



DECEMBER - 2024

DELHI PUBLIC SCHOOL, Miyapur

DIPS-BUZZ

Volume.10 Issue.8

SEASONS OF JOY

Every sunrise brings a new opportunity; every new beginning holds the promise of something extraordinary.

As the year draws to a close, the December edition of our school magazine, DIPSBUZZ, comes alive with the warmth of memories, the spirit of celebration, and the promise of new beginnings. This issue encapsulates our students' diverse talents and achievements, showcasing their creativity, resilience, and passion.

With the festive season upon us, we reflect on this year's journey—a tapestry woven with academic milestones, cultural festivities, and sporting triumphs. It is a time to celebrate our achievements and the lessons that challenges have taught us.

This edition features captivating stories, thought-provoking articles, artistic expressions, and glimpses of school events that brought us together as a community. It also carries messages of hope and aspirations for the year ahead, inspiring us to dream bigger and strive harder. We invite you to immerse yourself in the pages of this magazine, where every word and image tells a story of joy, effort, and togetherness. Let this serve as a keepsake of the vibrant energy and enduring spirit that defines our school.

Wishing you all a wonderful holiday season and a Happy New Year!



ANNUAL DAY @ TAPESTRY OF DANCE AND CULTURES GRADE 1&2

"In the tapestry of life, we're all connected. Each of us is a gift to those around us helping each other be who we are, weaving a perfect picture together."

Anita Moorjani

Introduction:

The eagerly awaited Annual Day function for Grades 1 and 2 occurred on December 7, 2024, at the school grounds from 10:00 AM to 1:00 PM. The theme, "Mosaic—Tapestry of Dance and Culture," provided a vibrant celebration of unity, creativity, and talent, beautifully expressed through various dance and cultural performances.

The program commenced with an enthusiastic introduction from our young students, establishing a joyful atmosphere for the day. This was followed by the ceremonial lighting of the lamp by our esteemed Principal, Ms Gowri Sarkar, Pro Vice Chairman, Mr Ramesh Gorantla, Academic Director, Ms Rekha Aggarwala, Headmistresses, Ms Raina Bhatt, and Ms Sharmila Ganapathi, and other distinguished guests.

A melodious prayer song performed by the school choir invoked blessings for the occasion, after which Principal Ma'am delivered a heartfelt welcome address. The Annual Report, presented by High School students, highlighted the year's achievements and milestones.



The cultural extravaganza began with a thrilling Face-Off Dance that captured the audience with energy and creativity. The Face-Off dance performance was an exhilarating showcase of India's rich dance heritage, featuring Grade 1 and 2 students who came together to perform Lavani, Manipuri, Bharatnatyam, and Telangana folk dance vibrantly and competitively. The performance commenced with the bold and energetic Lavani, as the students mesmerized the audience with their rhythmic footwork and graceful movements. This was followed by the delicate and expressive Manipuri dance, which infused the atmosphere with serenity and cultural richness. Next, the elegance and precision of Bharatnatyam took centre stage, as the students demonstrated intricate hand gestures and strong facial expressions. The finale was a lively presentation of the spirited Telangana folk dance, characterized by its upbeat rhythm and joyous energy. This celebration of diverse dance forms highlighted the students' talent, passion, and cultural appreciation, making for an unforgettable performance.

The Chief Guest, Sri Sura Balakrishna, inspired students and parents with his address, setting a celebratory mood. Following this, the performances continued with a mesmerizing welcome song, "Wave of Hello." The program unfolded as a treasure of diverse cultural representations, including:

1. The Move Makers Hip-Hop Dance: The students delivered a vibrant and modern hip-hop dance performance that was full of rhythm and energy, leaving the audience in awe. With bright smiles and synchronized movements, the young dancers showcased their enthusiasm and passion for this art form. Dressed in colorful, casual attire, they presented a series of catchy routines that skillfully blended fun hip-hop beats with age-appropriate choreography. The performance highlighted dynamic footwork, spirited gestures, and an infectious energy that captured the essence of hip-hop culture. Their teamwork, confidence, and sense of rhythm reflected the dedication they had put into their rehearsals, making the show a memorable celebration of youth and dance.



