



The DYPIIS News Burst

Building a Safer School Community: POCSO Awareness and Training for Staff

Creating a safe, secure and nurturing environment for every child is a shared responsibility. As part of the school's ongoing commitment to child safety and protection, a POCSO Awareness and Training Session was conducted for teachers and administrative staff. The session was led by Dr. Kamaljeet Kaur Siddhu, a lawyer by profession and the Director, School of Online and Distance Education, ADYPG Group. The session provided staff with a deeper understanding of the Protection of Children from Sexual Offences (POCSO) Act, its key provisions, and the responsibilities of adults working with children. Through practical discussions and valuable legal insights, staff members were sensitised to recognising potential concerns, responding appropriately to disclosures, and following the required safeguarding and reporting procedures.

Regular POCSO training plays an important role in strengthening child protection within schools. Teachers and staff are often among the adults closest to children and may be the first to notice signs of distress or vulnerability. Such training goes beyond legal compliance; it helps foster a culture of awareness, vigilance, sensitivity and shared responsibility.

The session reinforced the importance of equipping every staff member with the knowledge and understanding needed to protect children's safety, dignity and wellbeing. It also highlighted the collective responsibility of the school community in creating an environment where every child feels secure, respected and heard. The school extends its heartfelt gratitude to Dr. Kamaljeet Kaur Siddhu for taking the time to conduct the session and for sharing valuable insights that further strengthen the school's commitment to creating a safe and supportive environment for all its learners.

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Growth Mindset at DYPIS

D Y Patil International School, Worli, continues to invest in its Continuous Professional Development Programme, providing teachers with regular opportunities to learn, reflect, collaborate and strengthen their professional practice. As part of this ongoing programme, the school organised a series of professional learning engagements for all staff on Saturday, 19 September 2026. The sessions explored different areas of school development, learning and teaching, providing staff with opportunities for meaningful professional dialogue, reflection and shared learning. The day began with a session led by Principal Ms. Kinnari Shah on unpacking the Vision and Mission of the School. The session encouraged teachers to reflect on the school's core purpose and consider how its vision and mission can be translated into meaningful classroom practices and enriching student experiences.

The Secondary Programme Development Plan was explored through a collaborative session led by Ms. Elza Eldo and Mr. Mitesh Sarawgi. The engagement provided teachers with an understanding of the priorities and direction of the Secondary Programme while encouraging reflection on its continued academic development.

The Primary Programme Development Plan was addressed through a learning engagement facilitated by Ms. Adele Armstrong. The session provided an opportunity for teachers to reflect on the priorities of the Primary Programme and consider ways in which programme development can continue to strengthen learning experiences for students.

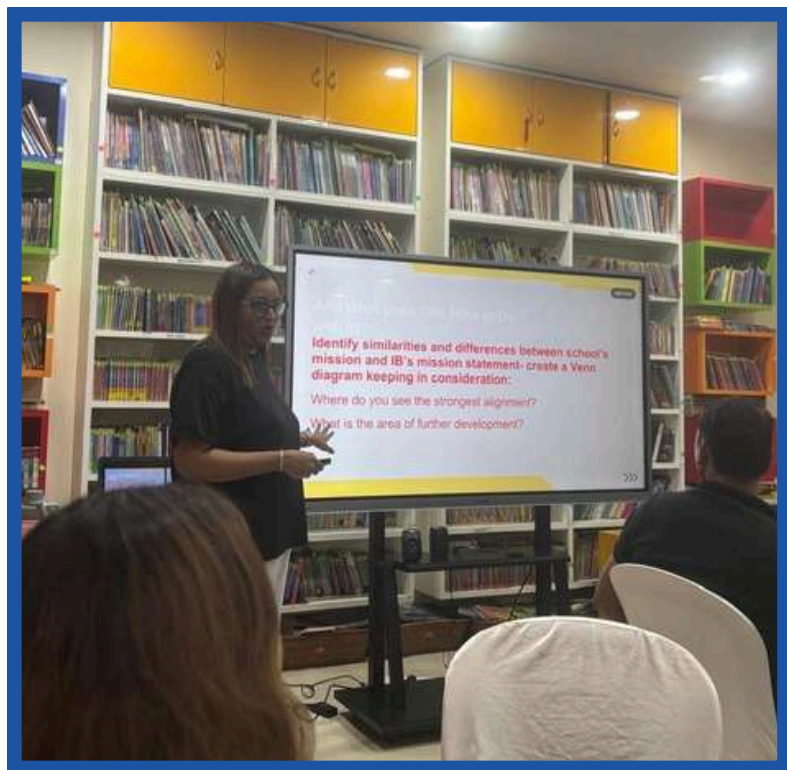
Ms. Ingur Shefalika, Vice Principal, led a session on the impact of 'Approaches to Teaching' on student success. The discussion highlighted the importance of intentional teaching practices and their influence on student engagement and achievement, encouraging teachers to reflect on how their approaches can positively shape student learning experiences.

Mr. Ashok Gaydhane, IBDP Coordinator, facilitated a session on 'Environment', encouraging teachers to consider environmental awareness and sustainability within the wider learning experience. The engagement provided an opportunity to reflect on how environmental understanding can be meaningfully integrated into teaching and learning.

Mr. Mahesh Patwardhan, A Level Coordinator, conducted a session on strengthening formative assessment using technology. The discussion explored how technology can support effective formative assessment and provide teachers with meaningful evidence of student learning.

Ms. Archana Mehra, PYP Coordinator, led a session on 'Learning', focusing on the processes and practices that support meaningful engagement. The session encouraged teachers to reflect on how students learn and how classroom practices can be designed to make learning purposeful.

The day provided a valuable platform for professional reflection, dialogue, collaboration and shared learning. As part of DYPI's 'Continuous Professional Development Programme', such engagements reinforce the school's commitment to ongoing professional growth and to strengthening teaching and learning across the school community.





