



The DYPIIS News Burst

A New Chapter of Leadership: DYPIIS Welcomes its 2026-27 Student Council

On 21 August 2026, D Y Patil International School, Worli, celebrated its 18th Investiture Ceremony, welcoming a new generation of student leaders entrusted to represent, serve and strengthen the school community.

The ceremony opened with a moment of remembrance for Padma Shri Dr. D. Y. Patil, founder of the D. Y. Patil educational institutions, followed by the ceremonial lamp lighting and Gayatri Mantra rendered by Vamika, Tia, Mahi and Anaisha, symbolising knowledge, wisdom and the values that guide the DYPIIS community.

Passing the Torch

The newly elected Student Council entered led by outgoing Head Boy Kavvin Dehdia, Head Girl Hridya Rana, and Sports Captains Veeraj Dholakia and Ridhima Hirani. The handover of the school flag marked the transition from one generation of leaders to the next.

Reflecting on their journeys, Hridya and Kavvin shared lessons in listening, responsibility, resilience and growth, offering the incoming Council a meaningful legacy to carry forward.

A New Leadership Team

The newly elected Council received their badges, sashes and charters, followed by their oaths of office. Leading the Council are Head Boy Dhiaan Doshi and Head Girl Naavya Agarwal, supported by Sports Captains Parshva Udani and Hetvi Shah.

The Council also includes Cultural Leader Kiarra Sheth, Deputy Cultural Leader Hitarth Shah, MUN Secretary Aaryan Jain, Deputy MUN Secretary Devarsh Shah, DP Representative Hrisha Gandhi, A Level Representative Diyana Shah, CP Representative Arnav Wagh, Service Leader Diva Ranka and CAS Leader Rivah Malaviya.

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Achievements:

Congratulations! MISA MUN Participants!

The four Houses are led by Senior House Captains Kalp Parekh, Kahaan Jodhani, Aviraj Bhartia and Ekagra Meher, supported by Vice Captains Kiah Popat, Vivaan Pradhan, Harit Kalaivanan and Drisha Jain. Junior leadership comprises Captains Agasthya Baldota, Dugannt Kalaivanan, Gwen Tamka and Hritik Kapadia, with Vice Captains Alvira Desai, Om Malaviya, Amaira Shah and Ziaan Narola.

A Vision for the Year Ahead

Principal Ms. Kinnari Shah addressed the new Council before Dhiaan Doshi and Naavya Agarwal shared their vision. Dhiaan emphasised participation, school spirit, friendship and community, while Naavya spoke of ensuring that every student feels heard, included and encouraged to share their ideas.

The ceremony concluded with the Vote of Thanks, National Anthem, photographs and a cake-cutting ceremony.

More than a formal induction, the 18th Investiture marked the moment when being elected became a promise to serve.

The new chapter has begun.







When Stories Stepped Off the Page: DYPIS and TMC Literary Fest 2026

On 25 August 2026, D Y Patil International School, Worli, transformed into a celebration of books, stories, imagination and young voices through the DYPIS Worli and The Momma Clan Literary Fest 2026.

The morning began with the formal inauguration, welcoming Principal Ms Kinnari Shah, members of the Senior Management Team, teachers, students, distinguished guests and The Momma Clan, led by its Founder, Ms Harshita Udani. The ceremonial lamp lighting and Gayatri Mantra, rendered by grade 7 students Tia, Mahi, Tiara and Anaisha, set the tone for a celebration of knowledge, creativity and the power of words.

A special highlight was the Felicitation of Student Writers, celebrating DYPIS's young authors and their published work. The presentation of royalty-recognition cheques made the moment even more meaningful, recognising students not only as readers, but as authors in their own right.

Then came the declaration:

"The Lit Fest is Now Open!"

When Characters Came Alive

The Character Parade, featuring students from EYP to Grade 5, brought favourite literary characters to life. As characters stepped out of the pages and onto the stage, reading became a vibrant, joyful experience of imagination and storytelling.

A Festival of Imagination

From 9:30 a.m. onwards, students from EYP through Grade 8 explored a range of interactive literary experiences. The Foyer came alive with the Poetry Pharmacy, Micro-Fiction Wall, Story Stone Sandbox and Magic Box Relay, while the Literary Escape Room, Character Design Lab, Storybook Freeze & Act and Storytelling Circle invited students to solve, create, perform and share.

The Poetry Writing Workshop with Improv Rhyme Time, led by Shivali Parkash, encouraged students to experiment playfully with language and rhyme. Older students continued their creative journey through a Story Writing Session led by Ms Megha from the WoW Writing & Healing Community.

n voices could become part of the world of books.

Celebrating Young Authors

The Book Fair and Published Student Author Signing brought the celebration full circle. Students browsed books, met young authors from their own school community and had the opportunity to see their peers celebrated for their writing.

The Literary Fest was more than a celebration of books. It was a celebration of reading, writing, performance, imagination and student voice.

For one memorable morning, literature moved beyond the page—and our students stepped into the stories, created new ones and discovered that their own voices could become part of the world of books.





DYPIS Football Inter-House Competition 2026-27

The DYPIS Football Inter-House Competition for AY 2026—27 brought together our enthusiastic learners on 22 August 2026 at Astro Park. The event provided an exciting platform for learners to showcase their football skills while demonstrating teamwork, resilience, coordination, leadership, and team spirit.

Organised house-wise across different age groups, the competition encouraged learners to work collaboratively, support their teammates, and embrace the spirit of competitive sport. Throughout the matches, our learners displayed determination and sportsmanship, respecting referees' decisions and responding positively to the challenges of the game.

Football is about much more than winning or losing. It is about teamwork, friendships, learning, confidence, and the experiences gained along the way. Every pass, goal, tackle, and save encouraged learners to develop patience, resilience, communication, and a positive attitude towards working together. The matches also gave learners an opportunity to discover and showcase their talents while learning to celebrate success and navigate challenges with confidence.

Category	Winner	Runner-Up
Grades 1 & 2	Green House	Blue House
Grades 3 & 4	Green House	Red House
Grades 5 & 6	Yellow House	Red House
Grades 7 & 8	Yellow House	Blue House
Grades 9 & 10	Blue House	Red House
Grades 11 & 12 – Girls	Green House	Red House
Grades 11 & 12 – Boys	Yellow House	Green House

Best Players of the Match

Special appreciation goes to our outstanding players who demonstrated exceptional skill, determination, and sportsmanship throughout the competition:

- Samar Sanghavi — Grade 2
- Jehan Charna — Grade 4
- Dugant Kalaivanan — Grade 5
- Aryaveer Baldota — Grade 8
- Harit Kalaivanan — Grade 9
- Ridhima Hirani — A Levels
- Rohit Chandurkar — AS Levels

The Football Inter-House Competition was a wonderful celebration of talent, teamwork, resilience, and sportsmanship. More importantly, it gave our learners the opportunity to step onto the field with confidence, support one another, embrace challenges, and grow through their experiences.

Every learner left the field with more than just a match played—they took away memories, valuable learning, greater confidence, and the enduring spirit of teamwork.





Early years programme

Exploring Number 4 Through Hands-On Learning

Our young learners embarked on an engaging mathematical journey as they explored the number 4 through an interactive video and a range of hands-on Math Stations. The learning experience encouraged them to notice, recognise, and construct the numeral while developing an understanding of its formation through sensory exploration, movement, and play.

At the Clay Station, learners moulded clay to create the shape of number 4, strengthening their fine-motor skills. Using connectors, they constructed the numeral, exploring its structure and form through hands-on manipulation. At another station, learners practised tracing number 4 using different objects, developing hand-eye coordination and pre-writing skills. Finger tracing allowed them to experience number formation through movement and touch, while sand tracing provided a sensory pathway for reinforcing the correct formation.

Through these varied learning experiences, learners explored mathematical concepts in meaningful and developmentally appropriate ways. The stations supported number recognition, fine-motor development, coordination, and early writing skills while encouraging curiosity, independence, and confidence. By learning through play and active exploration, learners developed a deeper connection with number 4 in a joyful and purposeful learning environment.





Reading Session – I Love School

The EYP 3 learners participated in an engaging reading session with the book *I Love School*. As the teacher read the story aloud, learners thoughtfully observed the illustrations, made connections with their own school experiences, and shared what they enjoy most about their daily routines.

Following the reading, the class collaboratively created a chart titled “What We Love About School.” Learners enthusiastically contributed their ideas, reflecting on the people, places, activities and experiences that make school special to them. The activity encouraged learners to express their thoughts, listen to different perspectives and connect the story with their own experiences.

Through this joyful experience, EYP 3 learners strengthened their communication, observation, reflection and social skills, while developing a sense of belonging and appreciation for their school environment. The session encouraged them to view school as a happy space for learning, friendship, exploration and discovery



Building Big Ideas Through Block Play!

Our learners stepped into the world of construction, creativity, and exploration through an exciting block play experience! They were provided with a variety of blocks, including big wooden blocks, small wooden blocks, and large plastic blocks, along with simple picture prompts to spark their imagination.

The learners carefully observed the pictures, discussed what they noticed, and challenged themselves to recreate the structures using the available blocks. As they experimented, they discovered different ways to balance, stack, join, arrange, and position the blocks to make their structures stable and meaningful.

The experience encouraged learners to think like little architects and problem-solvers. They made predictions, tried different approaches, adjusted their structures when something did not work, and celebrated their successes. Some learners followed the picture prompts closely, while others were inspired to modify the designs and create structures of their own.

Block play also provided opportunities for learners to develop their fine motor skills, hand-eye coordination, spatial awareness, creativity, and problem-solving abilities. Working alongside their peers encouraged them to communicate their ideas, share materials, collaborate, and appreciate each other's creations.

Most importantly, the learners had the freedom to explore, experiment, make choices, and learn through play. Their little structures reflected big ideas, imagination, and a wonderful sense of curiosity!





Grandparents' Day – A celebration of Love and Memories

Our Grandparents' Day celebration was a heartwarming celebration of love, laughter and cherished memories. Our EYP learners were delighted to welcome their grandparents and share a meaningful day filled with joy and togetherness.

The celebration provided opportunities for our EYP learners to connect with their grandparents through joyful performances, engaging games, heartfelt stories and shared experiences. Grandparents enriched the occasion by sharing their wisdom, values and personal messages, helping children appreciate the importance of family bonds and intergenerational connections.

A particularly treasured moment was the exchange of heartfelt letters. The thoughtful messages written by grandparents reminded our learners of the unconditional love, encouragement and blessings that surround them.

Through this celebration, our EYP learners developed a deeper appreciation for their family relationships while creating meaningful connections across generations. The day beautifully reflected the importance of caring, gratitude and belonging, leaving everyone with precious memories to cherish for years to come.





Primary years Programme

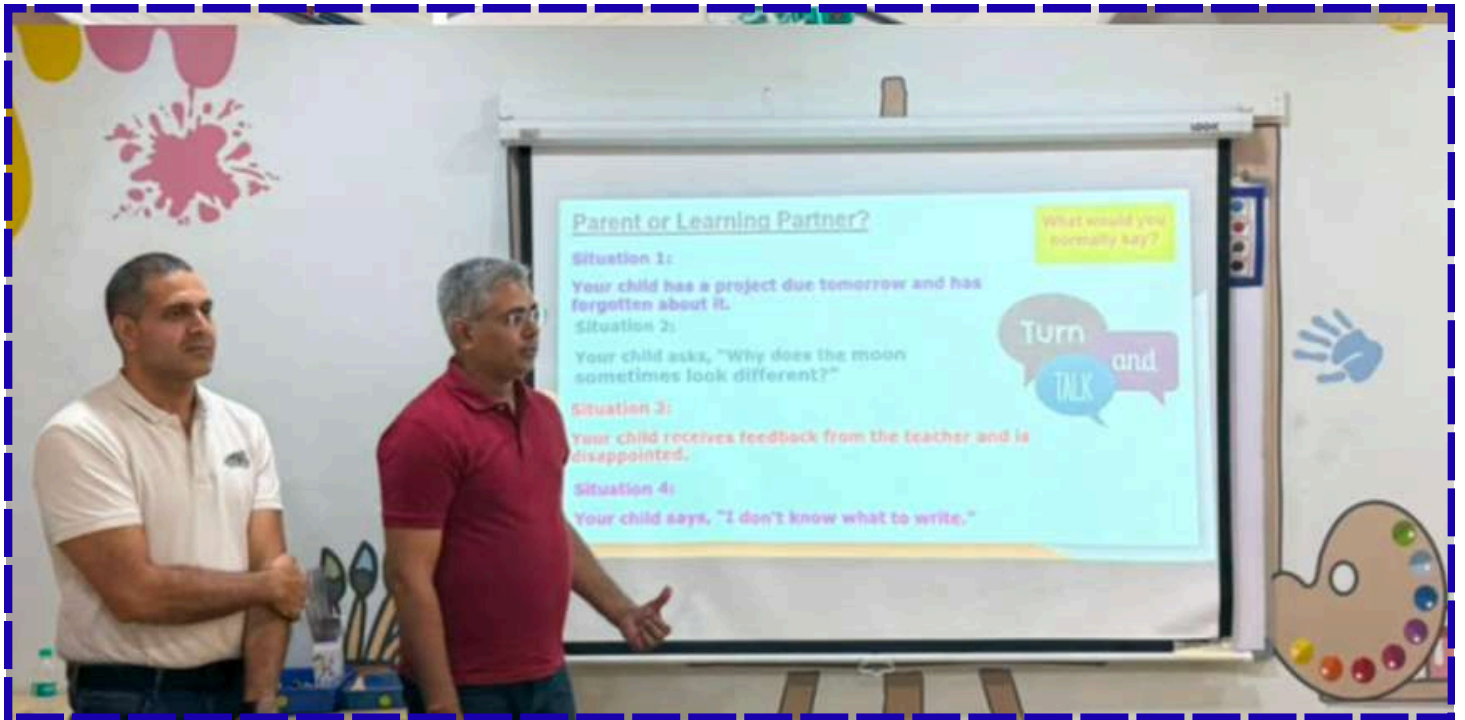
Role of Parents in PYP: Strengthening Home School Partnerships

The interactive session gave parents an opportunity to understand how the Primary Years Programme (PYP) encourages children to be curious, independent and reflective learners. Through discussions and activities, parents explored simple ways to support learning at home by asking meaningful questions, encouraging children to make choices, allowing them to solve problems independently and valuing their ideas and perspectives.