2. **The Samurai:** A powerful martial arts performance showcased the discipline and strength of Grade 1 and 2 students. The audience was amazed by a unique and thrilling martial arts dance, which blended graceful choreography with impressive martial arts movements. The students demonstrated agility and precision, seamlessly incorporating martial arts techniques into their dance while maintaining perfect rhythm and synchronization. The highlight of the performance was an impressive tile-breaking demonstration. With determination and focus, each student bravely stepped into the spotlight, delivering powerful strikes that broke through fiery tiles with ease. This showcased their strength and confidence, leaving the audience in awe. The combination of dance and martial arts celebrated the students' discipline, courage, and teamwork, resulting in an unforgettable display of energy and skill!

3. **Bailora Brava:** The Flamenco dance performance was an elegant showcase of Spanish culture, captivating the audience with its passion, rhythm, and tradition. Dressed in vibrant costumes, the dancers moved with grace and energy, each step resonating with the powerful beats of Flamenco music. With intricate footwork, dramatic arm movements, and expressive facial gestures, the students brought the essence of Spain's rich cultural dance form to life. The performance overflowed with intensity and emotion, highlighting their dedication and hard work. Their synchronization and enthusiasm captivated the audience, leaving everyone in awe of their skill and the beauty of Flamenco dance. It was truly a memorable celebration of culture and artistry!

4. **Hula Harmony:** A joyful Hula dance performed separately by boys and girls, embodying Hawaiian traditions. The Grade 1 and 2 students delivered a delightful and vibrant Hula dance performance that captivated the audience. With graceful, flowing movements and bright, colorful costumes, the children brought the spirit of Hawaii to life. The rhythmic swaying of their hips, accompanied by expressive hand gestures, told beautiful stories through dance. The students' coordination and enthusiasm shone through as they danced to traditional Hawaiian music, their smiles and energy adding to the charm of the performance. It was a heartwarming and joyful celebration of culture, showcasing the students' creativity, teamwork, and love for dance.



5. Dancing Duets: A graceful ballroom dance was performed in perfect sync. The Grade 1 and 2 students wowed the audience with their elegant performance, showcasing their poise and teamwork. Dressed in stunning formal attire, the young dancers gracefully glided across the floor, demonstrating the beauty of classic ballroom styles like the waltz and the cha-cha. With every step, they exuded confidence and precision, following the rhythm of the music and maintaining perfect coordination with their partners. The performance was a delightful blend of charm, grace, and youthful energy, leaving the audience impressed by the students' discipline and dedication to learning this sophisticated art form.

6. Soul of Savannah: The Grade 1 and 2 students delivered a captivating performance of an African tribal dance that celebrated the spirit of the Savannah. Dressed in colourful traditional attire, the children showcased their vibrant energy through powerful footwork, dynamic hip swings, and lively gestures, reflecting the rich cultural heritage of African dance. Their infectious enthusiasm and synchronization, combined with the rhythmic beats of traditional drums, created an exciting atmosphere. The performance told a story through movement, highlighting the student's connection to the music and their deep understanding of the dance form. It was an energetic and memorable celebration of culture, strength, and community.

7. Oasis Rhythm: A mesmerizing Arabian dance that captivated the audience with its exotic charm. The Grade 1 and 2 students dazzled the audience with a captivating Arabian dance performance that showcased grace, rhythm, and vibrant cultural flair. Dressed in colourful, flowing costumes, the children moved with a fluid elegance, incorporating traditional Arabian dance steps, delicate hand movements, and hip sways to the enchanting melodies of Arabian music. Their synchronized movements and joyful expressions brought the rich traditions of Arabian dance to life, capturing the essence of the region's music and storytelling. The performance was a beautiful celebration of culture, energy, and the students' hard work, leaving the audience in awe of their creativity and enthusiasm.



The address of the Guest of Honour, Sri Gorantla Butchi Babu, and the parents' heartfelt remarks about the event further enriched the occasion. The program concluded with a formal Vote of Thanks and the singing of the National Anthem, leaving everyone with a sense of pride and accomplishment.

Culture of India song: The Junior Choir delivered a heartwarming performance that beautifully showcased the vibrant culture of India. With their melodic voices, the students took the audience on a musical journey through the country's diverse traditions and rich heritage. The song, filled with colourful imagery and rhythmic beats, celebrated India's unity in diversity by highlighting its festivals and traditions. Dressed in red and white with tricolour-painted palms, the young choir members sang with passion and harmony, bringing the essence of India's cultural spirit to life. Their performance was a joyful tribute to the country, leaving the audience with a sense of pride and admiration for India's timeless culture.