Early years programme

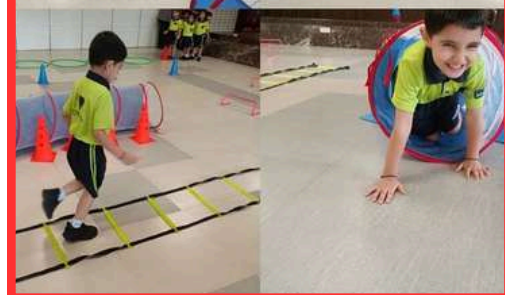
Adventure Obstacle Trail – Learning Through Movement

Our EYP 2 learners enthusiastically participated in an engaging Adventure Obstacle Trail, exploring different ways of moving through a series of fun and purposeful challenges. They ran, jumped, crawled, and zigzagged along the trail, making choices about how to navigate each obstacle while demonstrating confidence, enthusiasm, and perseverance.

As learners moved through the trail, they developed their balance, coordination, body control, spatial awareness, and self-management skills. Each challenge provided an opportunity to build physical confidence, persist through unfamiliar tasks, and celebrate their individual achievements.

The experience also encouraged learners to inquire into the importance of regular physical activity and how staying active contributes to keeping our bodies strong, healthy, and energised. Through movement and exploration, they began to recognise that exercise can be both enjoyable and an important part of a healthy lifestyle.

The Adventure Obstacle Trail was a joyful and meaningful learning experience that nurtured agency, resilience, and a positive attitude towards movement and wellbeing.



Teachers' Day – Celebrating Through Dance

Our EYP, Grade 1, and Grade 2 learners came together to celebrate Teachers' Day through a joyful and expressive dance performance. As they explored movement, rhythm, and coordination, learners developed their ability to follow beats, remember movement sequences, and perform confidently as part of a group.

The use of colourful props encouraged creativity, focus, spatial awareness, and purposeful movement. Learners worked collaboratively to practise formations, transitions, synchronisation, and body control, demonstrating commitment, discipline, and perseverance throughout the preparation.

The experience provided learners with opportunities to build confidence, express themselves creatively, and take an active role in a shared performance. Most importantly, their dance became a meaningful expression of gratitude and appreciation for their teachers.

Through movement and collaboration, our young learners celebrated the special connection between teachers and students, making Teachers' Day a memorable experience filled with joy, creativity, and togetherness.



Growing as Readers Through Practice

Our Sr. KG learners engaged in a meaningful reading experience using personalised flashcards and books. They read and re-read simple sentences and independently copied them onto a red-and-blue line mat, developing their understanding, comprehension, and writing skills.

The learners confidently shared their sentences by reading them aloud and listening attentively to their peers. Through regular practice and repetition, they strengthened their fluency, accuracy, and confidence, becoming more independent in their reading journey.

To make learning engaging and purposeful, the learners participated in a fun reading game using “-at” words, gradually building towards the word “pat.” They concluded the activity by happily patting their own backs and those of their peers, celebrating their progress and recognising their achievements.

It was wonderful to observe our learners developing greater confidence, independence, and enjoyment as readers. Through consistent practice, reflection, and encouragement, they are building strong foundations for meaningful language development.



Primary years Programme

DYPIS Joins Hands with Project Mumbai for a Cleaner, Greener City

Students participated in an informative debriefing and awareness session conducted by Ms. Nithyashri, a representative of Project Mumbai. The session introduced students to the importance of responsible waste management and explained how plastic and electronic waste can affect the environment when not disposed of correctly.

Through the discussion, students learned that simple actions—such as segregating waste, recycling plastic and disposing of electronic items responsibly—can make a meaningful difference. The session encouraged them to become environmentally responsible citizens and contribute actively to Project Mumbai's vision of a clean and green Mumbai.

Following the session, the school launched a Plastic and E-Waste Collection Drive on Monday, 7 September 2026. Members of the school community were invited to contribute clean and dry plastic items, along with unused or discarded electronic items such as mobile phones, chargers, cables, earphones, keyboards and other small devices.

The initiative reflects the school's commitment to environmental sustainability and community action. By working together, students, parents and staff are helping reduce waste while building habits that will contribute to a healthier and greener future.





Little Clay Makers: Shaping Creativity Through Clay

D Y Patil International School, Worli, in collaboration with Faber-Castell, conducted a special “Little Clay Makers” workshop, providing learners with an engaging, hands-on opportunity to explore clay as an artistic medium.

During the workshop, learners enthusiastically chose to create their own Ganesha idols, exploring the processes of shaping, moulding, and adding intricate details to their creations. Through this inquiry-based experience, they experimented with form, texture, structure, and three-dimensional art, making thoughtful choices to bring their ideas to life.

The experience also offered meaningful opportunities to connect Visual Arts with cultural celebrations, as learners explored the significance of Ganesha idols through their own creative interpretations. As they manipulated and transformed the clay, learners developed creativity, imagination, observation, hand-eye coordination, and fine-motor skills, while building confidence as young artists.

The workshop beautifully reflected the spirit of learning through doing, empowering learners to create, explore, connect, reflect, and express themselves through art. It encouraged them to see clay not simply as a material, but as a medium through which ideas, culture, and creativity could take shape.



हिंदी दिवस समारोह – भाषा और अभिव्यक्ति का उत्सव

हमारे विद्यालय में हिंदी दिवस बड़े उत्साह, उमंग और रचनात्मकता के साथ मनाया गया। इस विशेष अवसर पर विद्यार्थियों को हिंदी भाषा के प्रति प्रेम, रुचि और सम्मान विकसित करने के साथ-साथ अपनी भाषायी एवं अभिव्यक्ति संबंधी क्षमताओं को निखारने के अवसर मिले।

विद्यार्थियों ने स्वरों का *Bingo*, चित्र वार्ता, कहानी वाचन, समाचार लेख वाचन और वाद-विवाद जैसी रोचक, संवादात्मक एवं रचनात्मक गतिविधियों में उत्साहपूर्वक भाग लिया। स्वरों के *Bingo* के माध्यम से छोटे बच्चों ने हिंदी के स्वरों को पहचानने और उनका अभ्यास करने का आनंद लिया। चित्र वार्ता ने विद्यार्थियों को चित्रों का अवलोकन करते हुए अपनी कल्पनाओं, विचारों और अनुभवों को हिंदी में व्यक्त करने का अवसर दिया। कहानी वाचन ने उनके सुनने, समझने और प्रभावशाली ढंग से प्रस्तुत करने के कौशल को निखारा।