Parents also reflected on how everyday experiences such as reading, conversations, family activities and real-life problem-solving can become meaningful learning opportunities. The session highlighted the importance of Seesaw, parent workshops, mother-tongue reading, learner-initiated action and unit reflections in keeping families connected with the learning journey.

The morning concluded with a shared message: children learn best when we give them the space to think, explore, try, make mistakes, reflect and find their own way. By working together, parents and teachers can create a strong learning community that nurtures confident, curious, responsible and lifelong learners.





Empowering Young Leaders: Leading the change

Our elected Grade 4 and Grade 5 Council Members participated in an engaging Leadership Session that nurtured collaboration, confidence, communication, and responsible leadership. The session began with an interactive team-building activity, encouraging learners to listen, collaborate, and value diverse perspectives. This was followed by an introduction to leadership and an inspiring session with Ms. Kinnari on “How to Be a Good Leader.” Learners explored the qualities, values, and responsibilities of effective and compassionate leaders.

As part of their Lead the Change Project, learners identified real-life issues that impact our school community and worked collaboratively to explore meaningful solutions. They focused on four key areas: Digital Responsibilities, promoting safe and responsible digital citizenship; Healthy Eating, reflecting on mindful and nutritious choices; Respectful Behaviour — Closing the Kindness Gap, fostering empathy, inclusion, and positive relationships; and Resource Management in PYP, developing an understanding of responsible and sustainable use of resources.

As young changemakers, learners transformed their ideas into awareness posters for the wider school community. Through purposeful action, creativity, and collaboration, they demonstrated the IB Learner Profile attributes of being Caring, Communicators, Principled, and Reflective, recognising that leadership is about taking responsibility, inspiring others, and creating positive change.





Two Days of Learning, Reflection and Inspiration: IB Workshop

The school hosted a two-day IB PYP workshop for its PYP teaching team, creating a meaningful space for professional learning, reflection and collaboration. The workshop, facilitated by Dr. Seetha Murthy, encouraged teachers to inquire, question and reflect more deeply on the principles and practices of the Primary Years Programme.

Through engaging discussions and reflective activities, teachers explored new perspectives and ideas that can be translated into meaningful classroom experiences. The workshop also provided opportunities for teachers to connect their learning with their own practice and consider how they can further support students in becoming inquirers, thinkers, communicators and lifelong learners.

One of the memorable moments of the workshop was the reflection on having a “Life Anthem”—a song that represents one’s aspirations, values or journey. Dr. Seetha Murthy shared “I Have a Dream”, inspiring teachers to think about their own dreams and the purpose that guides their professional and personal journeys.

The two days concluded with renewed enthusiasm, shared learning and a strong sense of purpose. The teachers returned with practical ideas, fresh perspectives and a commitment to bring the spirit of inquiry, reflection and agency into their classrooms.

The workshop was not just about professional development; it was an opportunity to pause, reflect, reconnect and grow together as educators.





A celebration of Stories: Book Character Day!

What better way to celebrate our love of reading than by stepping into the pages of our favourite books?

Our recent Lit Fest was a wonderful celebration of books, stories, poetry and imagination. The day was filled with exciting activities designed to encourage our students to explore the joy of reading and experience stories in creative and meaningful ways.

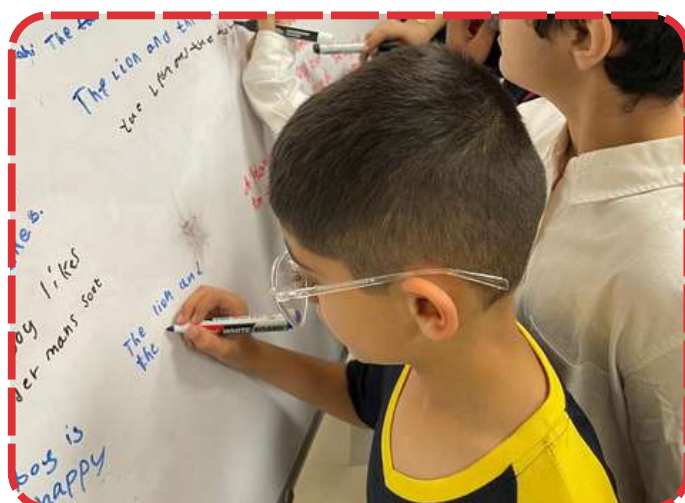
From campfire stories and poetry workshops to character workshops and magic box storytelling, there was something for every young reader to enjoy. Students had the opportunity to listen, create, perform and bring stories to life in ways that made reading feel truly magical. The bookstore was a particular favourite, while the Poetry Pharmacy gave students a chance to discover just the right words and poems for different moods and moments.

One of the highlights of the day was our much-loved Book Character Parade! Students arrived dressed as characters from their favourite books, and we were absolutely delighted by the creativity and thought that went into their costumes. From well-known heroes and heroines to imaginative and unexpected characters, the parade was a wonderful reminder of how books can inspire us to dream, imagine and see the world through different eyes. It was a joy to see our students proudly share their favourite characters with the school community.

The Lit Fest was not just about books—it was about celebrating the joy of stories and the power of imagination. Throughout the day, our students were encouraged to become readers, writers, storytellers and creators.

A huge thank you to Mrs. Udani and her wonderful team from The Momma Clan for such a fantastic Lit Fest. Their creativity, energy and thoughtful planning made the day truly special for our students. We are grateful for the opportunity to celebrate our shared love of literature in such a fun and memorable way.

Here's to many more stories, characters and adventures!



Exploring the Qualities of a Role Model

Grade 2 learners were delighted to welcome our Principal, Ms. Kinnari Shah, as a guest speaker during our "Who We Are" unit. She shared about her own role model and spoke about the qualities and values that have inspired her throughout her journey. Students listened with curiosity and reflected on what makes a person a role model. The interaction encouraged them to think about the people who inspire them and the ways in which role models influence our beliefs, values, choices, and actions. Learners also reflected on the qualities they admire in their role models and how they can develop these qualities in their own lives. The session was a meaningful learning experience that helped students understand that a role model can inspire us through their kindness, perseverance, achievements, and positive actions, encouraging us to learn, grow, and make a difference in our community.



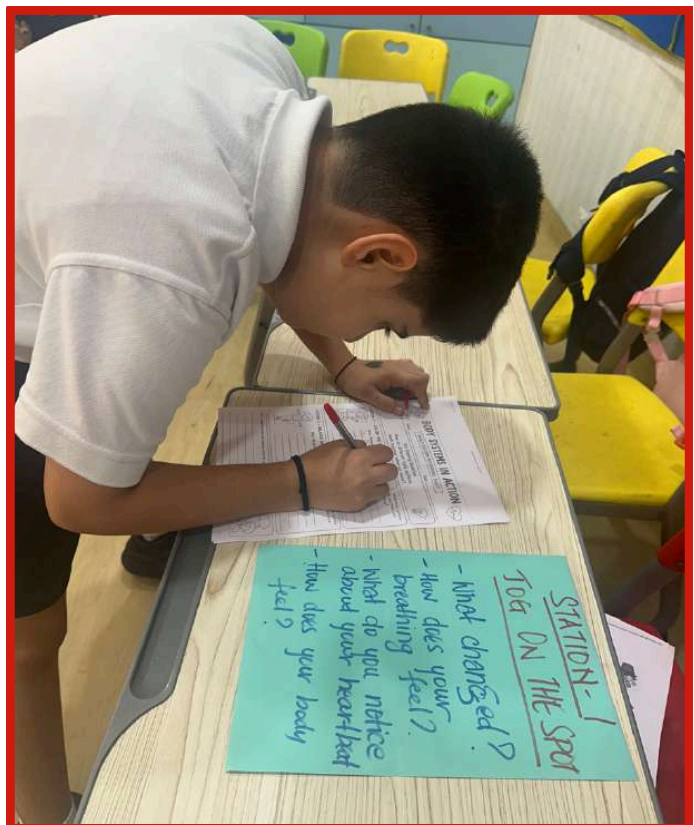
Exploring the Human Body at Nehru Science Centre

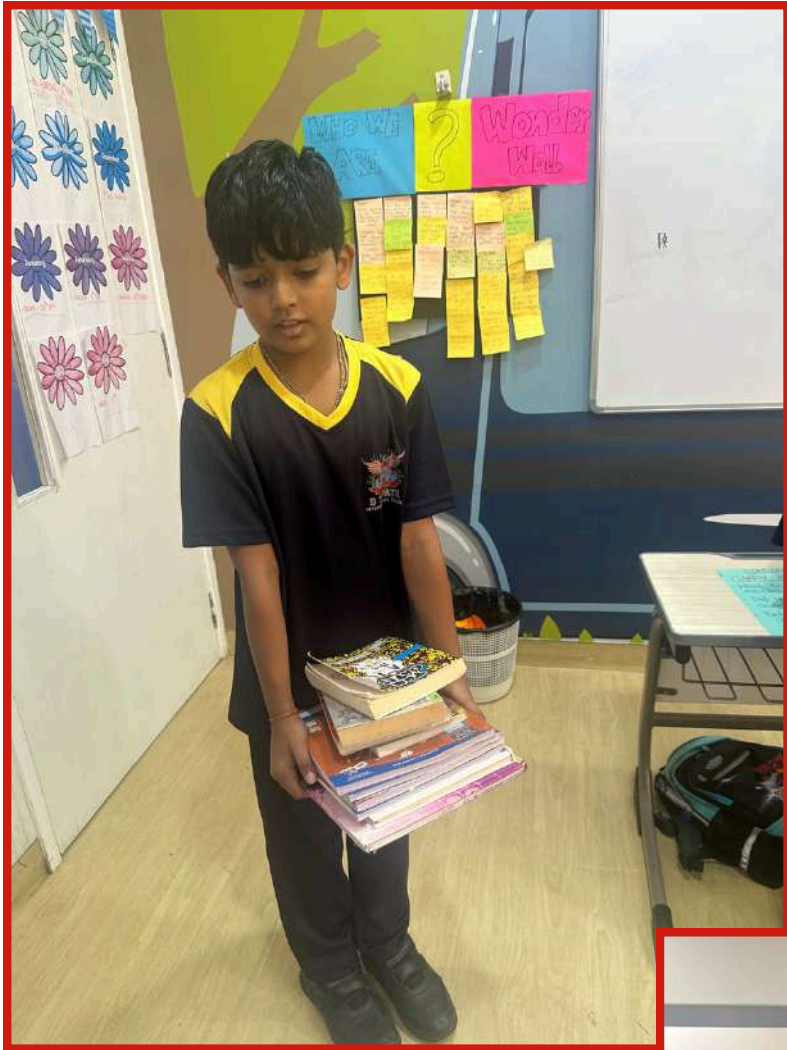
As part of the “Who We Are” unit of inquiry, learners visited the Nehru Science Centre to deepen their understanding of the human body and explore how its interconnected systems work together to support our health, growth, and well-being.

The visit provided an authentic learning experience, enabling learners to extend their inquiry beyond the classroom. They explored the evolution of the human body and observed how the structure of the human skeleton has changed over time. Through interactive exhibits and hands-on exploration, learners investigated the location, functions, and significance of vital organs, making meaningful connections between the different body systems.

The experience encouraged learners to ask questions, share observations, and construct new understandings through exploration and discussion. They developed a deeper appreciation of how each body system has a specific role while working interdependently with others to maintain balance and support the functioning of the human body.

The visit also encouraged learners to reflect on the importance of making healthy choices and caring for their bodies. As Inquirers, Thinkers, and Reflective learners, they demonstrated curiosity, engagement, and a growing understanding of the complex ways in which our bodies function as interconnected systems.





Field Trip – Learning About Dental Health

As part of our Healthy Choices Unit of Inquiry, students embarked on an enriching field trip to Dr. Nisha Sancheti's clinic in Worli to deepen their understanding of dental health and oral hygiene.

During the visit, Dr. Nisha created a warm and welcoming environment where students experienced an authentic dental examination. Each student received a dental check-up and learned about the importance of maintaining healthy teeth and gums. Through meaningful conversations, students explored the role of regular brushing, proper oral care and healthy food choices in supporting their overall well-being.

The hands-on experience encouraged students to ask questions, share their prior knowledge and reflect on how everyday choices can influence their physical health. They developed a greater sense of responsibility towards caring for their teeth and maintaining healthy habits.

To extend the learning beyond the clinic, each student received a dental care kit to support the practice of good oral hygiene at home.

The field trip provided a meaningful connection between classroom learning and real-life experiences, empowering students to make informed, healthy choices for lifelong well-being.