Grand Finale: The event culminated in a spectacular Grand Finale, where all participants came together for a breathtaking performance that truly embodied the day's theme. The Grand Finale, performed by the Grade 1 and 2 students, was a stunning fusion of India's diverse dance forms, leaving the audience in awe.

The show commenced with the powerful and graceful Chhau dance, followed by the energetic beats of Bhangra, which had everyone tapping their feet. The students then transported the audience to Bengal with a vibrant Bengali folk dance, showcasing colourful movements and joy. Next was the Rajasthan-inspired Ghoomar dance, which added elegance with its twirls and flowing costumes.

Following this was the intense Kalaripayattu segment, where the children demonstrated strength and precision through martial arts movements. Finally, the classical dance segment brought an air of grace and tradition, highlighting the beauty of India's classical heritage.

This Grand Finale was a wonderful celebration of cultural diversity, teamwork, and the students' dedication to their craft, leaving everyone with unforgettable memories.



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Conclusion:

The Annual Day function was a tremendous success, showcasing the hard work, creativity, and dedication of both our students and staff. It was a day filled with joy, cultural pride, and unforgettable memories. The theme of the celebration, “Mosaic: Tapestry of Dance and Culture,” highlighted the artistic talents, cultural diversity, and academic achievements of our young students. The performances were a true testament to the enthusiasm and effort put in by the students, guided by their dedicated teachers. We look forward to many more celebrations that inspire our students to continue shining in all their endeavours.





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ANNUAL DAY @ NATURE'S TROVE GRADE 3 & 4

Theme: Nature's Trove – Unveiling the Treasures of Learning
Venue: DPS Miyapur Main Stage (Football Ground)

The Annual Day at DPS Miyapur was a vibrant celebration filled with energy, creativity, and a deep connection to nature. Here's a recap of the memorable event.

A Warm Start

The day began with a heartfelt prayer, seeking blessings for harmony and success. The lighting of the ceremonial lamp followed, a beautiful tradition symbolizing enlightenment, carried out by our esteemed guests along with our Principal, Ms. Gowri Sarkar.

Words of Welcome

Principal Ms. Gowri Sarkar extended a warm welcome to all, setting the tone for a joyous and inspiring event.

A Year in Review

Head Boy Hansin Tripathy and Head Girl Ananya Srivastava presented the Annual School Report, highlighting the achievements, milestones, and growth of the students, reflecting the school's dedication to holistic education.

Inspirational Insights

The Chief Guest, Sri J. Krishna Kishore, delivered an uplifting speech, encouraging students to strive for excellence and commending the school's efforts in nurturing young minds.



Cultural Extravaganza

The cultural performances were a feast for the senses, weaving together creativity, talent, and meaningful life lessons inspired by nature. Highlights included:

- **Nature's Trove Dance:** A mesmerizing semi-classical performance celebrating the wonders of nature.
- **The Act:** A delightful narrative featuring Ankur, a curious student, and a playful Genie, learning life lessons through an imaginative adventure.
- **Genie's Fun and Wisdom:** Lively dances, raps, and skits portrayed important themes like patience, resilience, and the beauty of nature.
- **Dance & Drama Galore:** From a heartfelt Butterfly Dance symbolizing transformation to a playful Squirrel Act about planning, and a spirited Cactus Dance showcasing resilience.
- **Birds and Beyond:** A street play and graceful bird-themed dances taught valuable life lessons drawn from the natural world.
- **Grand Finale:** The event concluded with a breathtaking lyrical dance and a collaborative performance by students of Grades 3 and 4, leaving the audience in awe.

Throughout the program, the Genie's humorous and meaningful interactions added a magical touch, making the performances not only entertaining but also educational.

Thought-Provoking Address

Dr. Narendranadh Meda, the Guest of Honor, emphasized the importance of preserving nature and inspired the audience to embrace environmental responsibility.

Gratitude and Farewell

The event ended on a note of gratitude, with a heartfelt Vote of Thanks acknowledging the efforts of the entire school community—guests, staff, parents, and students—who made the event a grand success. The singing of the National



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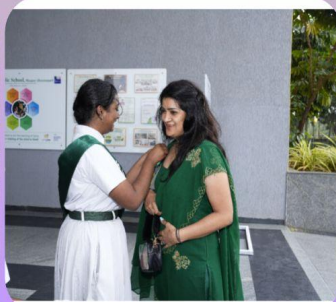
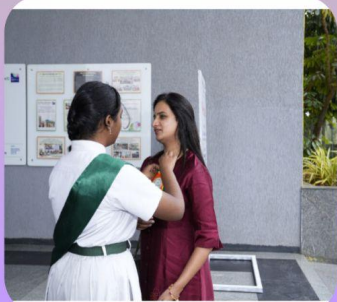
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Anthem and an exhibition of student artwork brought the memorable morning to a close.