समाचार लेख वाचन के माध्यम से विद्यार्थियों ने नए शब्दों और महत्वपूर्ण जानकारियों को समझने का प्रयास किया। वाद-विवाद ने उन्हें अपने विचार स्पष्ट एवं तर्कपूर्ण ढंग से व्यक्त करने तथा दूसरों के विचारों का सम्मान करने का अवसर दिया।

इन गतिविधियों के माध्यम से विद्यार्थियों ने अनुभव किया कि हिंदी केवल एक विषय नहीं, बल्कि विचारों, भावनाओं और रचनात्मकता को व्यक्त करने का सशक्त माध्यम है।

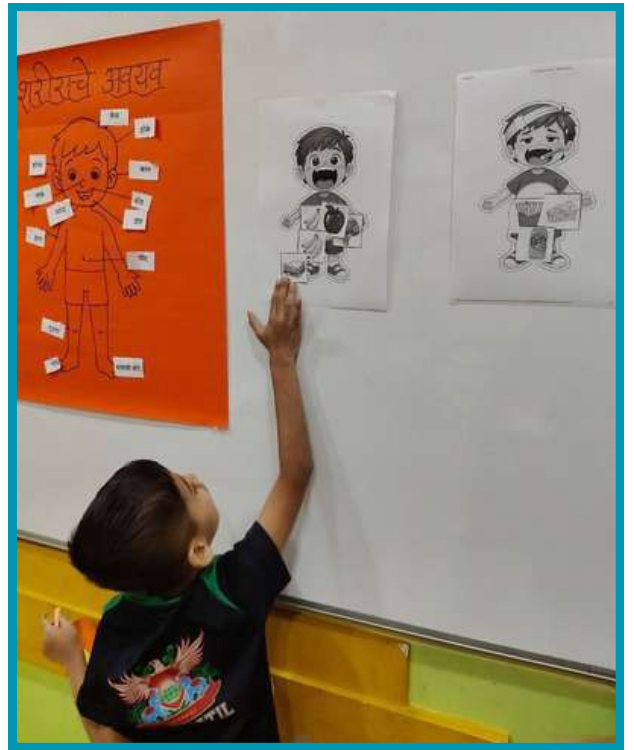


शरीराचे अवयव आणि आरोग्यदायी आहार

विद्यार्थ्यांनी 'शरीराचे अवयव' या विषयाचा कृतीआधारित पद्धतीने आनंदाने अभ्यास केला. विविध चित्रांचे बारकाईने निरीक्षण करून त्यांनी प्रत्येक चित्राशी संबंधित शरीराच्या अवयवाचे योग्य नाव ओळखून जोडले. या उपक्रमात सर्व विद्यार्थ्यांनी उत्साहाने सहभाग घेतला आणि शिकविलेल्या अवयवांची नावे पुन्हा सांगून त्यांचा सराव केला. त्यानंतर 'शरीराचे अवयव आणि आरोग्यदायी आहार' या विषयावर एक मनोरंजक कृती घेण्यात आली. विद्यार्थ्यांना विविध खाद्यपदार्थांची चित्रे देण्यात आली. त्यांनी चित्रांचे निरीक्षण करून आरोग्यासाठी उपयुक्त आणि आरोग्यास हानिकारक ठरू शकणाऱ्या खाद्यपदार्थांचे वर्गीकरण केले. तसेच निरोगी आणि आजारी व्यक्तींच्या चित्रांचे निरीक्षण करून त्यांच्या आरोग्यस्थितीमागील संभाव्य कारणे सांगण्याचा प्रयत्न केला.

या कृतीतून विद्यार्थ्यांना निरोगी जीवनशैली, संतुलित आहार आणि योग्य खाद्यपदार्थांची निवड यांचे महत्त्व समजले. कृतीचा आनंददायी समारोप म्हणून विद्यार्थ्यांनी 'My Healthy Food Plate – माझे ताट' तयार केले. त्यांनी आपल्या ताटामध्ये विविध पौष्टिक खाद्यपदार्थांचा समावेश करून संतुलित आहाराची संकल्पना सर्जनशील पद्धतीने मांडली. या संपूर्ण अनुभवातून विद्यार्थ्यांमध्ये *Thinking, Communication, Social* आणि *Self-management Skills* विकसित झाल्या. तसेच *Thinker, Communicator, Caring* आणि *Reflective* या *Learner Profile* गुणांचा विकास झाला. विद्यार्थ्यांनी निरीक्षण, चर्चा, वर्गीकरण, सहकार्य आणि सर्जनशील अभिव्यक्तीच्या माध्यमातून आरोग्यदायी निवडी करण्याचे महत्त्व अनुभवातून शिकले.





Discovering Rhythm, Coordination, Space and Self-Expression Through Dance

Grade 3 learners are developing their dance skills through an energetic, choreography-based experience. They are exploring rhythm, coordination, musicality, and body control through movement, while practising different levels, directions, pathways, and the use of space. Through structured movement sequences, body isolations, and controlled transitions, learners are developing precision and physical control.

Repeated practice strengthens their memory and ability to sequence movements independently, while helping them maintain rhythm and synchronise with others. Working within group formations develops spatial awareness, teamwork, concentration, and discipline, making students more aware of their posture, balance, alignment, and coordination.

The choreography encourages learners to explore dynamics and variations in movement quality, helping them perform with confidence, focus, and expressive energy. Ultimately, this learning experience fosters collaboration, creativity, and self-expression, supporting both physical development and communication through dance.