DENTIST

Guest Speaker—Caring for Our Mind and Body

As part of our Healthy Choices Unit of Inquiry, Grade 1 students had the opportunity to interact with Dr. Fiona Mehta Gor, Child Psychiatrist and Play Therapist, who engaged them in an insightful and age-appropriate conversation about caring for both their minds and bodies.

Dr. Fiona helped students understand that mental and physical well-being are interconnected. Through the engaging concept of a “brain battery,” students explored how their energy levels can fluctuate and why their brains, like their bodies, need rest, care and opportunities to recharge.

Through interactive discussions and practical strategies, students identified ways to calm themselves and manage emotions such as anger, worry, sadness and overwhelm. They reflected on strategies that work for them and considered how these could be applied in the classroom and at home.

The session provided an authentic opportunity for students to develop self-awareness and self-management skills, while encouraging them to take greater responsibility for their well-being. Dr. Fiona also engaged with individual students, supporting them in identifying personal strategies to regulate their emotions and refocus.

The experience reinforced the understanding that making healthy choices involves caring for both our minds and bodies, leaving our Grade 1 students with meaningful insights and lasting memories.



DR FIONA MEHTA GOR

it's
Learning
TIME!



Maths Learning Stations – Building Addition with Base-Ten Blocks

As part of their Maths learning stations, Grade 2 learners explored two-digit addition using Base-Ten Blocks, engaging with mathematical concepts through hands-on inquiry and collaboration. By working with tens rods and ones cubes, learners represented numbers concretely and developed a deeper understanding of place value and addition.

Through combining tens and ones, learners visualised how quantities are composed and explored how numbers can be regrouped during addition. The manipulatives helped bridge the connection between concrete representations, mathematical symbols and written algorithms, strengthening conceptual understanding and confidence.

Throughout the learning experience, learners were encouraged to manipulate, observe, discuss and explain their mathematical thinking. Working collaboratively, they solved a range of additional problems, compared strategies and communicated their reasoning with peers. This supported the development of key IB Approaches to Learning (ATL) skills, particularly thinking, communication and social skills.

The learning station transformed addition from an abstract process into a meaningful, visual and interactive experience. Through exploration, collaboration and reflection, learners strengthened their understanding of place value and addition while developing as confident, engaged and reflective mathematicians.



Making Thinking Visible in Grade 3

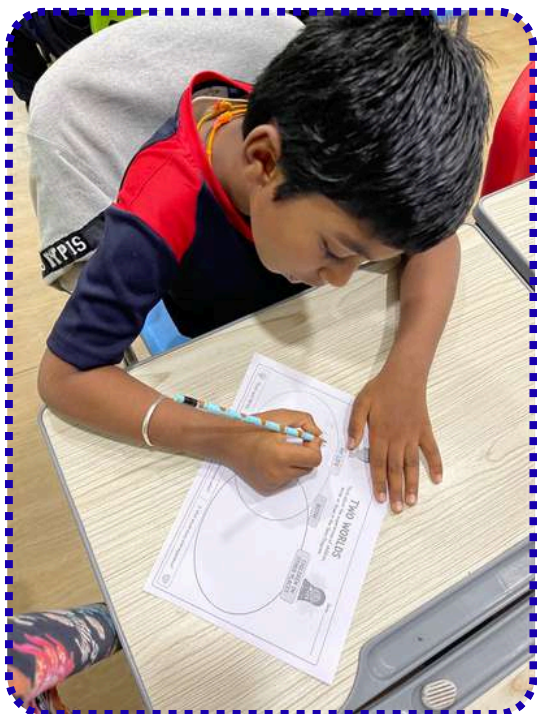
As part of their *Who We Are Unit of Inquiry*, Grade 3 learners have been making their thinking visible as they explore the challenges children around the world may experience and how these can influence their well-being, experiences and opportunities.

Throughout the inquiry, learners engaged with a range of *Visible Thinking Routines* (VTRs) to observe, question, connect and reflect. During the tuning-in phase, *See—Think—Wonder* encouraged learners to share observations, develop initial interpretations and pose meaningful questions. Revisiting the routine later allowed them to reflect on how their thinking had evolved as their understanding deepened.

A *Venn Diagram* helped learners make connections between their own experiences and those of children in different contexts. The *Wonder Wall* provided an ongoing space to capture questions and ideas, while *Exit Tickets* encouraged regular reflection and communication of learning.

Through *Circle of Viewpoints*, learners explored the perspectives of children, parents and teachers, recognising that the same challenge may be experienced differently by different people.

These routines supported learners in moving beyond simply sharing what they know. They made their thinking, connections, questions and changing perspectives visible, nurturing reflective, open-minded and engaged inquirers throughout their learning journey.



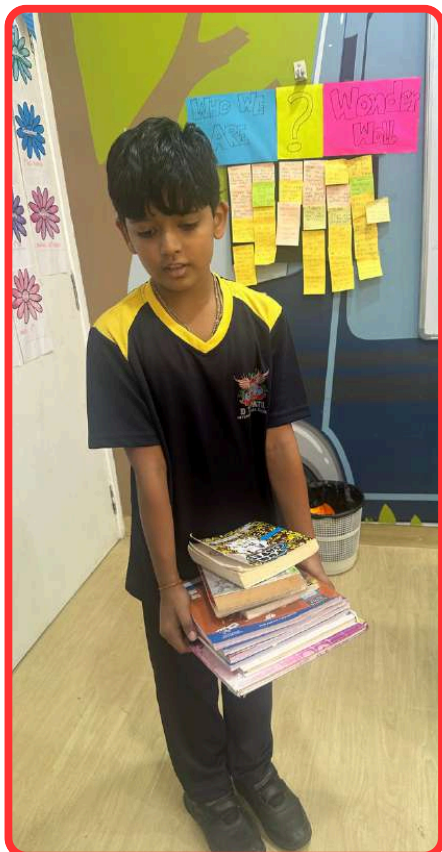
Connecting Our Body Systems

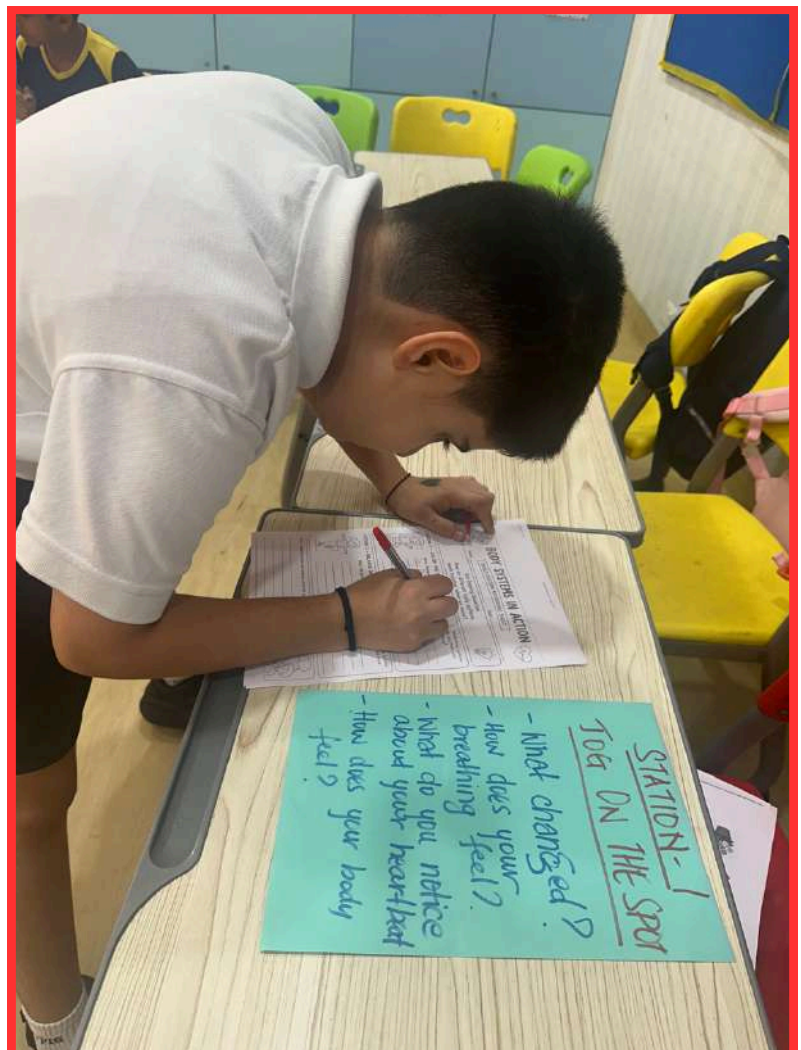
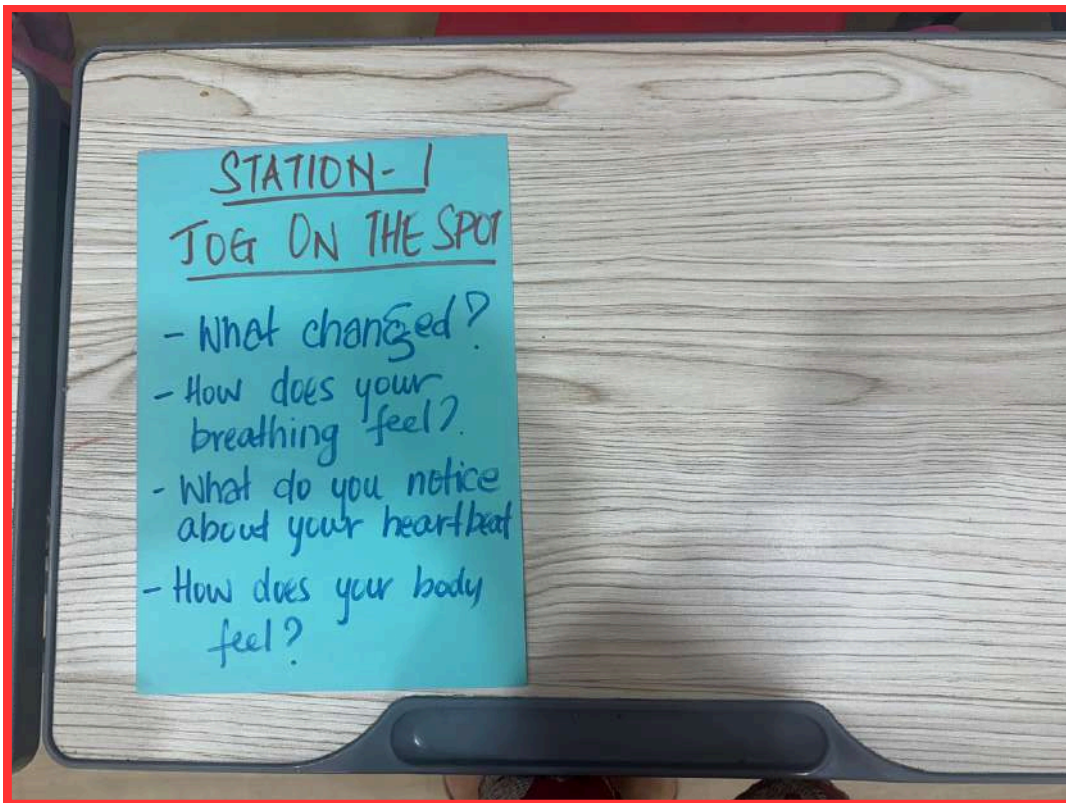
As part of their inquiry into the interdependence of human body systems, Grade 4 learners explored how different systems work together to support health, movement and survival. Moving beyond identifying individual systems, learners developed an understanding of the relationships and connections that enable the human body to function effectively.

To make their thinking visible, learners engaged with the Generate—Sort—Connect—Elaborate Visible Thinking Routine. They generated ideas from prior knowledge and research, sorted and organised information to identify patterns, and connected concepts by investigating how body systems support and depend on one another. Learners then elaborated on their thinking by explaining these connections using examples and evidence.

Through purposeful questions such as “How?” and “Why?”, learners deepened their conceptual understanding. They explored the relationship between the respiratory and circulatory systems in transporting oxygen and investigated how the skeletal and muscular systems work together to enable movement.

The inquiry strengthened learners’ Thinking, Research and Communication ATL skills while nurturing the IB Learner Profile attributes of Inquirer and Thinker. Learners recognised that meaningful understanding develops through questioning, connecting, explaining, reflecting and making connections across concepts.





Tug of War – Does Identity change Over Time?

As part of their inquiry into identity and change, learners explored the thought-provoking question: “Does our identity change over time?” Through a structured Tug of War discussion, they engaged with a range of statements related to identity and expressed whether they agreed, disagreed or held a developing perspective.

Learners were encouraged to justify their viewpoints with reasons, examples and personal connections, making their thinking visible throughout the discussion. They listened respectfully to different perspectives and considered ideas that challenged or extended their own thinking.

The activity created a meaningful opportunity for learners to recognise that identity can be influenced by a variety of factors, including relationships, experiences, choices, beliefs, values and environments. As they listened and responded to their peers, learners reflected on whether their perspectives had shifted and what had contributed to any change in their thinking.

This engaging learning experience strengthened key IB Approaches to Learning (ATL) skills, particularly thinking, communication and social skills, while nurturing the Learner Profile attributes of Open-mindedness and Reflection.

The Tug of War encouraged learners to think deeply, listen openly and appreciate that understanding can evolve through dialogue, reflection and new perspectives.



AND EVOLVING IDENTITY

CAUSATION

CHANGE

PERSPECTIVE

TUG OF WAR

What others think about us
can change our identity.