A Celebration to Remember

The Annual Day was a resounding success, showcasing the incredible talent and creativity of our students. It celebrated the beauty of nature, the joy of learning, and the essence of holistic development, leaving everyone inspired and filled with cherished memories.





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ANNUAL DAY @ RHYTHMS OF LIFE GRADE 5 & 6

**Theme: The Rhythms of Life- Rolling the Dice of Destiny
Grade 5-6**

Date: Saturday, 7 December 2024

Delhi Public School, Miyapur, celebrated its Annual Day on 7 December 2024 with the theme "*The Rhythms of Life – Rolling the Dice of Destiny.*" The event, presented by Grades 5 and 6, was a magnificent celebration filled with vibrancy, energy, and reverberating enthusiasm.

The Annual day was presided over by the Chief Guest, Shri. MVS Choudary, Retired Chief Commissioner of GST and Central Excise, and the Guest of Honour, Shri.V. Manikya Rao, Retired Senior Director, Dr.Reddy's Laboratories, along with the esteemed members of the board. Addressing the gathering, the Chief Guest remarked that the students had skillfully carved a niche for themselves. He emphasized that students should receive excellent education and be instilled with strong values and principles, enabling them to serve their nation effectively.

Following the formal welcome, the members of the student council presented the progressive annual report.

The theme of the event revolved around an age-old yet deeply symbolic board game: Snakes and Ladders. Through this timeless game, an elderly grandfather –a wise guide—engaged with children, highlighted the fact that the journey of life is a beautiful tapestry woven from countless experiences, emotions, and relationships and that each roll of the dice presented an opportunity—to ascend a ladder of virtue or to descend through the consequences of poor decisions, represented by the snake.



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The imagery of dice, ladders, and snakes acted as a powerful metaphor. It reminded all of us that while life's journey is filled with unpredictability, our actions and choices play a significant role in shaping our path. The event underscored the importance of values, resilience, and continuous growth. The children learned that life's rhythms, much like the game of Snakes and Ladders, require us to keep moving, adapting, and striving to climb higher, one roll at a time.

Overall, the programme was a vibrant amalgamation of hues, perfectly complementing the theme. The evening's essence lay in its thematic display of talent, imagination, and impeccable organization. The props and costumes infused the festive occasion with vivid color, while the synchronized dance movements to foot-tapping music captivated the audience. Every riveting performance received unceasing applause and proved to be an astounding visual treat, enthralling every spectator.

The grand event concluded with a heartfelt vote of thanks, leaving every member of the school community with cherished memories of the day.



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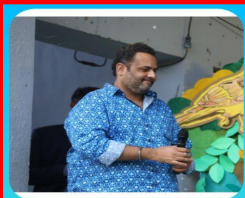




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ANNUAL DAY @ ASHOKA GRADE 7 & 8

*"Beautiful are those whose brokenness gives birth to transformation and wisdom."
~John Mark*

The Annual Day celebrations of Grades 7&8 at Delhi Public School, Miyapur, witnessed a spectacular evening on 8 December 2024, showcasing the illustrious saga of Emperor Ashoka. With the theme *Parivartan - The Transformation*, the event brought history to life through captivating performances that left the audience spellbound.

The ceremony started at 3PM with the guests being welcomed by the military band. The event commenced with the traditional lighting of the lamp, symbolizing the triumph of knowledge over ignorance. The dignitaries, Chief Guest Mr. Karthick Seshadri, Guest of honour, Mr. Prashanth Singh, Mr. G. Ramesh, Pro Vice Chairman, DPS Miyapur, Board Members, led by the principal and honored guests, kindled the flame of enlightenment, setting the stage for an evening of cultural and historical immersion. This was followed by prayer and then the guests were felicitated with sapplings, moments and shawls. After the felicitation, the school annual report was presented by the leaders of Srijan and Disha teams.