मेरी सीखने की यात्रा - My Learning Goal

“हर नई सीख हमें अपने लक्ष्य के एक कदम और करीब ले जाती है।”

विद्यालय में विद्यार्थियों ने “My Learning Goal — मेरा सीखने का लक्ष्य” विषय के माध्यम से अपनी सीखने की यात्रा पर विचार किया। इस गतिविधि में बच्चों ने यह सोचने का प्रयास किया कि वे क्या सीखना चाहते हैं, किस क्षेत्र में स्वयं को बेहतर बनाना चाहते हैं और अपने लक्ष्य को प्राप्त करने के लिए वे कौन-से प्रयास कर सकते हैं। विद्यार्थियों ने अपने व्यक्तिगत लक्ष्यों को हिंदी में व्यक्त किया। किसी ने अच्छी तरह पढ़ने, किसी ने शुद्ध एवं सुंदर लिखने, किसी ने नए शब्द सीखने, तो किसी ने आत्मविश्वास के साथ हिंदी में बोलने को अपना लक्ष्य बनाया।

इस गतिविधि ने बच्चों को अपनी क्षमताओं को पहचानने, छोटे और स्पष्ट लक्ष्य निर्धारित करने तथा अपनी प्रगति पर चिंतन करने का अवसर दिया। उन्होंने समझा कि सीखना केवल अच्छे अंक प्राप्त करना नहीं, बल्कि हर दिन कुछ नया सीखना और अपनी गलतियों से सुधार करना भी है। My Learning Goal गतिविधि के माध्यम से विद्यार्थियों में आत्मविश्वास, जिम्मेदारी और आत्म-जागरूकता का विकास हुआ। बच्चों ने यह अनुभव किया कि नियमित अभ्यास और निरंतर प्रयास से वे अपने सीखने के लक्ष्यों को प्राप्त कर सकते हैं।



Finding Our Way in French – Grade 5

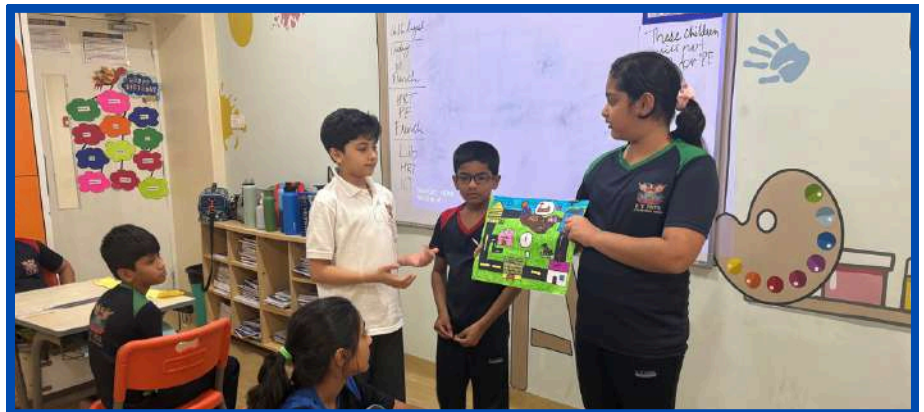
Grade 5 learners explored the world of directions and places in French through a fun, interactive map activity. As part of their learning, they created their own city maps, incorporating various landmarks such as shops, schools, parks, and other locations of interest.

Once their maps were ready, learners worked in groups, taking turns asking for and giving directions in French. They used key expressions like « Où est... ? », « Tournez à gauche », « Tournez à droite », « Allez tout droit », and « C'est près de... » to guide their classmates across the map. This task encouraged them to listen carefully, communicate clearly, and follow directions accurately.

The students demonstrated the Communicator attribute of the IB Learner Profile by expressing their ideas in French and interacting confidently with peers. They also acted as Thinkers as they planned optimal routes to reach different destinations.

Additionally, the activity reinforced key Approaches to Learning (ATL) skills—specifically communication skills (speaking and listening), social skills (collaboration and turn-taking), and thinking skills (route planning and spatial problem-solving).

Through this hands-on task, French evolved beyond learning vocabulary and grammar—it became an active tool for students to communicate, collaborate, and navigate their own mini French-speaking cities!



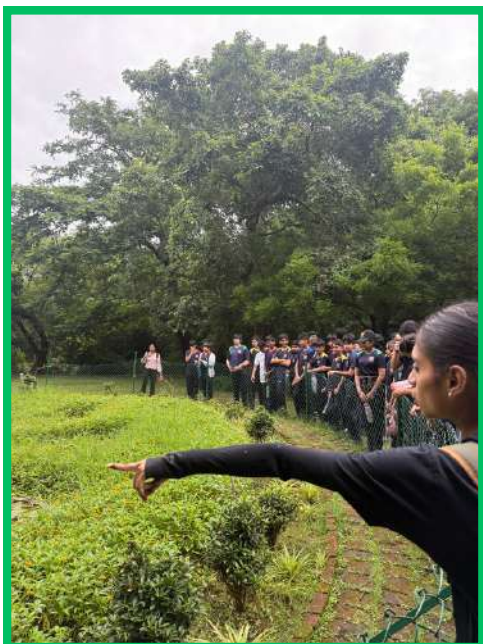
Students of Grades 6 to 8 visited Maharashtra Nature Park as part of an enriching learning experience that connected classroom concepts with the natural world.

The visit provided students with an opportunity to observe biodiversity, explore different plant species and understand the importance of conserving natural habitats. Walking through the park allowed students to appreciate the role of green spaces within an urban environment and encouraged them to think about the relationship between human activity and nature.

The experience also supported learning through observation and inquiry. Students were encouraged to notice details in their surroundings, ask questions and connect their observations with concepts studied in class.

The visit to Maharashtra Nature Park was therefore more than an outdoor excursion. It was an opportunity for students to learn through direct experience while developing greater awareness of environmental responsibility and conservation.