FOR

AGAINST

[illegible]

विकसित भारत – आत्मनिर्भर भारत

हमारे विद्यालय में स्वतंत्रता दिवस का आयोजन देशभक्ति, उत्साह और सामुदायिक सहभागिता की भावना के साथ किया गया। कार्यक्रम का शुभारंभ विद्यार्थियों एवं शिक्षकों के स्वागत तथा गायत्री मंत्र के सामूहिक उच्चारण से हुआ। इसके पश्चात विद्यार्थियों ने स्वतंत्रता के महत्व पर अपने विचार साझा किए और एक जिम्मेदार नागरिक के रूप में अपने कर्तव्यों एवं उत्तरदायित्वों पर चिंतन किया।

कार्यक्रम का मुख्य आकर्षण कक्षा 3 से 5 के विद्यार्थियों द्वारा प्रस्तुत “वंदे भारत – एक सफ़र विकसित भारत की ओर” नुक्कड़ नाटक रहा। विद्यार्थियों ने रचनात्मकता, सहयोग और प्रभावी संचार का प्रदर्शन करते हुए भारत की विकास यात्रा को स्वतंत्रता से वर्तमान समय और विकसित भारत 2047 की परिकल्पना तक प्रस्तुत किया। नाटक के माध्यम से शिक्षा, परिश्रम, विज्ञान, प्रौद्योगिकी और जिम्मेदार नागरिकता के महत्व को प्रभावी ढंग से उजागर किया गया।

कक्षा 2 के विद्यार्थियों ने “नन्हा मुन्ना राही हूँ”, जबकि कक्षा 4 के विद्यार्थियों ने “शाबाशियाँ” गीत पर मनमोहक नृत्य प्रस्तुत किया।

समापन पर विद्यार्थियों ने स्वच्छता, पर्यावरण संरक्षण, जिम्मेदार तकनीकी उपयोग और नागरिक उत्तरदायित्व का संकल्प लिया। इस अनुभव ने *Inquirer, Thinker, Communicator* और *Caring Learner Profile attributes* को सुदृढ़ करते हुए विद्यार्थियों में यह समझ विकसित की कि विकसित और आत्मनिर्भर भारत के निर्माण में प्रत्येक नागरिक की सक्रिय भूमिका है।





STEM Education

STEM learning in the PYP provides opportunities for learners from Grade 1 to Grade 5 to explore, create, and solve problems through inquiry, experimentation, and collaboration. Through engaging experiences with robotics and technology, learners observe, question, design, build, test, and refine their ideas. Rather than simply following instructions, they are encouraged to take ownership of their learning, investigate how things work, and learn from both successes and challenges.

These experiences foster agency and curiosity, empowering learners to become active participants in their learning journey. As they collaborate, communicate their thinking, and explore different possibilities, they develop essential ATL skills, including thinking, communication, social, and self-management skills.

By connecting science, technology, engineering, the arts, and mathematics, STEAM learning nurtures creativity, critical thinking, innovation, and confidence, encouraging learners from Grade 1 to Grade 5 to approach real-world challenges as curious and capable young problem-solvers.





Our school had the honour of serving as the host school for the IC3 (International Career and College Counseling) Conference, held on 19 and 20 August at the Jio World Convention Centre. Our Vice President, Ms Ish Patil; Principal, Ms Kinnari Shah; and Vice Principal, Ms Ingur Shefalika, attended the Presidential Forum, gaining valuable insights into higher education, career counselling, and emerging opportunities. Ms Patil's presence at the event and her interactions with our students further encouraged and inspired them, adding to their excitement throughout the conference.

Our students had the wonderful opportunity to participate as student volunteers and actively contribute to the successful execution of the IC3 Carnival. They were involved in planning, setting up, decorating, and managing three engaging stalls—Career Escape Room, Career Taboo, and a Cultural Stall. The Career Escape Room and Career Taboo activities provided participants with fun and interactive ways to explore different careers, while the Cultural Stall showcased the richness of Indian traditions through activities such as block printing.

Throughout the event, our students demonstrated excellent teamwork, creativity, communication, leadership, and organisational skills. They also showcased their talent and enthusiasm through an energetic Flash Mob, adding vibrancy and excitement to the carnival. Beyond volunteering, the students gained valuable exposure by interacting with representatives from various universities and learning more about higher education opportunities.

Students and parents of Grades 11 and 12 also benefited immensely from the conference, with the opportunity to interact with representatives from more than 200 universities and explore diverse academic pathways and career options. Overall, the IC3 Conference was a highly enriching experience that provided our students with opportunities to learn, lead, collaborate, engage with global universities, and confidently explore their future academic and career aspirations.



Annual DYPIS Worli University Fair 2026 Brings Global Higher Education to Campus

D.Y. Patil International School, Worli, hosted its Annual University Fair on 1 September 2026 on the school premises. Organised by the Career Counselling Department, the fair brought together representatives from more than 45 universities from across the world.

The fair welcomed students and parents from Grades 8 to 12, offering them an opportunity to engage directly with university representatives from India, the USA, the UK, Europe, Dubai, Australia and New Zealand. This year, the fair also featured international branch campuses that will be operational from the current academic year. With students beginning to think about higher education at different stages of their school journey, the event provided a valuable platform to explore the many academic and career pathways available after high school.

Through individual conversations with university representatives, students and parents were able to learn more about undergraduate degree programmes, entry requirements and the range of courses offered across different countries. Discussions also extended beyond admissions, with representatives sharing information about scholarships available to international students, campus opportunities and post-study work options in their respective destinations.

For younger students, the fair served as an early introduction to the possibilities that lie ahead and helped them begin connecting their interests and subject choices with future academic pathways. For students in the senior grades, it offered an opportunity to ask more focused questions, compare universities and gain greater clarity as they prepare for upcoming applications.

The presence of universities from several international destinations also allowed families to explore options beyond the countries or institutions they may already have been considering. This encouraged students to approach their university search with a broader and more informed perspective.

The event concluded with the Head of School, Ms Kinnari Shah, personally thanking the participating university representatives and presenting each of them with a token of appreciation for taking the time to interact with the DYPIS Worli community.

The Annual DYPIS Worli University Fair reflects the school's continued commitment to helping students make informed choices about their futures by providing meaningful access to universities, current information and opportunities for direct interaction with representatives from institutions around the world.



Leadership Retreat: Where Adventure Became Leadership

Fresh from their Investiture Ceremony, the Student Council Members of D Y Patil International School, Worli, embarked on a two-day Leadership Retreat at Nature Trails, Durshet—an experience filled with adventure, challenge, teamwork and learning.

The retreat began with great enthusiasm as the Council Members travelled directly from school to Durshet. A range of adventure activities, including Zip Lining, Ladder Climbing, Vertical Log, Burma Bridge, Net Climbing, Horizontal Net, Archery, Tyre Bridge and Swinging Tyres, encouraged students to push their limits, overcome apprehensions and support one another.

A trek through the surrounding terrain brought opportunities to enjoy nature while developing endurance and perseverance. Team-building games and group challenges further strengthened communication, cooperation and trust among the Council Members.

One of the highlights was the Survival Skills Session, where students learned tent pitching, compass reading and cooking without utensils. The cooking challenge, using a wood fire, encouraged creativity, adaptability and problem-solving, while indoor games and a campfire provided opportunities to relax and connect.

The second day brought another test of strategy and collaboration through a Treasure Hunt and Scavenger Hunt, challenging students to use observation, planning, communication and problem-solving skills. The retreat concluded with a prize distribution ceremony, recognising the enthusiasm and participation of the students.

More than an adventure-filled trip, the retreat offered a practical lesson in leadership. Students experienced first-hand the importance of responsibility, resilience, communication, trust and supporting others—qualities that extend far beyond a leadership title.

Diyana Shah, a member of the Student Council, summed up the experience: “Although the retreat was short, it was filled with memorable experiences. Being away from our phones, taking on new challenges and spending time together reminded us of the importance of communication, teamwork and stepping outside our comfort zones. The adventure activities, trek and survival challenges pushed us to discover strengths we did not know we had. Most importantly, the retreat brought us closer as a Council and gave us a deeper understanding of what it means to lead together.”

As the Council Members returned with new experiences, stronger connections and greater confidence, the retreat became an important first chapter in their leadership journey.

At DYPIS, leadership is not simply about leading from the front; it is about stepping forward, standing together and helping others move forward with you.





Coffee Morning: Digital Discipline without Power Struggles

On 20 August, our Secondary parents came together for a meaningful Coffee Morning with Dr. Shorouq Motwani, Child and Adolescent Psychiatrist, to explore a question many families are navigating today:

How can we help children develop a healthy relationship with technology?

Dr. Shorouq shared practical strategies while emphasising that technology does not need to become the enemy. Instead, children need guidance and opportunities to learn how to use it responsibly and thoughtfully.

One key takeaway was that boundaries matter—but boundaries alone are not enough. Children also need a rich life beyond the screen, with opportunities for play, creativity, outdoor experiences, reading, family connection, exploration and even boredom.

Parents were encouraged to establish clear and predictable routines, including screen-free spaces, timers, visual schedules and family screen-time agreements. Importantly, involving children in creating these boundaries can help them understand the reasons behind them and take greater ownership.

Another valuable message was “Engage Together.” Rather than focusing only on how much screen time a child has had, parents can take an interest in what their children are watching, playing or exploring online. This can turn screen use into an opportunity for conversation and connection.

The discussion also highlighted the importance of digital literacy—helping children understand advertisements, algorithms, online content and misinformation so that they can gradually learn to navigate the digital world with greater awareness.

One memorable metaphor from the session compared giving a child a phone to giving them a knife: both require guidance, care and maturity.

The session concluded with a powerful reminder that healthy digital habits are built through connection over control, consistency over strictness and curiosity over judgement.

It was a valuable morning of reflection, conversation and practical learning for parents navigating an increasingly digital world.



From Dalton to Chadwick: Discovering the History of the Atom

Grade 7 Chemistry students embarked on a journey through the history of atomic theory, exploring how scientific understanding evolves as new evidence and discoveries emerge.

Working collaboratively, students researched the contributions of key scientists including John Dalton, J. J. Thomson, Ernest Rutherford, Niels Bohr and James Chadwick.

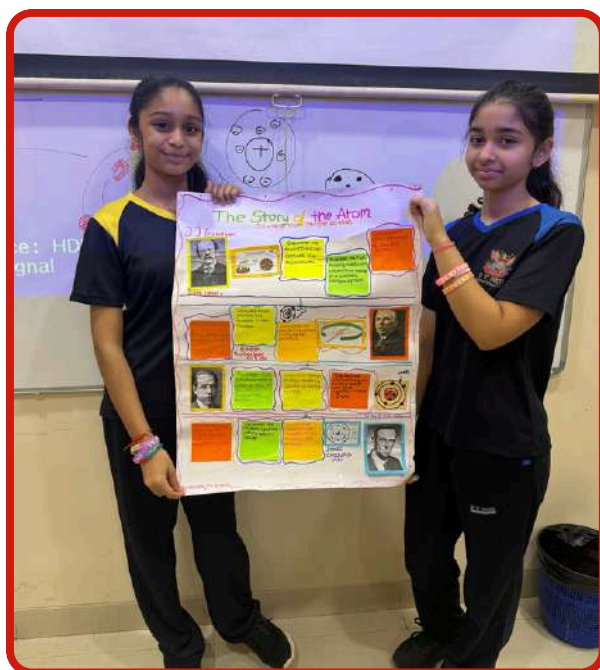
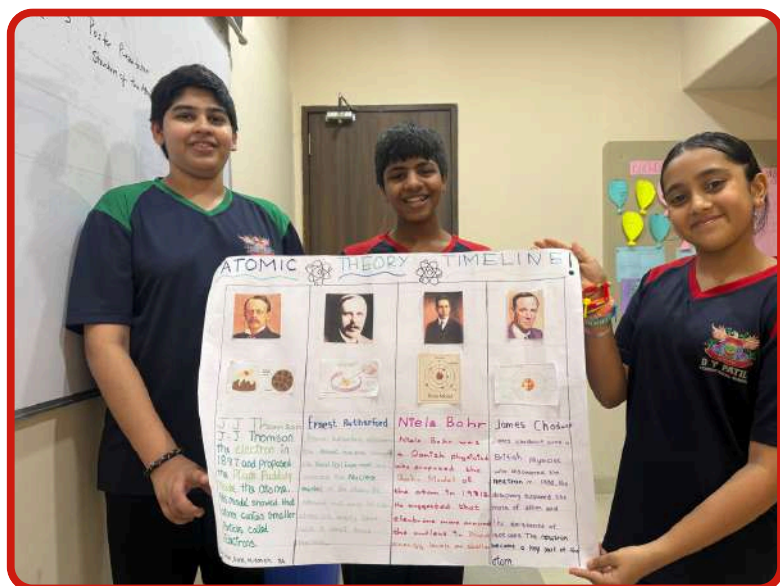
Their investigations explored how each scientist contributed to our understanding of atomic structure—from Dalton's early atomic theory and Thomson's discovery of the electron to Rutherford's evidence for the nucleus, Bohr's model of energy levels and Chadwick's discovery of the neutron.