The audience had the privilege of hearing from two the eminent personalities—the chief guest, Mr. Karthick Seshadri, Dean at NIT Andhra Pradesh, and the guest of honour, Mr. Prashanth Singh, State Head for Andhra Pradesh & Telangana and Hyderabad City Business Head, ICICI Bank in a Tete-A-Tete hosted by two Grade X1 students.

Mr. Karthick Seshadri emphasized the importance of curiosity and innovation in education, inspiring students to embrace interdisciplinary learning for future success while Mr. Prashanth Singh highlighted the evolving landscape of finance and technology, urging students to cultivate analytical skills and adapt to digital advancements.



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Their words left the audience enriched and motivated, setting the tone for an evening of learning and celebration.

The evening's central attraction was a series of dramatic and dance sequences narrating the life and transformation of Ashoka.

The allegorical figures of Time and Moon guided the audience through Ashoka's journey, narrating his greatness and trials with poetic finesse. A vibrant dance depiction of young Ashoka's valour and bravery, showcased his early promise as a warrior. The drama continued with plots and events in the process of King Ashoka becoming Samrat Ashoka.

A Sanskrit musical highlighted the glory of Takshashila, evoking pride in India's ancient learning centres. Accompanied by classical music, Ashoka's appointment as Governor of Ujjain was celebrated with grandeur. The devastating impact of the Kalinga war was brought to life through stirring war preparation and battle dances. Ashoka's sorrowful walk through the city's ruins, with scenes of burnt houses and grieving citizens, was poignant.

The turning point of the narrative unfolded with Ashoka's haunting encounter with the River Daya, whose blood-red waters mirrored his guilt, and a sorrowful conversation with an old woman mourning her grandson. This was followed by the soul-stirring *Dance of Death*, a stark reflection of Ashoka's internal turmoil.

Ashoka's encounter with Buddhist monks marked the beginning of his redemption. With the symbolic breaking of his sword and the *Song and Dance of Peace*, the performance beautifully captured his transformation from Chandashoka (the Cruel One) to Dharmashoka (the Righteous One).



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The evening concluded with Ashoka's vision to construct the Sanchi Stupa and his mission to spread the teachings of Buddhism through his children, Mahendra and Sanghamitra, who embarked on a journey to Tamraparni (Sri Lanka). The narrative celebrated Ashoka's enduring legacy as a ruler who chose compassion and peace over conquest.

The program resonated deeply with the parents, many of whom were visibly emotional after witnessing the assembly. The powerful performances and the impactful storytelling touched their hearts. Parents shared their heartfelt feedback, commending the hard work of the students and teachers in putting together such a meaningful and professional production. They appreciated the way the school not only nurtures academic excellence but also fosters creativity, cultural awareness, and emotional growth.

The presentation ended with a grand finale dance and a resounding message: that transformation is always possible, and true greatness lies in the pursuit of peace. The audience departed with hearts filled with inspiration, gratitude, and pride for India's rich heritage. This event not only paid tribute to history but also left an indelible mark on the hearts of the audience, reinforcing the belief in the power of transformation and unity.



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DIPSITES @ NRSC. ISRO

"Confidence and Hard Work is the best medicine to kill the disease called failure. It will make you a successful person."

-APJ Abdul Kalam

Date: 13th December 2024

Programme: YUva VIGyani KARYakram", YUVIKA @ NRSC, ISRO

Venue: NRSC, ISRO, 6, Medak Rd, IDA Jeedimetla, Chinthal, Jeedimetla, Hyderabad, Telangana 500055

The Indian Space Research Organisation (ISRO) is India's national space agency. As the national space agency of India, ISRO's purpose is the pursuit of all space-based applications such as research, reconnaissance, and communications. It undertakes the design and development of space rockets and satellites, and undertakes explores upper atmosphere and deep space exploration missions.

ISRO built India's first satellite, Aryabhata, which was launched by the Soviet space agency Interkosmos in 1975. In 1980, it launched the satellite RS-1 onboard the indigenously built launch vehicle SLV-3, making India the seventh country to undertake orbital launches.

National Remote Sensing Centre (NRSC) has the mandate for establishment of ground stations for receiving satellite data, generation of data products, dissemination to the users, development of techniques for remote sensing applications including disaster management support, geospatial services for good governance and capacity building for professionals, faculty and students.