हिंदी दिवस

हिंदी दिवस के अवसर पर डी वाई पाटिल इंटरनेशनल स्कूल में भाषा, साहित्य और अभिव्यक्ति के प्रति विद्यार्थियों में जागरूकता और रुचि विकसित करने के लिए विभिन्न गतिविधियों का आयोजन किया गया।

हिंदी केवल संवाद का माध्यम नहीं है, बल्कि यह हमारी संस्कृति, परंपराओं और भावनाओं को व्यक्त करने का एक सशक्त माध्यम है। हिंदी दिवस ने विद्यार्थियों को भाषा के महत्व को समझने और उसके साथ अपने संबंध को और मजबूत करने का अवसर प्रदान किया।

विद्यार्थियों ने हिंदी भाषा से जुड़ी विभिन्न गतिविधियों में उत्साहपूर्वक भाग लिया। इन गतिविधियों के माध्यम से उन्होंने अपनी रचनात्मकता, भाषायी कौशल और अभिव्यक्ति की क्षमता का प्रदर्शन किया।

कार्यक्रम का उद्देश्य विद्यार्थियों को भाषा के प्रति सम्मान और प्रेम विकसित करने के साथ-साथ उन्हें अपनी कल्पनाशक्ति और विचारों को प्रभावी ढंग से व्यक्त करने के लिए प्रोत्साहित करना था।

हिंदी दिवस का यह आयोजन विद्यार्थियों के लिए कल, आज और कल को जोड़ने वाला एक सार्थक अनुभव रहा, जिसमें भाषा की विरासत के साथ उसके बदलते स्वरूप को भी समझने का अवसर मिला।





DIGGING FOR DEVICES: GRADE 6 BECOMES A TEAM OF LITERARY DETECTIVES

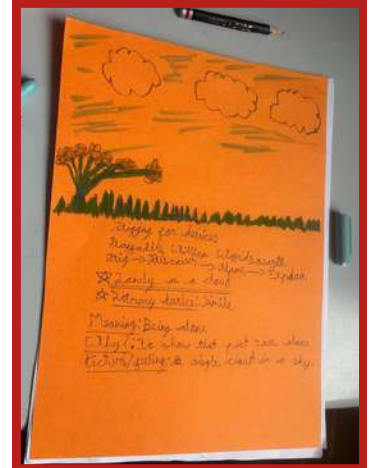
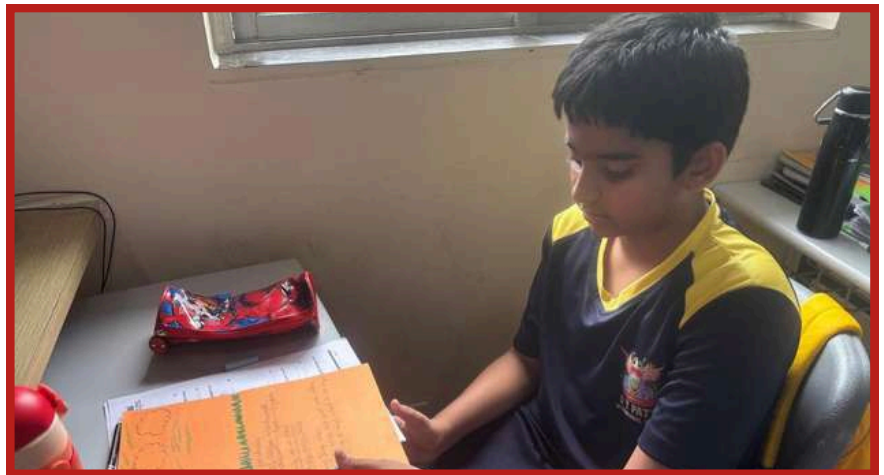
Grade 6 students stepped into the role of literary detectives through an engaging activity titled *Digging for Devices: The Daffodils Literary Hunt*.

Using William Wordsworth's poem *I Wandered Lonely as a Cloud*, students explored how poets use literary devices to make their writing vivid and expressive. They searched for examples of simile, personification, imagery and hyperbole within the poem and examined how each device contributed to the reader's understanding of the natural world.

The activity transformed literary analysis into an active process of discovery. Rather than simply identifying devices, students discussed their effects and considered why the poet had chosen particular words and images.

The learning was extended through a creative writing task in which students created their own descriptions of nature using literary devices. This encouraged them to apply their understanding independently while developing their vocabulary, imagination and descriptive writing skills.

The activity demonstrated how literary analysis can become an engaging process of exploration, allowing students to discover the power of language through observation, discussion and creativity.



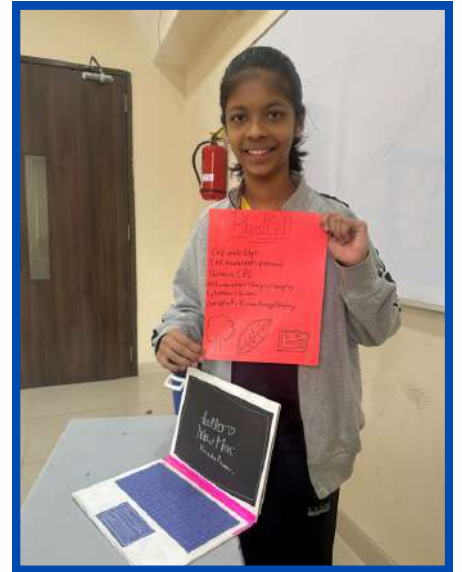
MAKING THE INVISIBLE VISIBLE: CELL ANALOGY MODELS

Grade 6 students explored the structure and functions of cells through a creative cell analogy activity. Students were encouraged to compare the different organelles of a cell with familiar objects, places or systems and explain how the analogy represented the function of each organelle.

Through this activity, abstract scientific concepts became more accessible and meaningful. Students had to think carefully about the role of each organelle and identify similarities between cellular functions and familiar real-world systems.

The activity encouraged students to use creativity while demonstrating their scientific understanding. It also helped them develop the ability to explain complex concepts using familiar examples.

By creating and presenting their cell analogies, students demonstrated that learning science is not limited to memorising structures and functions. It also involves making connections, asking questions and communicating ideas in meaningful ways.



EXPLORING THE WORLD OF PARTICLES: SOLIDS, LIQUIDS AND GASES

Grade 6 students explored the particle model of matter through an engaging learning experience focused on solids, liquids and gases.

Students examined how particles are arranged and how their movement differs in the three states of matter. They connected the particle model with observable properties and discussed how changes in particle arrangement and movement help explain the behaviour of different states.

The activity encouraged students to move beyond simply identifying solids, liquids and gases and to develop a deeper understanding of the microscopic world that cannot be directly observed.

Through discussion, observation and explanation, students strengthened their scientific vocabulary and developed their ability to use models to explain scientific concepts.



