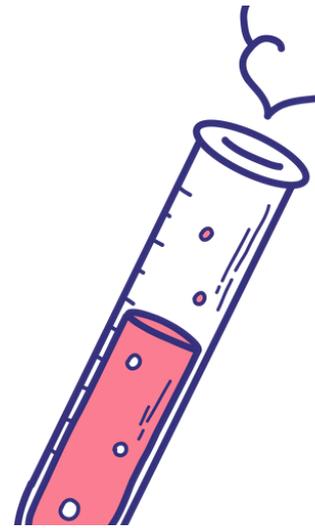
- Enhanced Engagement: Hands-on activities capture students' attention and make learning more enjoyable.
- Improved Communication: Collaborative tasks encourage students to articulate ideas and listen to peers. (Teachers Pay Teachers)
- Early Assessment: Teachers can observe student interactions and identify strengths and areas for growth. (Edmentum)
- Foundation for Future Learning: Introducing lab procedures and safety protocols early sets expectations for the rest of the year.

Implementing Effective Lab Icebreakers

To maximize the impact of lab-based icebreakers:

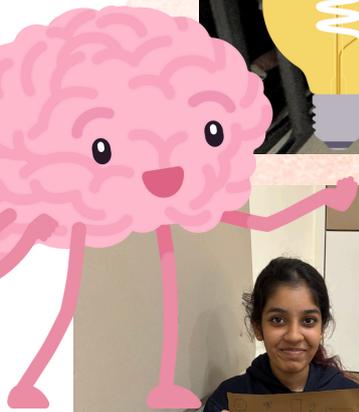
- Set Clear Objectives: Ensure students understand the purpose of the activity and the expected outcomes.
- Foster Inclusivity: Design activities that accommodate diverse learning styles and encourage participation from all students.
- Debrief and Reflect: Conclude each activity with a discussion to reinforce learning objectives and reflect on group dynamics.

Incorporating lab activities as icebreakers in the first week of middle school not only eases students into the academic environment but also lays the groundwork for a collaborative and engaging classroom culture. By thoughtfully selecting and implementing these activities, educators can create a welcoming atmosphere that promotes curiosity, teamwork, and a love for science.



Lean Thinking in Action!

Our IGCSE Business students recently engaged in a hands-on lean production activity that challenged their creativity and efficiency. Given a single sheet of chart paper and 15–20 minutes, students were tasked with creating as many useful objects as possible—while minimizing waste. The results were impressive! Many teams produced a wide variety of items, showcasing innovative thinking and excellent resource management. The activity concluded with a reflective discussion on how real-world businesses aim to reduce waste and use resources optimally—principles at the heart of lean production. It was a meaningful way to link classroom learning with practical, industry-relevant skills. Well done to all participants for thinking smart and working lean!



Brewing Economics with Tea: A-Level Students Dive into Market Concentration

In a dynamic and engaging A2 Economics lesson held this week, students explored the concept of concentration ratios through a uniquely relatable industry—India's tea market. As their subject teacher, I chose this familiar yet economically rich sector to help them connect theory with the real world, and the results exceeded expectations.

The lesson focused on CR3 and CR4 (three- and four-firm concentration ratios) as tools to understand the structure of industries. Students examined real data from the Indian branded tea segment, featuring major players such as Tata Consumer Products, HUL (Hindustan Unilever Ltd), Wagh Bakri, and Twinings. With India's cultural and economic ties to tea, the industry proved to be the perfect anchor to teach key microeconomic concepts like market dominance, monopolistic competition, oligopoly, and barriers to entry.

To bring the data to life, students were given a structured worksheet with actual market share figures and output quantities (in million kilograms). They calculated CR3 and CR4, interpreted pie charts, and discussed whether the branded tea market in India could be classified as an oligopoly. It was wonderful to see how quickly they began using technical terms confidently, applying them in both calculations and group discussions.