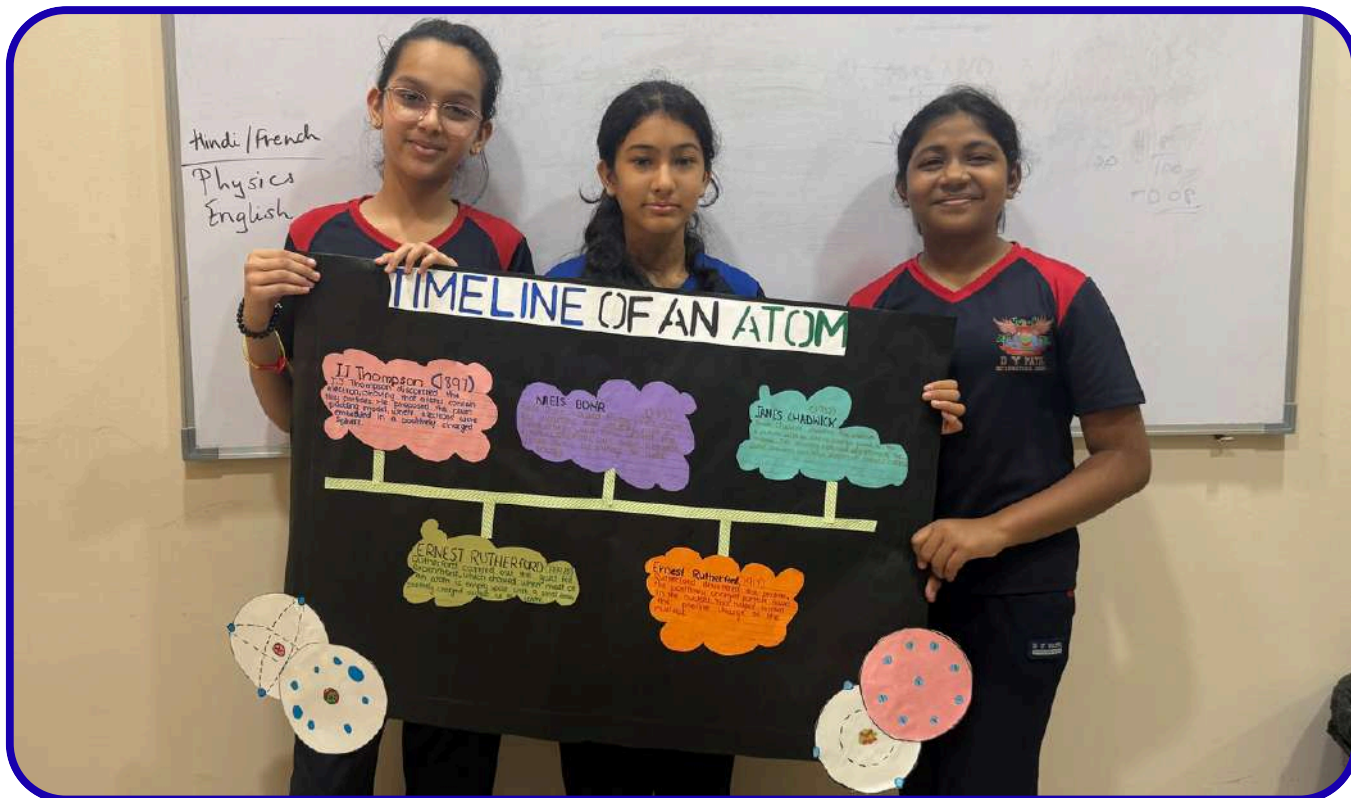
Students transformed their research into creative timeline posters, arranging discoveries chronologically and explaining how each contribution changed or developed the existing model of the atom.

The activity helped students understand that scientific knowledge is not created by one person at one moment. Instead, it evolves through observation, experimentation, questioning, evidence and building upon the work of others.

Each group then presented its timeline, giving students an opportunity to strengthen their research, collaboration, communication and scientific reasoning skills.

The experience highlighted science as a journey of curiosity and continuous discovery, where every new idea can become a stepping stone towards a deeper understanding of the world.





Building Bridges with Math: Grade 7 Designs Geometric Cities

What happens when mathematics leaves the textbook and becomes a city?

Grade 7 students found out as they stepped into the roles of urban planners for The Geometric City Grid Challenge.

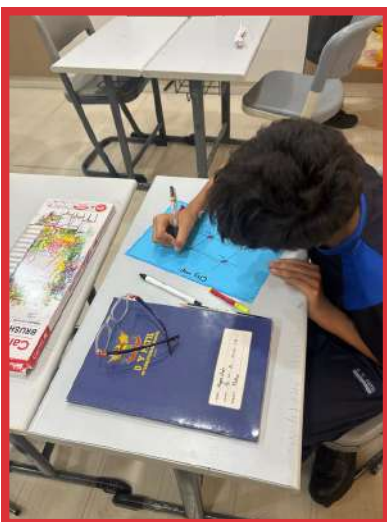
Students designed functional mini-city maps featuring two parallel avenues intersected by a diagonal connecting street, known in geometry as a transversal. Through the process, abstract mathematical concepts became tangible features of their imagined cities.

As they created their urban grids, students explored three key angle relationships:

- Vertically Opposite Angles: Students investigated how intersecting roads create pairs of equal angles and incorporated landmarks into corresponding sectors of their city designs.*
- Alternate Angles: By following the transversal across parallel avenues, students identified alternate interior and exterior angles and explored their equal measures.*
- Corresponding Angles: Students compared matching positions at different intersections and used protractors to verify that corresponding angles have equal measures.*

The project connected mathematical reasoning with the real-world work of civil engineers and urban planners, showing students how geometry contributes to the design of safe and structured spaces.

By combining creativity, measurement and mathematical reasoning, Grade 7 transformed geometry into a real-world design challenge.





Respiratory System Model – Breathing Life into Learning

As part of their Biology unit on 'Respiration', Grade 7 students explored the structure and function of the human respiratory system through a hands-on model-making experience.

Working with everyday materials such as balloons, straws, cardboard, rubber bands and plastic bottles, students designed and constructed models representing key components of the respiratory system, including the lungs, diaphragm, trachea, bronchi and alveoli.

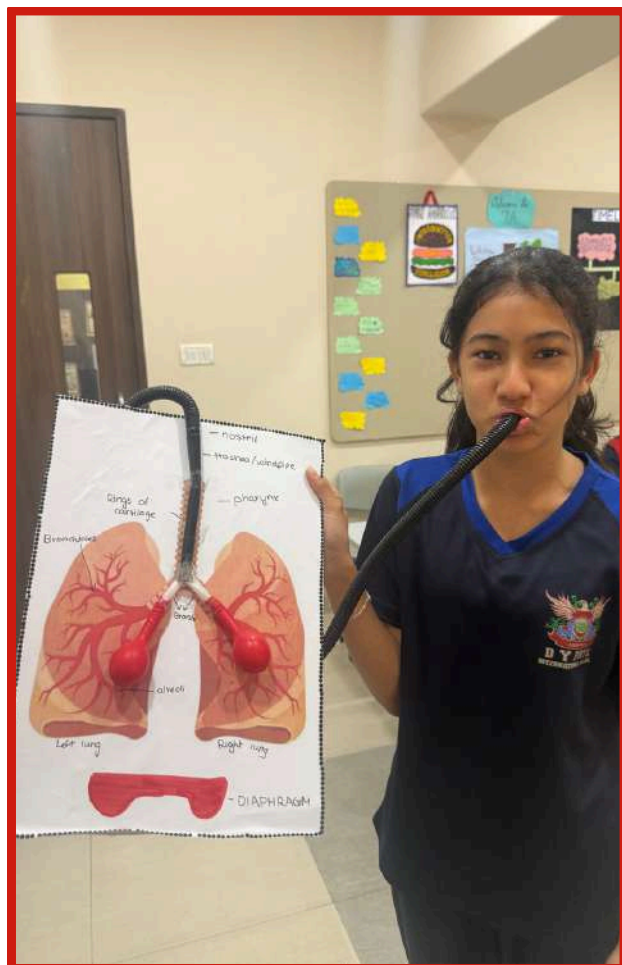
The models incorporated three-dimensional and movable elements to demonstrate the mechanics of breathing and help students visualise how air moves through the respiratory system.

By recreating the breathing mechanism, students moved beyond diagrams and textbook explanations to develop a more tangible understanding of how the respiratory system functions and supports the body's vital processes.

The activity also encouraged collaboration, creativity, problem-solving and presentation skills.

By turning an abstract biological process into something students could build, observe and explain, the activity brought the science of respiration to life.





Leaders, Legacies and the American Civil War: History Comes Alive

History came alive in the Grade 8 classroom as students explored the people, decisions and leadership that shaped the American Civil War.

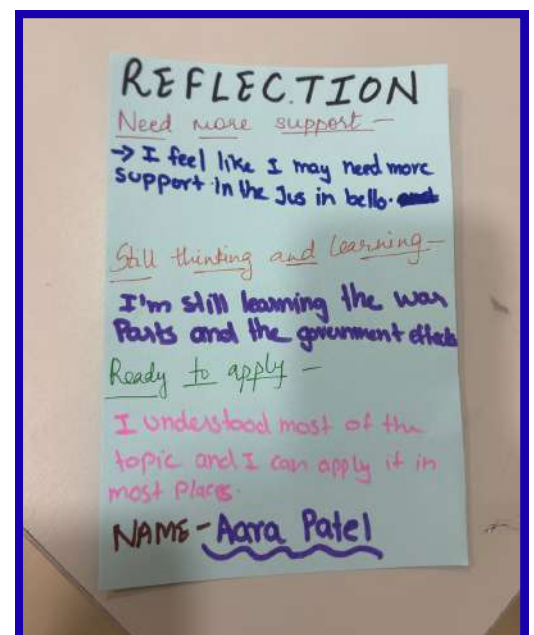
Working collaboratively, students researched influential historical figures including Abraham Lincoln, Ulysses S. Grant, Robert E. Lee and Richard S. Ewell. Their investigations considered each leader's background, role in the Civil War, major decisions, achievements, challenges and long-term impact.

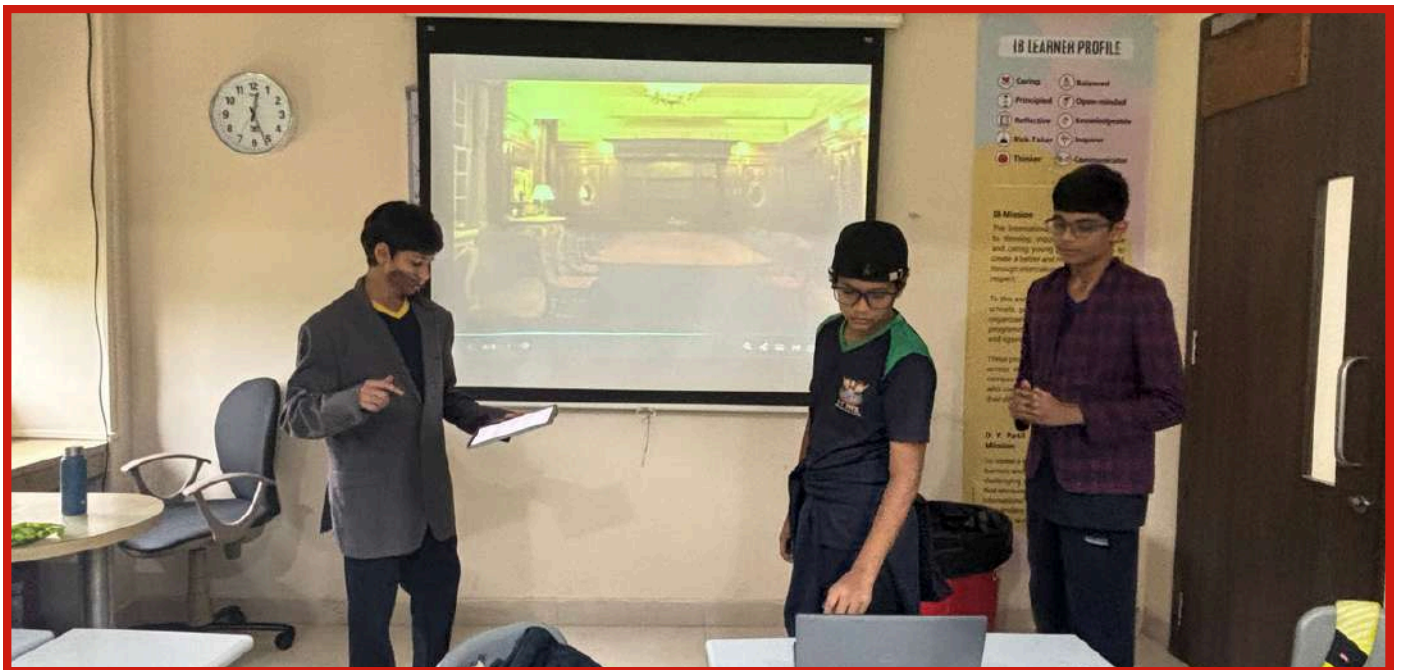
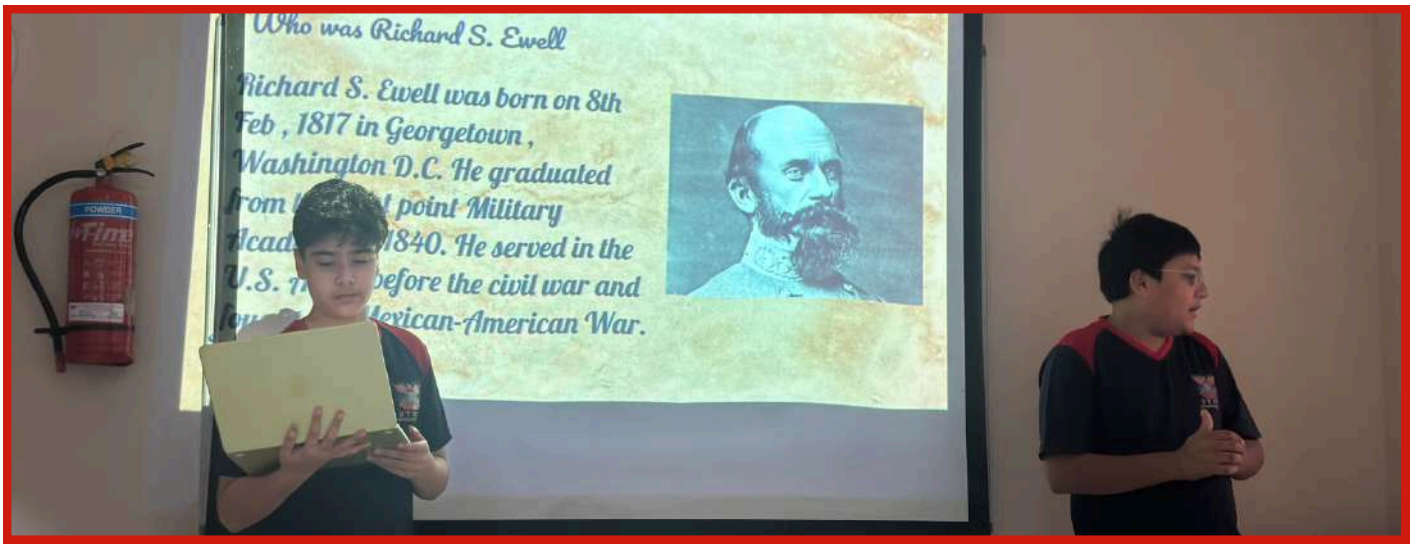
Instead of delivering conventional presentations, students were encouraged to communicate their learning creatively. The classroom transformed into a lively historical newsroom as students took on the roles of journalists, news anchors, military leaders and historians. Some even dressed as the personalities they had researched, while others presented their findings through television broadcasts and live news reports.