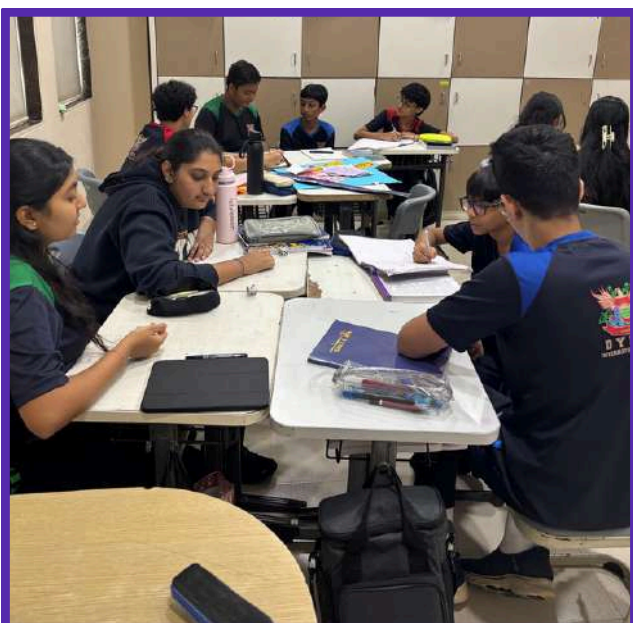
FROM TRIALS TO THEORY: INVESTIGATING SAMPLE SPACES

Students explored the concept of probability by investigating sample spaces through practical examples and mathematical reasoning.

The activity encouraged students to identify all possible outcomes of different experiments and organise them systematically. By examining sample spaces, students developed a clearer understanding of how possible outcomes form the foundation of probability.

The learning experience helped students recognise the importance of systematic thinking when solving probability problems. They were encouraged to record outcomes carefully, identify patterns and use mathematical language to communicate their reasoning.

The activity provided a meaningful bridge between practical experimentation and theoretical understanding, helping students see how probability can be explored through both observation and mathematical analysis.



INVESTIGATING REDUCING SUGARS: THE BENEDICT'S TEST

Grade 9 Biology students investigated the presence of reducing sugars in food samples through Benedict's Test.

The practical investigation provided students with an opportunity to apply their understanding of food tests in a laboratory setting. Students followed the procedure carefully, observed the changes that occurred and interpreted the results to determine the presence of reducing sugars.

The activity reinforced the importance of accurate observation, careful experimentation and evidence-based conclusions. Students were able to connect theoretical knowledge with practical scientific investigation and develop greater confidence in handling laboratory procedures.



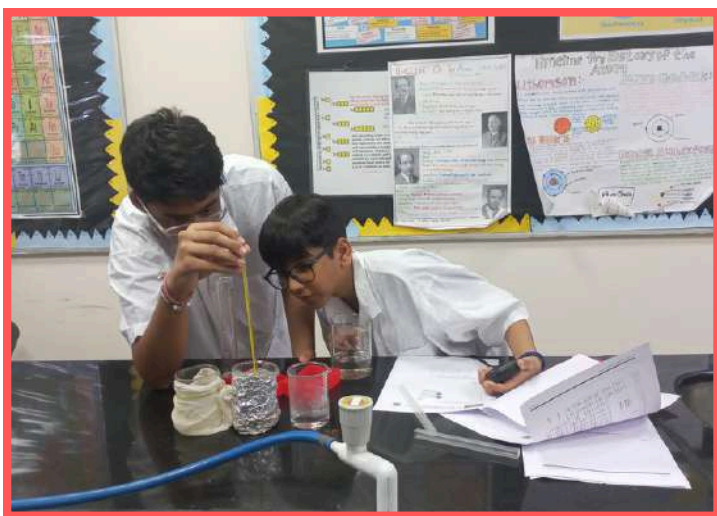
FROM CLASSROOM CONCEPTS TO REAL-WORLD SOLUTIONS

Grade 9 students explored the concept of electrical and thermal insulation through the study of an electric vehicle.

The activity encouraged students to consider how scientific principles are applied in modern technology and transportation. Students examined the importance of insulation in improving safety, efficiency and performance.

By connecting classroom concepts with real-world applications, students were encouraged to think critically about how scientific knowledge contributes to technological development and problem-solving.

The learning experience highlighted the importance of applying theoretical understanding to practical situations and encouraged students to consider the role of science in developing sustainable and efficient technologies.