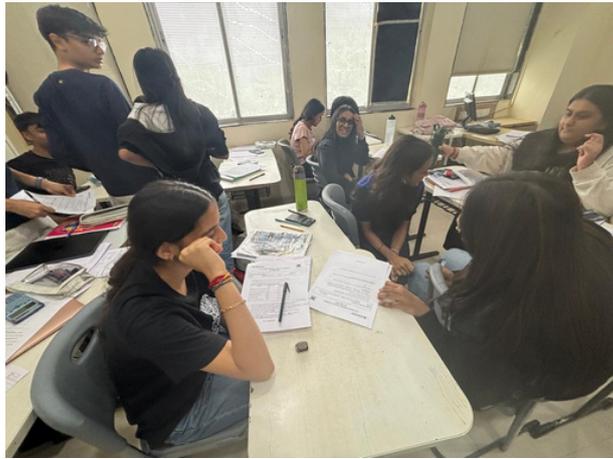
The lesson concluded with a collaborative “exit ticket” activity. Students were divided into groups of four within their existing six-person groups and asked to classify real tea companies under different market structures, explain their reasoning, and reflect on what they had learned. This part of the class was filled with lively debate, economic reasoning, and spontaneous critical thinking. Many students brought in their knowledge of tea brands and regional preferences, showcasing an impressive ability to merge textbook learning with practical insights.

They expressed the output quantities as millions of kilograms. They calculated CR3 and CR4, interpreted pie charts, and discussed whether the branded tea market in India could be classified as an oligopoly. It was wonderful to see how quickly they began using technical terms confidently, applying them in both calculations and group discussions.

That said, the session wasn't without its challenges. A few groups required additional time to complete the tasks, particularly when drawing comparisons between market share data and market structures. Time management was a small hurdle for some, as they became deeply immersed in discussions and wanted to perfect their responses. As their teacher, I see this not as a shortcoming but as a mark of genuine engagement and curiosity—traits we strive to cultivate.

The learning opportunities from this session were immense. Students didn't just learn to calculate concentration ratios; they practiced teamwork, data interpretation, graphical analysis, and economic evaluation—skills that will serve them well in exams and beyond. Several students even approached me after class with thoughtful questions about other industries like e-commerce, sports retail, and food delivery, keen to explore how concentration ratio applies elsewhere.

This lesson served as a fine example of how we at D Y Patil International School are preparing students to analyze real-world economic structures, not just memorize models. I look forward to building on this momentum in upcoming units, continuing to make economics a subject that not only informs but also excites.



New horizons in CRS design at DYPIS, WORLI.

New Horizons in Art and Design at Our School: At our school, we are committed to providing diverse learning opportunities that empower our students to explore their interests and grow holistically.

In line with this vision, we are proud to announce the introduction of the International Baccalaureate Career-related Programme (IBCP) along with the inclusion of Cambridge International — Art and Design (CRS) as one of the subject options for our learners. We are excited to welcome Radha, one of our new learners, who has chosen art and design as her subject.

With great enthusiasm, Radha has begun her journey into the world of visual arts. She is currently exploring pencil as a medium, focusing on observational drawing and building her understanding of the elements and principles of art. Her detailed approach and curiosity are already reflecting in her early work. This new step not only broadens academic choices but also nurtures creativity, self-expression, and career readiness among our students. We look forward to seeing more learners thrive in this enriching program and celebrate their artistic journeys.



IBCP2 Students Gain Real-world Insights Through Entrepreneurial Inquiry

In a commendable demonstration of initiative and inquiry-based learning, the IBCP2 students of our school recently conducted a unique and engaging activity as part of their business curriculum. The task was designed to help students connect theoretical concepts of entrepreneurship with the real-world aspirations and challenges of individuals within their immediate environment.

The students devised a questionnaire focused on the functioning of entrepreneurs and the spirit of entrepreneurship. With this tool in hand, they approached members of our school's teaching, non-teaching, and ancillary staff to gather insights into their views on earning potential, business aspirations, and the limitations they face in pursuing entrepreneurial paths.