Indian Space Research Organisation is organising a special programme for School Children called "Young Scientist Programme" "YUva VIgyani Karyakram", YUVIKA, to impart basic knowledge on Space Technology, Space Science and Space Applications to the younger students in emerging trends in space science and technology amongst the youngsters, who are the future building blocks of our nation. ISRO has chalked out this programme to "Catch them young". The programme is also expected to encourage more students to pursue in Science, Technology, Engineering and Mathematics (STEM) based research /career.

Our students of Grade VI, VII and VIII got an incredible opportunity to visit NRSC, ISRO on 13th December 2024. The visit provided an enriching opportunity for our students to delve deep into the world of Space Technology. They attended an insightful session conducted by two eminent NRSC scientists, who elaborated on ISRO's achievements, Indian Space Missions, and their diverse applications.

The highlight of the visit was the interactive Q&A session, where students enthusiastically posed their questions and received detailed answers from the experts. It was inspiring to witness their curiosity and the valuable learning they gained from this interaction. Additionally, the students had the rare chance to view scaled models of Indian rockets, missions, rocket engines, and more. This hands-on exposure undoubtedly added a new dimension to their understanding of space exploration and technology.

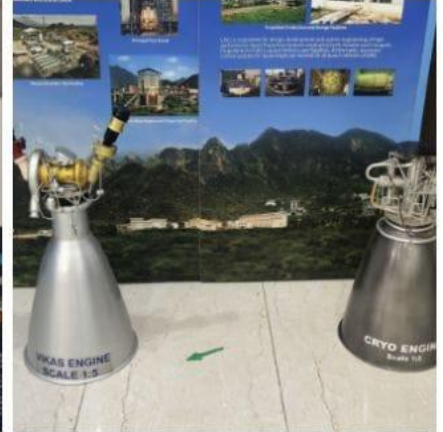
A big thanks to the support of DPS, Miyapur, for making this educational visit a grand success. Let us continue to nurture the spark of curiosity and innovation in our young learners.



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My Experience @ NRSC.ISRO

- Siddharth Kiran A (GRADE 8)

On December 13 2024, aspiring young minds from grades 6, 7 and 8 visited the NRSC Outreach Centre in Jeedimetla to get to know more about NRSC itself and ISRO as a whole. The information provided to them was extremely enriching and inspiring, providing insight into the various departments of ISRO as well.

Upon arrival, students were welcomed for a quick photo session as preparations were made for their visit. They were shown some of the models outside the building, before being escorted to the lecture hall, where information was shared with them regarding ISRO, NRSC and other departments, and several other topics.

After the extremely informative lecture, students were taken on a small tour of the facility, showcasing some models of satellites, along with LVs and space suits. They were shown live footage of real radio antennas being used to gather information from Remote Sensing satellites in orbit. There were several panels showing information regarding ISRO, its foundation, its accomplishments and its goals.

Overall, the visit itself was extremely informative and well-coordinated. An overview of the information given to them is as follows.

After arrival, the students were shown a video that showcased the following:

- ISRO's mission
- The importance of its innovations besides the Space Race, such as:
 - The reliance of GPS systems on orbital relay satellites
 - The reliance of disaster prevention on satellite tracking data
 - Satellite technology being implemented into rural areas.
 - The usage of satellite technology to better society as a whole.



- Its founding, with Vikram Sarabhai's setup of INCOSPAR (Indian Committee for Space Research) in the 1960s in a church in Thiruvananthapuram.
- Its facilities, among others:
 - ISRO HQ, Bengaluru
 - DOS (Department Of Space), Bengaluru
 - VSSC (Vikram Sarabhai Space Centre), Thiruvananthapuram
 - LPSC (Liquid Propulsion Systems Centre), Thiruvananthapuram
 - SDSC (Satish Dhawan Space Centre), Sriharikota
 - URSC (U.R. Rao Satellite Centre), Bengaluru
 - SAC (Space Applications Centre), Ahmedabad
 - NRSC (National Remote Sensing Centre), Hyderabad
 - IPRC (ISRO Propulsion Complex), Tirunelveli
 - MCF (Master Control Facility), Hassan/Bhopal

After this, they viewed a slideshow showcasing the following:

- ISRO's major achievements:
 - First satellite launched; Aryabhata (1975)
 - Chandrayaan-1 (2008)
 - Launched over 50 Indian satellites in the past 4 decades
 - INSAT launches (1982-2024)
 - PSLV launch vehicle successfully launching 104 satellites during its heyday.
- Its major extraterrestrial missions:
 - Chandrayaan – 1, India's first try at launching to the moon
 - Chandrayaan – 2 aimed to delve deeper into mapping and studying the moon, though it ended up failing
 - Chandrayaan – 3 consisted of a lander (Vikram), a rover (Pragyaan), and the GSLV Mk III and aimed to succeed where its predecessor did not.
 - Mangalyaan aimed to study the atmosphere, soil and surface condition of Mars
 - Aditya L1 is a craft launched to study the sun's chromosphere and corona.