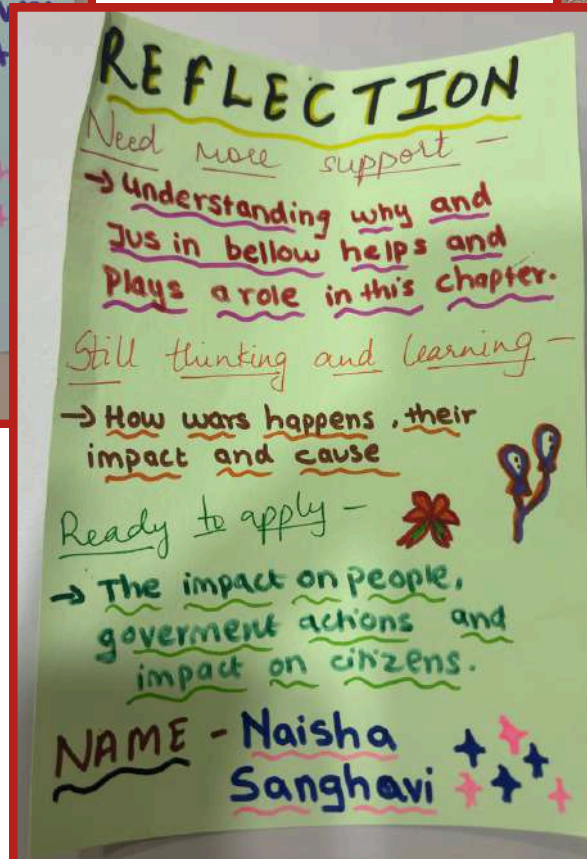
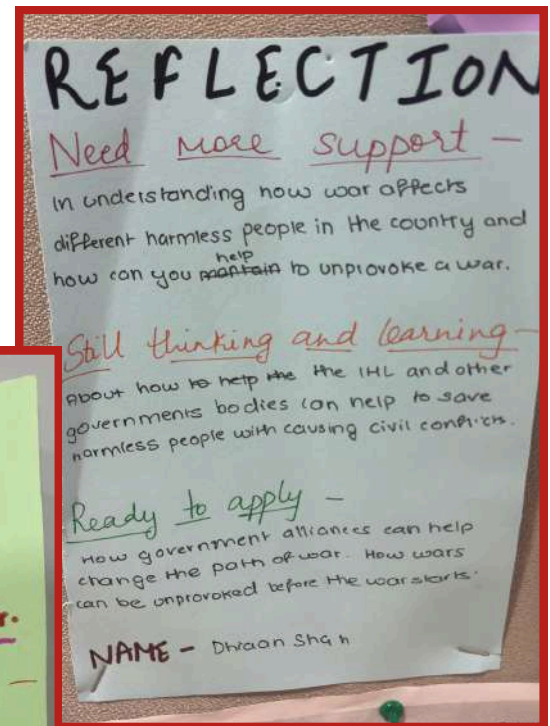
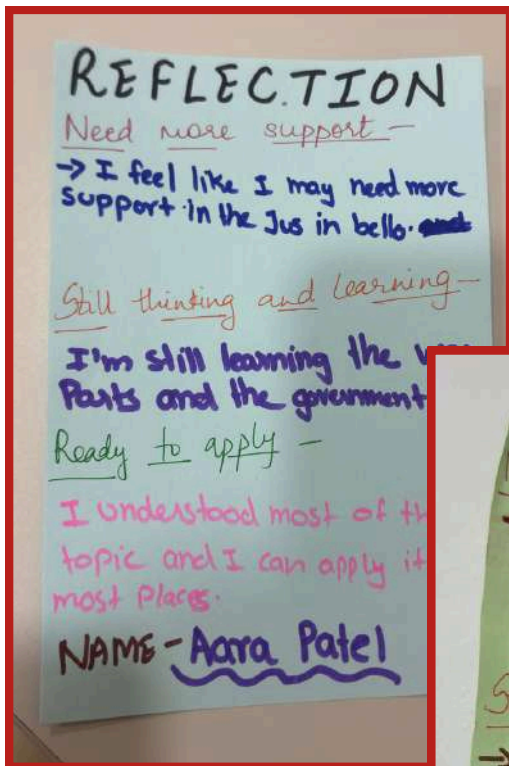
FROM CONFLICT TO CONVERSATION: EXPLORING THE PATHWAY TO PEACE AMONG NATIONS

Grade 10 Global Perspectives students explored the theme of conflict and the different approaches that can contribute to peaceful resolution among nations.

Students considered how conflict can arise from differences in interests, resources, perspectives and priorities. They explored the importance of dialogue, negotiation, diplomacy and cooperation in addressing disagreements.

The learning experience encouraged students to consider multiple perspectives and understand that complex global issues cannot be examined from a single point of view. Students were encouraged to develop informed opinions based on evidence and to communicate their ideas respectfully.

The activity supported the development of critical thinking, communication and global awareness while encouraging students to reflect on the importance of peaceful dialogue in an interconnected world.



EXPLORING OBSERVATION: BUILDING THE FOUNDATIONS OF AS LEVEL ART AND DESIGN

AS Level Art and Design students explored the importance of observation as a foundation for developing artistic practice.

Students were encouraged to observe objects, forms, textures and spaces closely and translate their observations into visual studies. The activity focused on looking carefully, recording details and experimenting with different approaches to visual representation.

Through observational work, students began to develop a stronger understanding of composition, proportion, tone, texture and visual communication. They were also encouraged to experiment and make individual artistic choices.

The experience highlighted the importance of observation not simply as a drawing skill, but as a process through which artists investigate, interpret and communicate ideas.





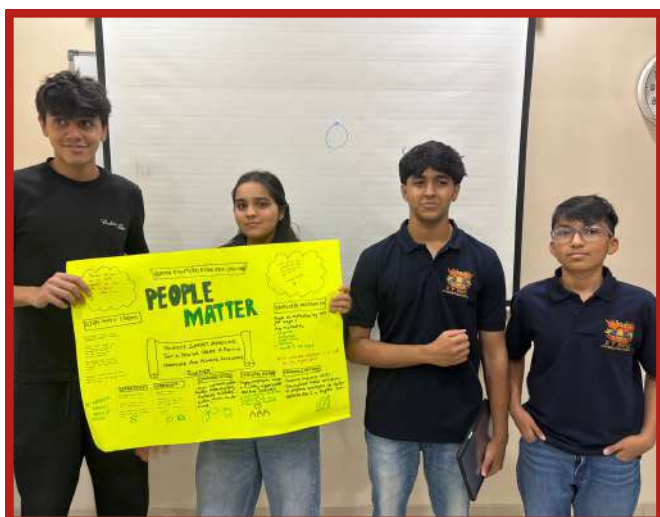
FROM MEDIEVAL GUILDS TO AI: HR THROUGH THE AGES

AS Level Business students explored the evolution of Human Resource Management from traditional systems of work to the changing workplace of the modern era.

The learning experience examined how organisations have adapted their approaches to recruitment, training, employee development and workplace management over time. Students considered how technological development and changing social and economic conditions have influenced the role of human resources.

The discussion extended to the growing influence of Artificial Intelligence in the workplace. Students considered how emerging technologies may transform recruitment, workforce management and employee experiences while also raising questions about skills, adaptability and responsible use of technology.

The activity enabled students to connect historical developments in business with contemporary workplace trends and encouraged them to consider how Human Resource Management may continue to evolve.