What emerged was a rich tapestry of responses—some inspirational, others reflective of the economic and social constraints that inhibit the realization of business dreams. The students discovered a common theme: while many individuals aspire to earn more and enjoy greater financial freedom, factors such as limited access to funds, lack of technical skills, and absence of support networks often stand in the way.

A particularly heartening aspect of the activity was the students' ability to adapt their communication styles to match the understanding levels of the staff members they interviewed. This not only helped in gathering meaningful responses but also fostered mutual respect and deeper connections within the school community.

After completing the interviews, the learners collaboratively compiled and analyzed the data, which they then presented to their Career-related Studies (CRS) Business & Administration teacher.

The activity not only enhanced their understanding of entrepreneurial thinking but also sharpened their communication, empathy, and analytical skills. Such activities form the cornerstone of the IBCP program's commitment to applied learning and community engagement.

As their teacher, I am proud to see the students growing not only as learners but also as responsible, thoughtful individuals ready to engage with the world beyond the classroom.



Monsoon Friendly Football Match

To kick off the academic year on a high and energetic note, students from Grades 10 to 12 recently came together for a thrilling monsoon-friendly football match. This exciting event wasn't just about goals and tackles—it was a fantastic opportunity for students, especially new admissions, to break the ice and get to know their peers through the spirit of sport. Amid light drizzles and enthusiastic cheers, the match fostered camaraderie, teamwork, and a strong sense of community, making it a perfect blend of fun, fitness, and friendship. Football truly served as the universal language that united our students beyond classrooms and grade levels.



From Dreams to Colours: A Day of Connection and Creativity with Interact Youth Service

On 19th July, a group of enthusiastic DYPIS students set out to BKC, where the CSSC- Centre for Study of Social Changes welcomed us with warmth and radiant smiles. What we stepped into was no ordinary classroom — it was a space alive with dreams, resilience, and the spirit of possibility. A haven for children from low-income communities, CSSC isn't just a place of learning; it's a sanctuary where voices are heard, talents are nurtured, and aspirations take flight.

The aim of our visit as part of the Youth Service Interact initiative was not just to teach, but to connect — meaningfully and empathetically. And that's exactly what unfolded.

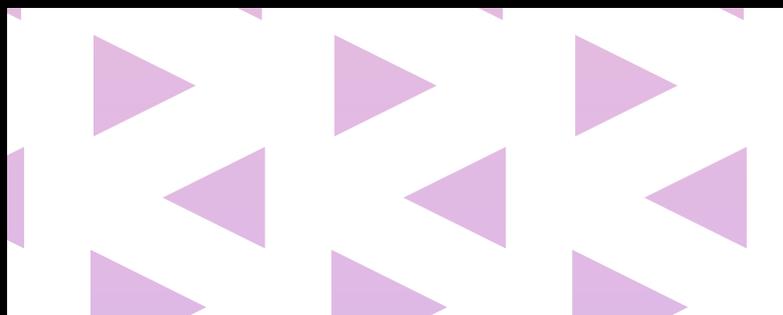
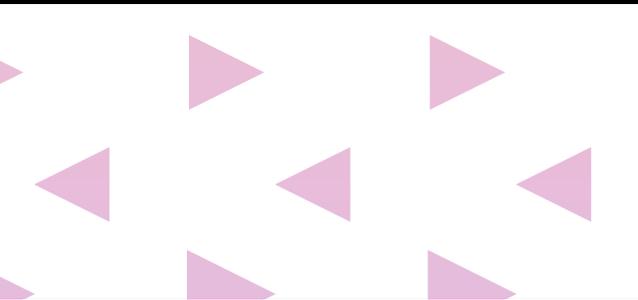
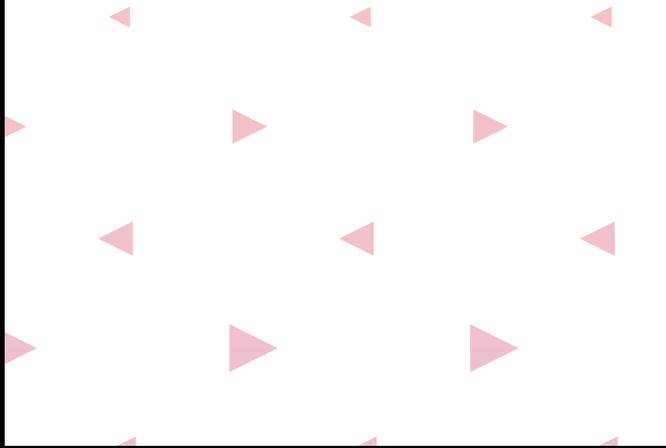
We began the day with a self-reflection activity, inviting the children to share who they admired and what they aspired to be. Their responses, scribbled with honesty and emotion, struck a chord. Some spoke of their mothers' strength, others of sports icons, and many simply wished to "be someone better." These words, raw and heartfelt, reminded us of the power of hope and determination.