The inquiry went beyond historical facts. Students considered questions about leadership and decision-making, explored different perspectives and reflected on why these figures continue to be studied more than 150 years later.

Through the experience, students strengthened their research, collaboration, communication, critical-thinking and creative-thinking skills.

The activity reinforced an important idea: history is not simply a collection of dates and events—it is shaped by people, choices and the consequences that follow.





मराठी भाषा : चौकस विचारातून भाषिक समज विकसित करताना

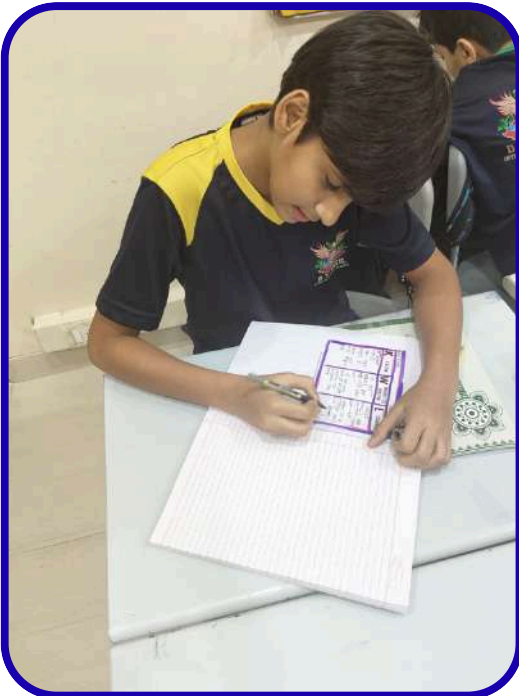
इयत्ता ८ अ व ब मधील विद्यार्थ्यांनी “शेतकरी आणि गरुड” या पाठाचा अभ्यास *Inquiry-based Learning* पद्धतीने केला. विद्यार्थ्यांनी *Word Wall* उपक्रमाद्वारे पाठाशी संबंधित परिचित व नवीन शब्द एकत्रित करून स्वतःचा शब्दसंग्रह उभारला. या प्रक्रियेमुळे त्यांचे पूर्वज्ञान (*Prior Knowledge*) सक्रिय झाले आणि नवीन संकल्पना समजून घेण्यासाठी भक्कम पाया तयार झाला.

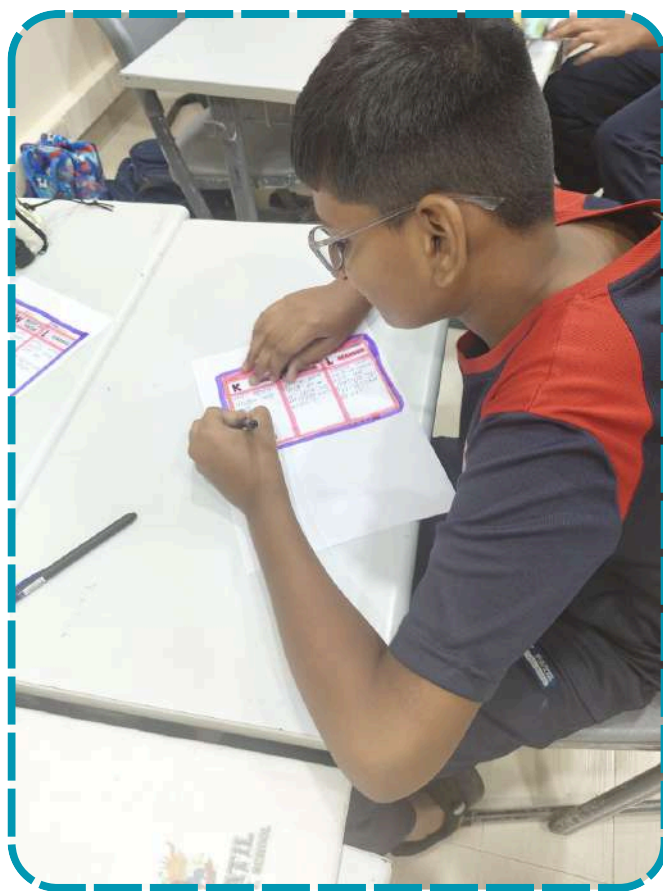
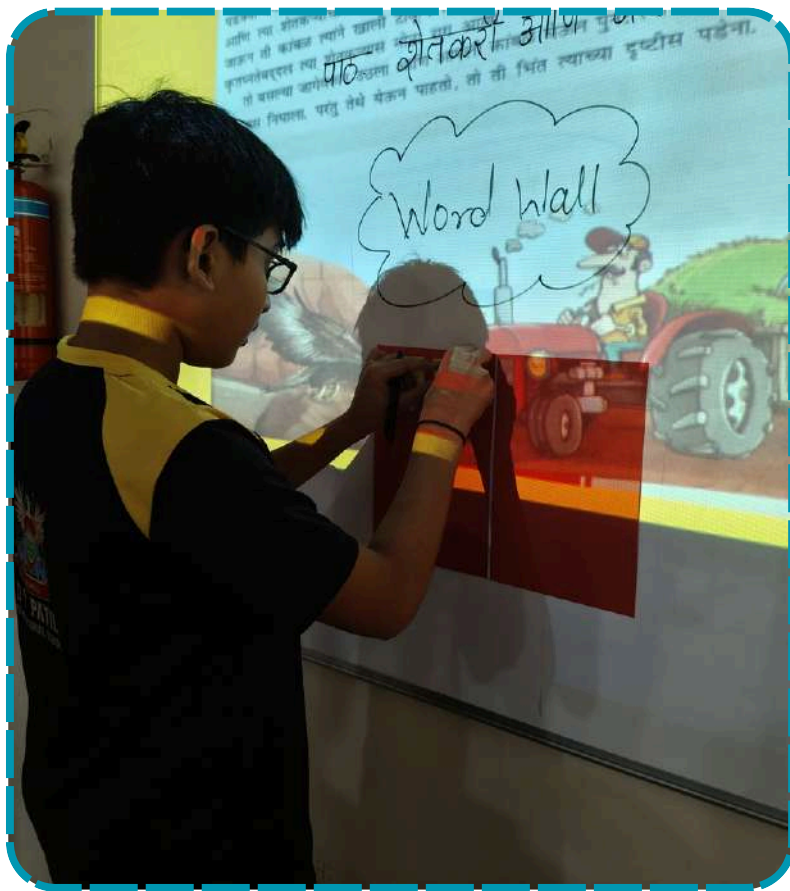
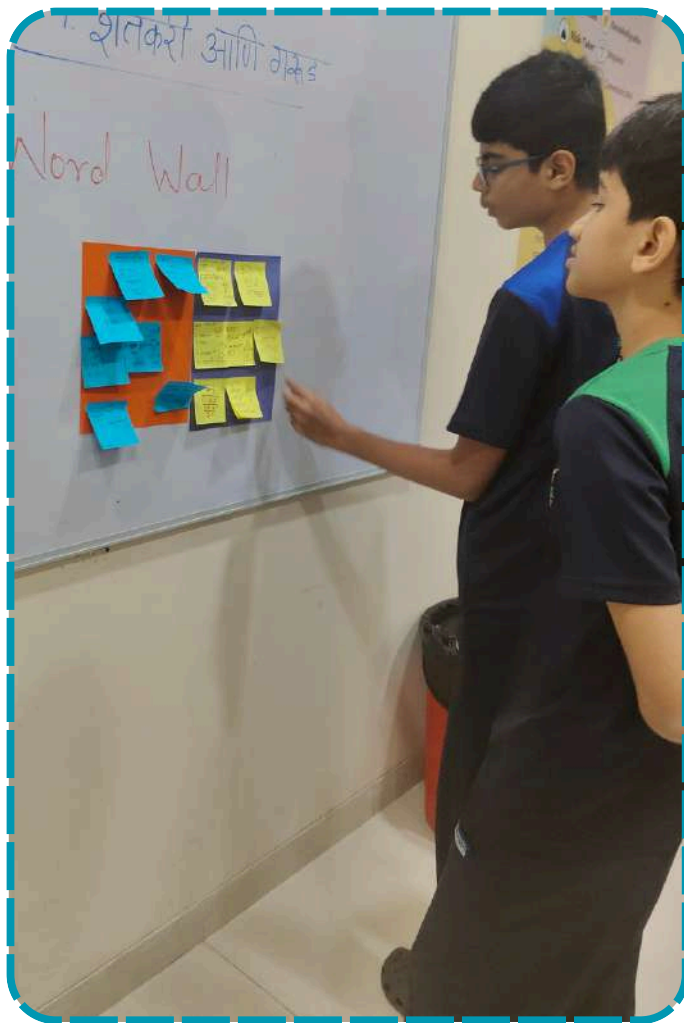
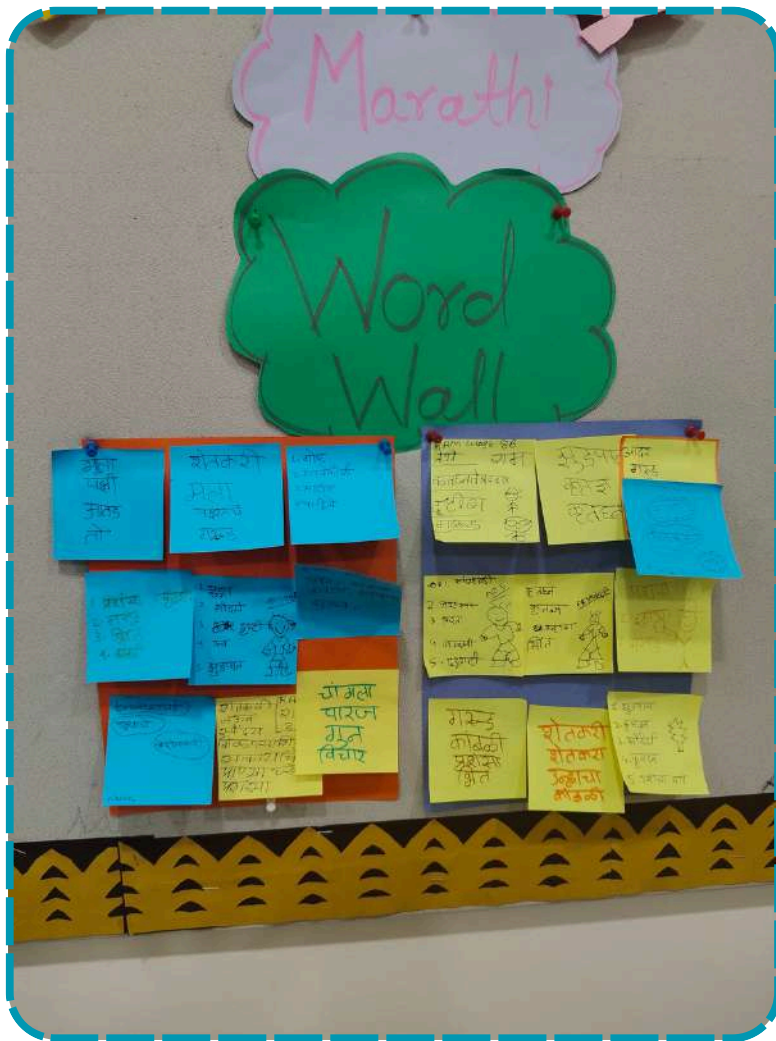
यानंतर विद्यार्थ्यांनी विविध चित्रांचे निरीक्षण करून *Visible Thinking Routine — I See, I Think, I Wonder* चा वापर केला. त्यांनी निरीक्षणे नोंदवली, आपल्या कल्पना मांडल्या आणि विचारप्रवर्तक प्रश्न उपस्थित केले. या उपक्रमामुळे विद्यार्थ्यांनी केवळ चित्रांचे वर्णन केले नाही, तर त्यामागील अर्थ, संदर्भ आणि शक्यतांचाही शोध घेत *Conceptual Understanding* विकसित केली.