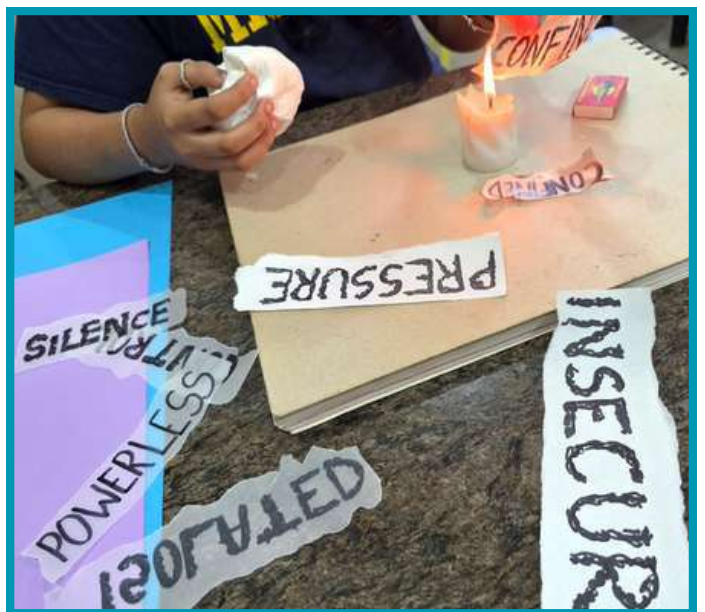
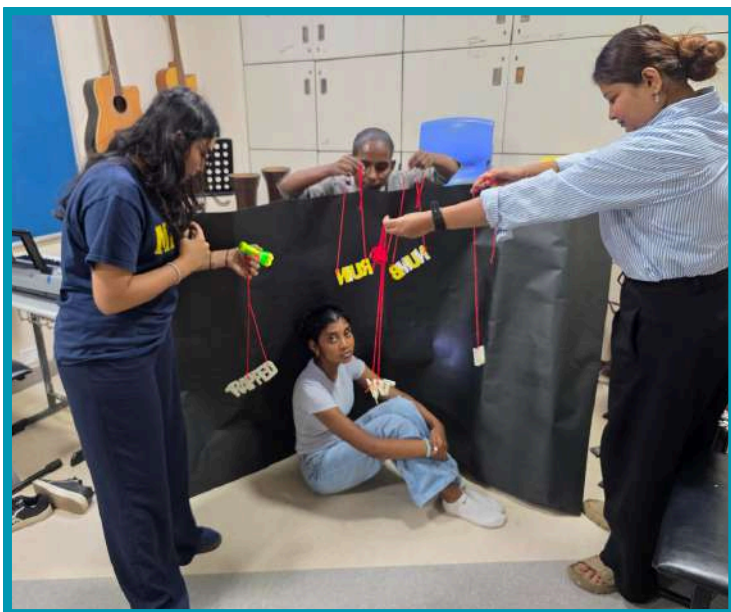
FROM CONCEPT TO CAMERA: EXPLORING LENS-BASED MEDIA IN DP VISUAL ARTS

IBDP Visual Arts students explored lens-based media as a means of developing and communicating artistic ideas.

The learning experience encouraged students to investigate photography and other lens-based approaches while considering how framing, composition, light, perspective and context influence visual meaning.

Students were encouraged to move beyond simply taking photographs and to consider the artistic intention behind their choices. They explored how images can communicate ideas, emotions and perspectives and how visual decisions contribute to the interpretation of an artwork.

The activity supported the development of experimentation, critical reflection and artistic decision-making, helping students build connections between concept and visual expression as part of their DP Visual Arts practice.



Achievements

DYPIS congratulates Dhiaan Doshi on Outstanding Sporting Achievement

D.Y. Patil International School, Worli, proudly congratulates Dhiaan Doshi of AS Level on his outstanding performance at the ISSO Nationals held in Pune.

Dhiaan demonstrated exceptional skill and determination, securing three Gold Medals in the 50-metre Backstroke, 100-metre Backstroke and 100-metre Freestyle events. Adding to this remarkable achievement, he was also awarded the Individual Championship Trophy in recognition of his outstanding overall performance.

Dhiaan's achievement is a testament to his dedication, perseverance and commitment to sporting excellence. The school community extends its warmest congratulations to him and wishes him continued success as he reaches greater heights in his sporting journey.



INTER-HOUSE CHESS COMPETITION: A CELEBRATION OF STRATEGY AND SPORTSMANSHIP

D Y Patil International School organised the Inter-House Chess Competition on 19 September 2026, providing learners with an opportunity to showcase their strategic thinking, concentration and sporting spirit. Learners from different houses participated enthusiastically and demonstrated confidence, focus and sportsmanship throughout the competition.

The event encouraged learners to challenge themselves, showcase their sporting talents and contribute valuable points to their respective houses. Beyond competition, the experience highlighted the importance of participation, perseverance, decision-making and learning from challenges.

Through the games, learners applied their understanding of chess while developing critical thinking, problem-solving, concentration and self-management skills. Planning moves, responding to opponents and adapting strategies encouraged learners to think carefully and make informed decisions.

The competition concluded with the recognition of learners who secured top positions in their respective categories, adding to the excitement and pride of their houses.

GIRLS' CATEGORY :

Category	Position	Learner	House	Grade
U-8	1st	Rhea Parikh	Red	2
U-10	1st	Meera Kumthekar	Blue	3
U-12	1st	Shaaaira Chauhan	Green	5
U-12	2nd	Gwen Tamka	Blue	5
U-14	1st	Mahi Udani	Yellow	7
U-16	1st	Yashvi Kotadia	Yellow	9

BOYS' CATEGORY

Category	Position	Learner	House	Grade
U-8	1st	Arnav Jain	Blue	1
U-8	2nd	Yug Velapure	Red	1
U-10	1st	Aayush Dhaygude	Yellow	3
U-10	2nd	Heet Jain	Green	3
U-12	1st	Yash Nar	Blue	5
U-12	2nd	Reyaansh Parikh	Red	5
U-14	1st	Aryaveer Baldota	Yellow	8
U-14	2nd	Krishaan Mehta	Red	8
U-16	1st	Ekagra Mehar	Green	9
U-16	2nd	Lakshya Awasthi	Green	9
U-19	1st	Avait Raote	Green	9
U-19	2nd	Adavit Raote	Red	11

Congratulations to all the participants and achievers for their enthusiasm, dedication and sportsmanship. The Inter-House Chess Competition celebrated skill, strategy, perseverance and the joy of learning through sport.