Next came an activity that was both powerful and personal — writing a letter to their future selves. While some children hesitated at first, unsure of how to articulate their dreams, soon their pens danced across the pages. Dreams of becoming doctors, teachers, astronauts — and promises of strength, compassion, and success to their future families — flowed freely. As we read a few aloud, emotions ran high. Despite the challenges they face daily, their dreams remain unshaken. It was a poignant moment of reflection for us all: a reminder not to take our opportunities for granted.

The day ended on a vibrant note with bottle painting. With brushes in hand and eyes gleaming, the children transformed discarded plastic bottles into stunning works of art. The room exploded in a riot of colour and laughter. Watching them paint — with focus, pride, and boundless creativity — was nothing short of inspiring. In their hands, even forgotten objects bloomed into beauty. Just like them, beauty and potential can arise from the most overlooked places.

At that moment, they weren't just children. They were artists. Dreamers. Changemakers. And we were lucky to witness their light.

This day was more than service; it was a celebration of empathy, creativity, and the human spirit.



Building Connections Through Circle Time

A Reflective Session for Secondary Teachers at DYPIS, Worli

A meaningful session on Circle Time was recently conducted for the secondary teachers at DYPIS, Worli, aiming to strengthen emotional well-being, communication, and classroom connection strategies.

The session began with a warm welcome, especially for new team members who have joined the DY family. Teachers came together to explore how Circle Time can be effectively used in homeroom classes to create a more inclusive, supportive environment for students.

Through engaging activities, reflective discussions, and shared experiences, the session highlighted how Circle Time encourages students to open up, listen actively, and build trust among peers. Teachers also discussed how this approach fosters empathy, reduces classroom anxiety, and improves teacher-student relationships.

By the end of the session, educators walked away with practical tools and a renewed mindset—ready to implement Circle Time in their classrooms, not just as an activity, but as a transformative practice. Together, we're taking one more step toward nurturing confident, emotionally aware learners.



Achievements

Arnav Wagh Shines in Table Tennis Tournaments During Summer 2025 Break

During the June 2025 school vacations, Arnav Wagh demonstrated remarkable prowess in table tennis, earning multiple accolades across prestigious tournaments.

From 18th to 22nd June, the 1st 4-Star District Ranking Table Tennis Tournament 2025 was held, bringing together top players from Thane, Mumbai, Palghar, and Raigad. As a seeded player from Mumbai, Arnav was permitted to compete in two categories above his age group of U-17. He achieved a Triple Crown by reaching the quarterfinals in three categories: Boys U-17, Boys U-19, and Men's Singles.

Continuing his impressive form, Arnav participated in the 2nd 4-Star District Ranking Tournament held at Matunga Gymkhana, Mumbai from 25th to 29th June 2025. Competing again in a higher age group, he clinched a Bronze Medal in the Boys U-19 category.

Capping off a successful season, Arnav competed in the 1st Maharashtra State Ranking Tournament held at Airoli from 6th to 10th July 2025, where he improved his standing to rank among the top sixteen players in the state for Boys U-17.

Arnav's dedication and achievements during the break have set a shining example of perseverance and sportsmanship. We wish him continued success in the upcoming tournaments!