पाठाच्या शेवटी विद्यार्थ्यांनी *KWL (Know—Want to Know—Learned) Reflection Sheet* पूर्ण करून आपल्या शिकण्याचा आढावा घेतला. या प्रक्रियेमुळे त्यांनी पूर्वज्ञान, नव्याने मिळालेले ज्ञान आणि शिकण्यातील प्रगती यांचे चिंतन केले.

या संपूर्ण अध्ययन प्रक्रियेत विद्यार्थ्यांनी *Thinking, Communication* आणि *Self-management* या *Approaches to Learning (ATL) Skills* प्रभावीपणे विकसित केल्या. तसेच त्यांनी *Inquirer, Thinker, Communicator* आणि *Reflective* या *IB Learner Profile Attributes* चे गुण कृतीतून अनुभवले.

या उपक्रमांनी मराठी भाषा शिकण्याचा अनुभव अधिक विद्यार्थीकेंद्रित, अर्थपूर्ण आणि चिंतनशील बनवला.





Exploring the Francophone World: A Journey Through French

As part of the unit “Bienvenue dans le monde francophone,” Grade 9 French students travelled beyond the classroom to explore the rich cultural diversity of the Francophone world.

Working in three groups, students researched la Suisse (Switzerland), Bruxelles (Brussels) and le Niger, exploring aspects such as culture, traditions, geography, language, landmarks and interesting facts.

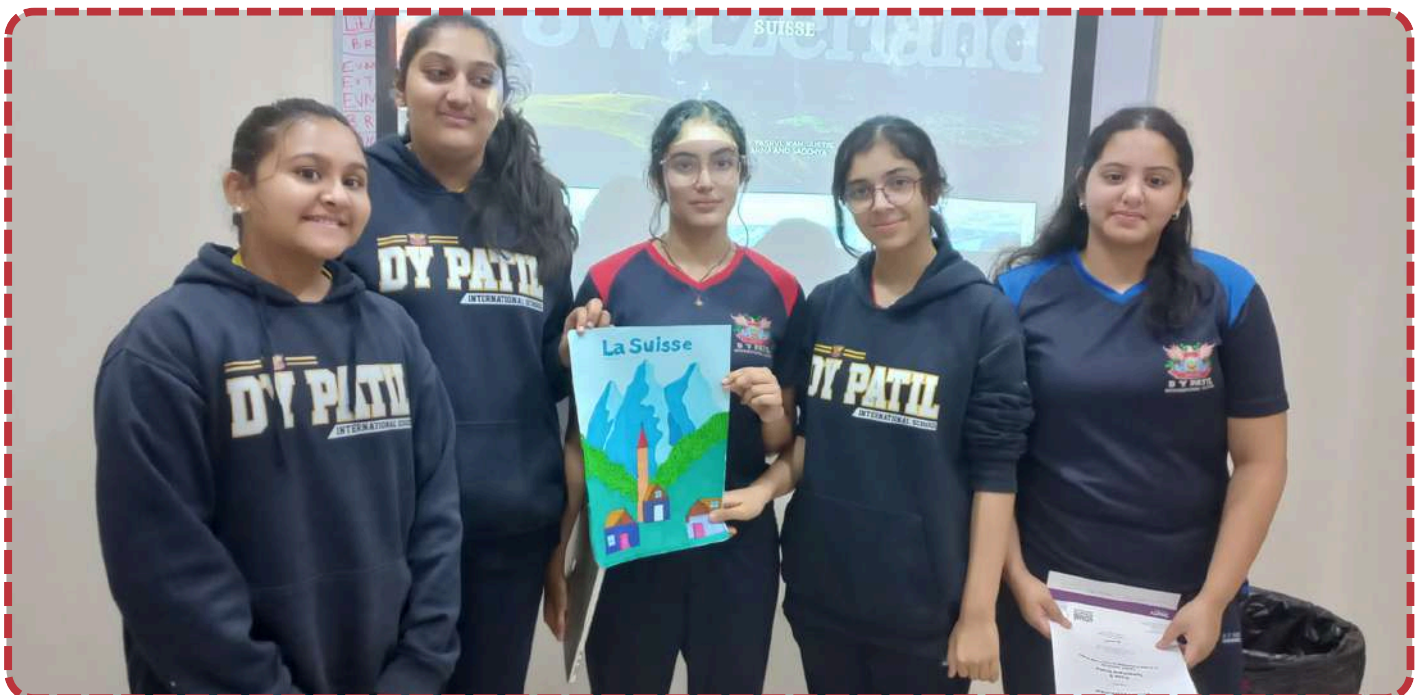
They organised their findings into engaging PowerPoint presentations and then shared their learning with their peers through creative and interactive presentations in French.

The experience gave students an opportunity to apply their language skills in a meaningful context while strengthening their research, collaboration, communication and thinking skills.

More importantly, students discovered that learning French extends far beyond vocabulary and grammar. It opens a window into diverse cultures, communities and perspectives across the Francophone world.

Curiosity, creativity, collaboration—and plenty of enthusiasm—made this a memorable language-learning experience.





Students Take Flight at Aviation Workshop

Eighteen enthusiastic students recently stepped into the world of aviation through an immersive Simulator Pilot Programme at the Nehru Science Centre, Worli, Mumbai.

Organised by Kitspire in association with the Nehru Science Centre, the workshop combined STEM learning with practical experience, giving students an opportunity to explore the science and skills behind aviation.

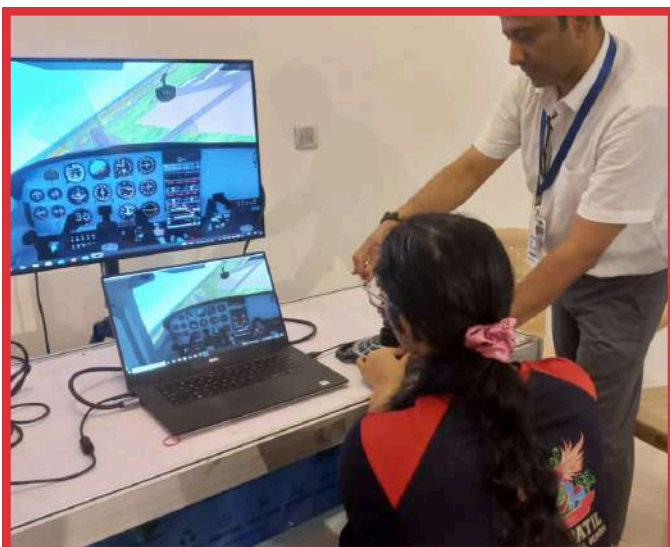
Led by a licensed pilot, the sessions introduced students to aircraft design, principles of flight, cockpit instruments, runway markings, flight circuits and the different stages of a flight—from take-off to landing.

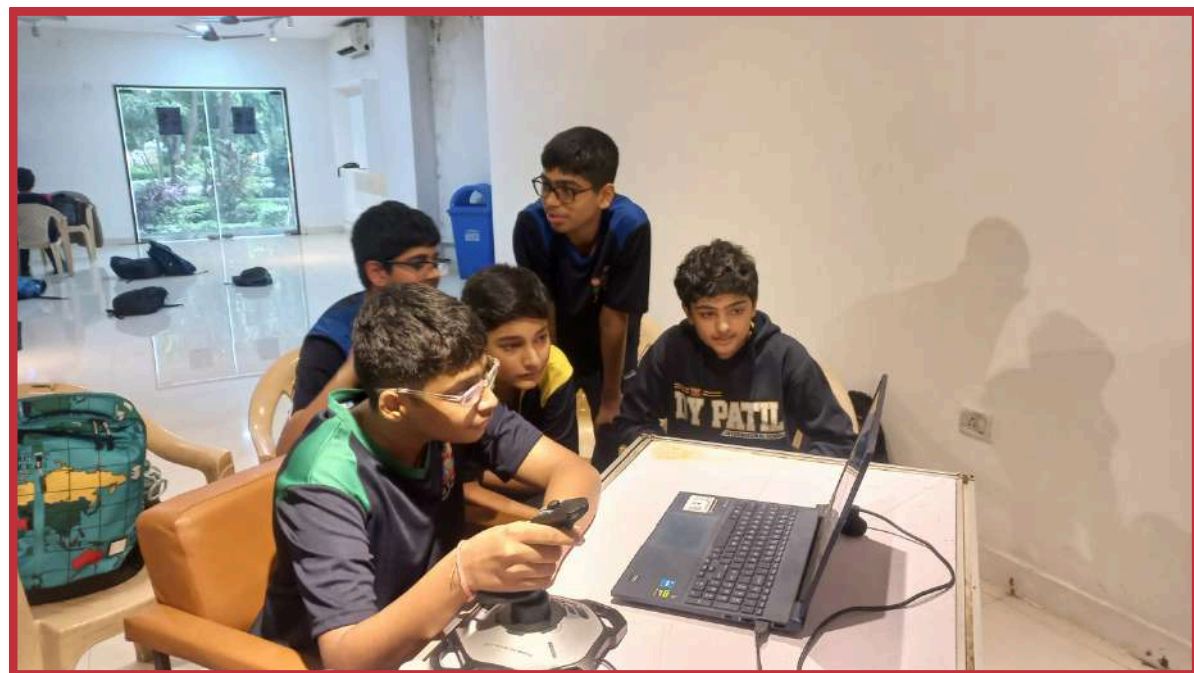
A major highlight was the opportunity to use professional flight simulators. Students experienced the controls of simulated aircraft and explored the differences between Airbus and Boeing aircraft, including their cockpit layouts, controls and operational approaches.

Students also examined the Cessna aircraft in greater detail and connected concepts from physics and STEM to real-world aviation.

The workshop concluded with an assessment and certification, as well as participation in the Flysym Landing Challenge, where students could put their newly developed skills to the test.

The experience offered students more than an introduction to aviation. It showed them how science, technology, mathematics and human decision-making come together in a complex real-world field, while opening a window into possible future careers.





Mastering Ser and Estar Through Kahoot!

Learning Spanish grammar became an interactive experience for IBDP-1 students as they took part in a Ser and Estar revision quiz on Kahoot!

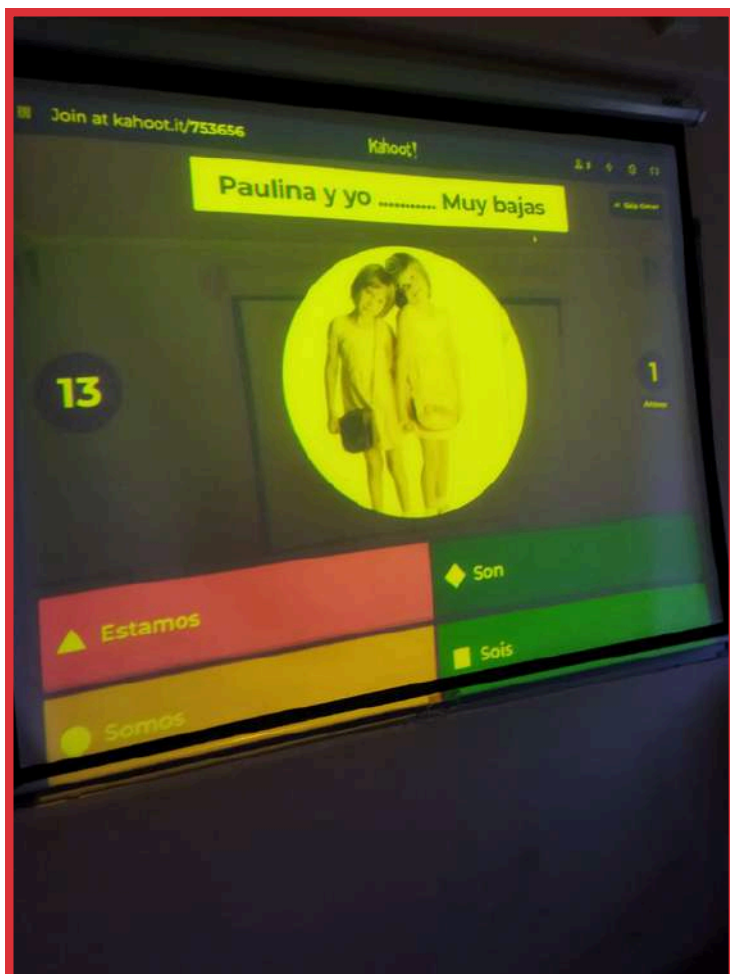
The activity was designed to reinforce students' understanding of when and how to use these two important Spanish verbs.

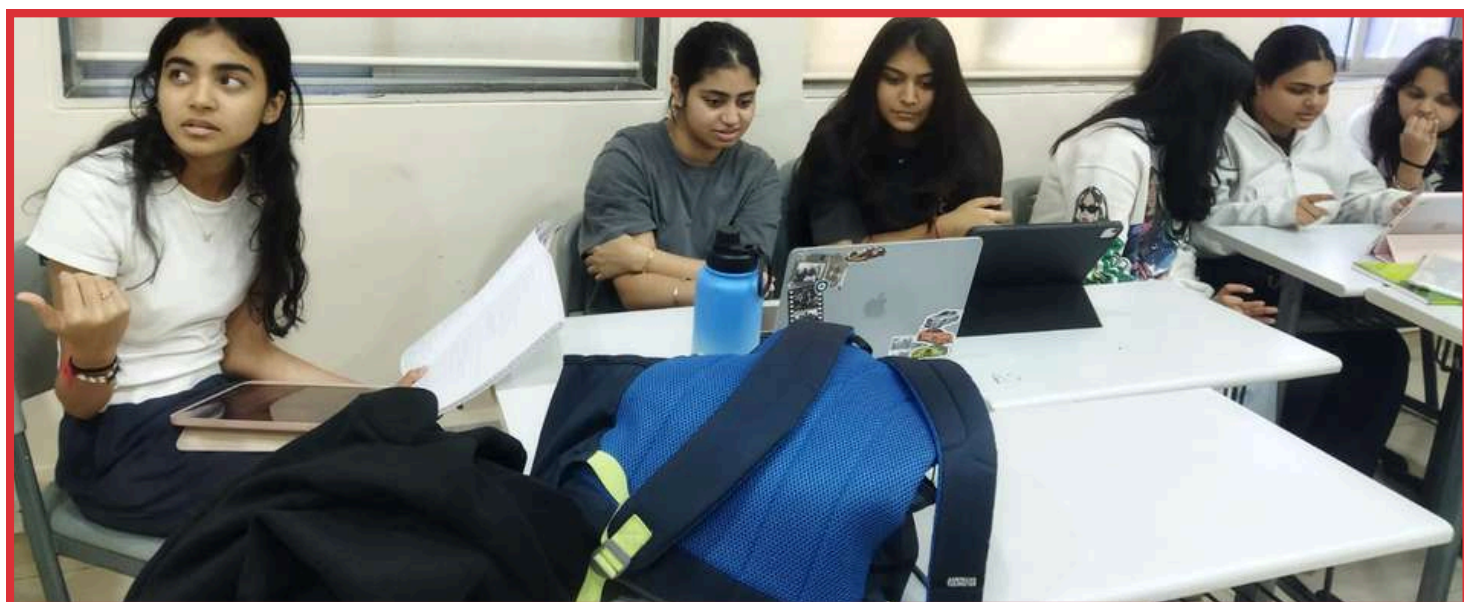
Through a series of quick-paced questions, students recalled grammar rules, applied them in different contexts and identified areas where they could improve.

The immediate feedback provided by Kahoot! allowed students to recognise errors and make corrections while revising, while the interactive format encouraged active participation and kept students engaged.

The activity offered an enjoyable alternative to traditional revision while maintaining a clear learning purpose.

By combining technology, competition and immediate feedback, the quiz helped strengthen grammatical accuracy and confidence while making revision an engaging experience.





Bringing Glucose to Life: A Hands-On Biology Experience

Cambridge Advanced AS Level Biology students explored the structure of glucose through a creative three-dimensional modelling activity using coloured clay.

Rather than simply studying a two-dimensional representation in a textbook, learners constructed their own models, using different colours to represent the carbon, hydrogen and oxygen atoms within the molecule.

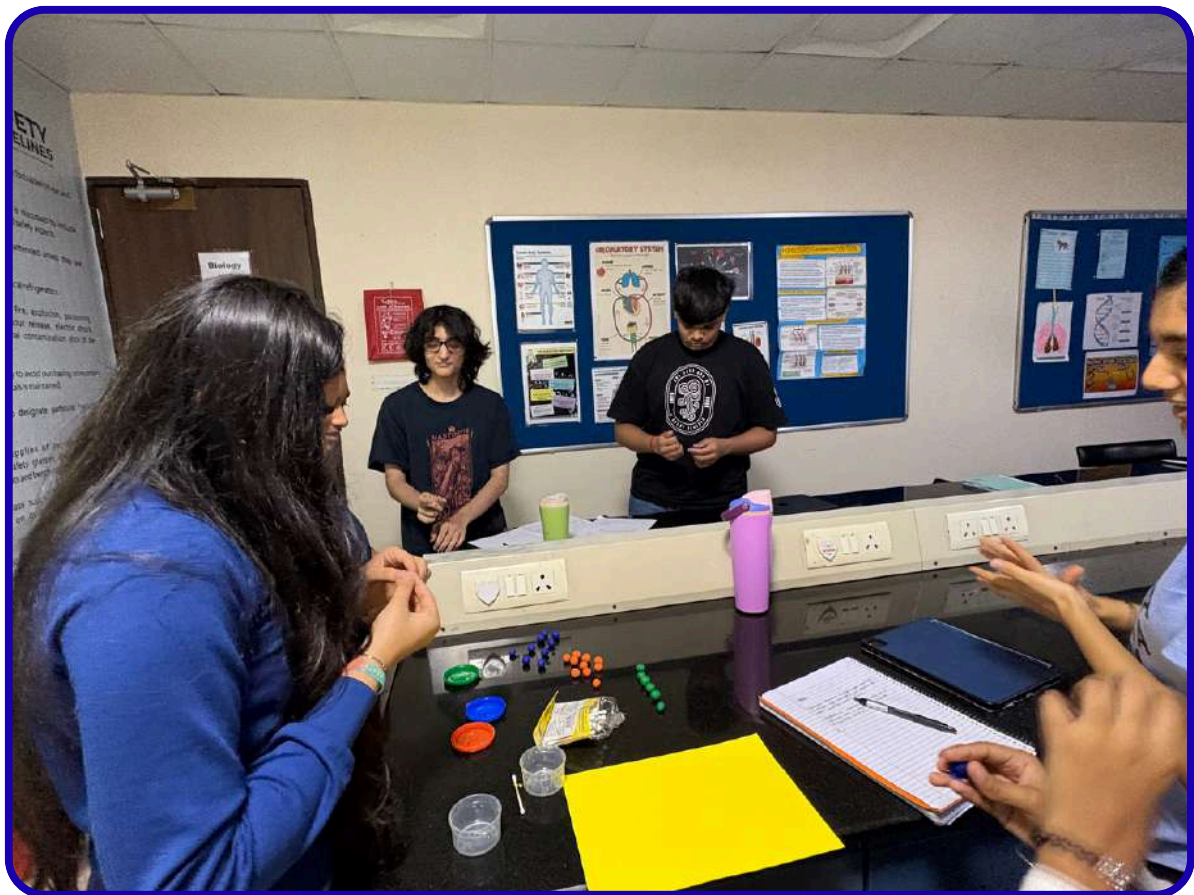
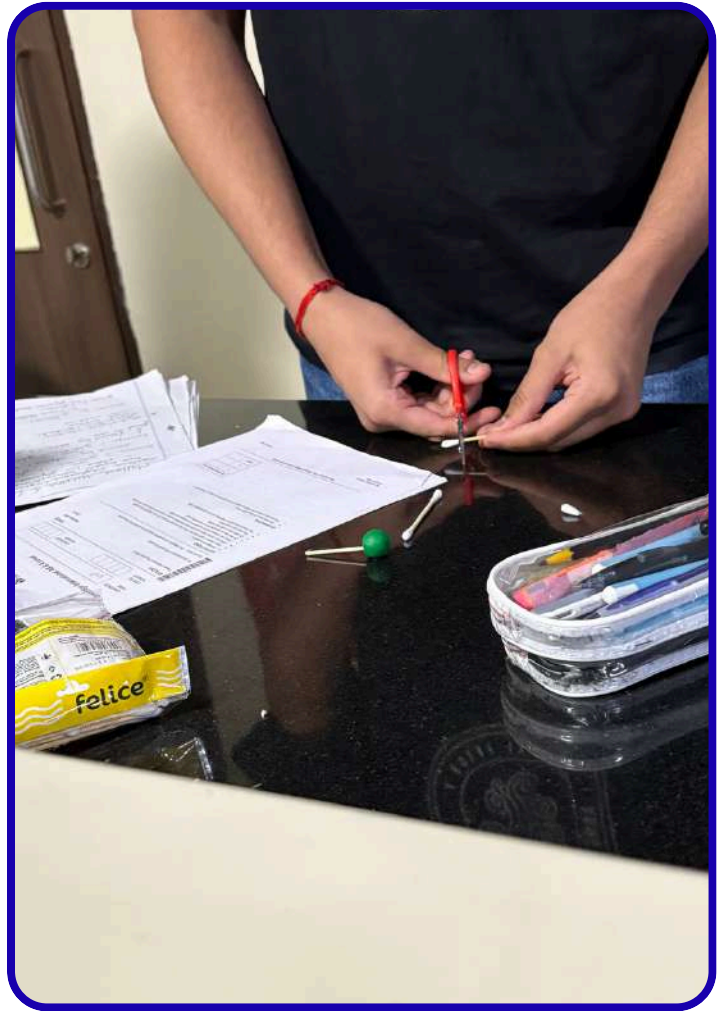
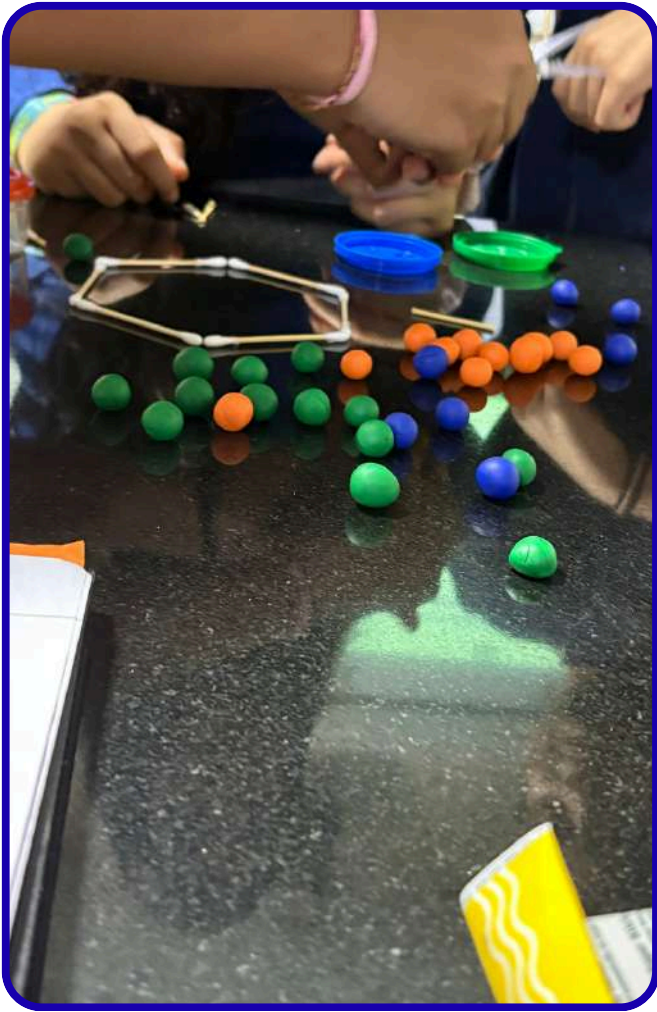
The process required students to examine molecular structure carefully, interpret information and make decisions about how the atoms should be arranged. As they constructed and refined their models, they developed problem-solving, observation, analysis and critical-thinking skills.

The collaborative nature of the task also encouraged students to discuss their ideas, compare models and explain their reasoning to one another. This provided opportunities to strengthen communication and collaboration skills alongside their biological understanding.

Most importantly, the activity helped learners make a connection between abstract scientific theory and tangible, practical learning.

By building the molecule themselves, students were able to visualise molecular structure in a way that a textbook diagram alone cannot always provide.





Building Connections: Beginning the CAS & CE Journey

Cambridge Advanced AS Level Biology students explored the structure of glucose through a creative three-dimensional modelling activity using coloured clay.

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By building the molecule themselves, students were able to visualise molecular structure in a way that a textbook diagram alone cannot always provide.





Achievements

Congratulations to Our Young Delegates!

Students from D.Y. Patil International School, Worli, proudly participated in the MISA MUN and Diplomathon World Symposium 2026, held on 29 and 30 August 2026 at Nahar International School, Powai. Organised by the Members of the International Schools Association (MISA) in collaboration with Diplomathon Global, the two-day international conference brought together young minds from Grades 4 to 12 to engage in diplomacy, debate, negotiation, and collaborative problem-solving.

The conference provided students with an enriching platform to step into the roles of diplomats, policymakers, business leaders, and global representatives. Through research, speeches, negotiations, and committee discussions, students explored real-world global challenges while developing essential skills in public speaking, critical thinking, leadership, teamwork, diplomacy, and decision-making. Representing D.Y. Patil International School with enthusiasm and confidence were Peher Maniar, Gwen Tamka, Diara Punjabi, Mrudul Porwal, Shaaira Chauhan, and Vidhi Nichani.

The students made a strong impression at the conference, earning several notable achievements. Peher Maniar was recognised as Special Speaker, demonstrating exceptional confidence and oratory skills. Gwen Tamka secured Second Place in the Good Health and Well-being Committee, showcasing her ability to engage thoughtfully with global issues and contribute effectively to committee discussions. Vidhi Nichani, Shaaira Chauhan, and Diara Punjabi received Verbal Mentions for their active participation, diplomacy, and meaningful contributions throughout the conference.

Their achievements reflect not only their preparation and dedication but also their willingness to listen, collaborate, negotiate, and articulate their perspectives with confidence. The experience enabled our students to step beyond the classroom and engage with global issues in a dynamic, collaborative, and meaningful setting.

We are immensely proud of our young delegates and congratulate them on their outstanding achievements. Their participation in MISA MUN and Diplomathon World Symposium 2026 is a wonderful reflection of our school's commitment to nurturing confident communicators, critical thinkers, compassionate leaders, and globally minded young citizens.

"Congratulations to Our Young Delegates!" works particularly well as a newsletter heading because it immediately celebrates the students while keeping the main event title clear in the opening paragraph.