- Its future goals:
 - Gaganyaan, aiming to demonstrate manned space travel to the young generation of Indians
 - Chandrayaan – 4, aiming to bring back samples of rocks and soil from the moon. It will be launched with a LV called HRLV (Human Rated Launch Vehicle)
 - NISAR (NASA ISRO Synthetic Aperture Radar)
- The NavIC system:
 - Used by the Indian military during missions
 - Covered by both Geostationary and Geosynchronous orbits, ensuring best possible coverage
 - Currently not public
- A satellite's core workings:
 - A satellite can be compared to the human body; both have sensory parts and a central, life-giving system.
 - The transmitter is the satellite's core, used to transmit data from the satellite to the centre
 - Because the data being collected requires electricity to be transmitted to storage, and that electricity produces heat, the inside of the transmitter's casing is painted black to absorb the excess energy and allow for smoother system workings
 - There is a spare transmitter inside the casing in case the main one fails. It is an exact copy of the same, and power can be diverted by a command from ground control.
 - The satellite itself is covered in gold foil as gold does not decay easily, having a much higher resistance to grime and atmospheric debris.
 - A satellite's working and core functions are tested in a thermo-vacuum chamber, intended to simulate the extreme conditions of Earth's exosphere.
 - A satellite stores scanned data and, when in range of the reception antenna, sends it down, where it then gets rerouted to the nearest facility for proper processing and required transmission.



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- ISRO's software applications:
 - o Bhoonidhi enables access to our extensive archive of Remote Sensing data from 46 satellites, including Indian and Foreign Remote Sensing sensors acquired over 33 years. It has a free and paid library of data acquired by those satellites over the years.
 - o Bhuvan is useful for scientists as it facilitates new possibilities from the IRS geospatial data for collaborative research. Users can chart routes, plot areas, view terrain profile and overlay images.

ISRO's journey is a testament to India's scientific and technological prowess. From its humble beginnings to its current status as a global leader, ISRO has consistently pushed boundaries and achieved remarkable feats. As ISRO continues to explore the cosmos, its achievements will inspire generations to come, solidifying India's place among the world's leading spacefaring nations.





HEALTH TALK @DIPSITES GRADE 8

Resource Persons: Dr. Kiran Kumar Passam
MBBS, MD (General Medicine)
DM (Endocrinology and Metabolism – AIIMS Delhi)
PDF in Diabetology (JIPMER)
Consultant – Endocrinology, AIG Hospitals Hyderabad
Principal Ma'am: Ms. Gowri Sarkar

Date: 11th December '2024

Venue : DPS Miyapur

Time: 9:30 am-10:30 am

An important session on puberty and adolescence was taken by team Delhi Public School, Miyapur to help grade 8 boys and get them ready for this important phase in their lives.

Dr. Kiran Kumar Passam had been requested to come from AIG hospitals to give an important and factual session to all of grade 8 students, accompanied by our respected Principal, Ms. Gowri Sarkar to clear any doubts they might have. They were taken to the multi-purpose hall where they were seated. The doctor addressed the different concerns the students face while being in this age.

Topics addressed were:

- What is puberty and mini puberty
Puberty in boys is a stage of development that marks the transition to full reproductive ability and adult features. It usually begins between the ages of 9 and 16, but it can vary widely. He discussed about the five stages of puberty in boys along with the changes they experience during this time.



- **How it is an important part of life?**

Puberty is our body's natural way of physically becoming an adult. It is the period of time when our major organs and body systems mature, and your body becomes capable of sexual reproduction. Everyone experience mental and emotional development as well during puberty.

- **How to understand the changes associated with puberty and how to cope with those changes?**

Puberty is a time of massive change.

Ways to help them are : Informing them of the bodily changes they will experience. Educating them about sexual reproduction and the importance of consent and safe sex. Providing reassurance when they experience fear, confusion or other complex emotions related to puberty. Respecting their need for more privacy and independence. Stepping in when there are issues of safety and setting appropriate boundaries.

- **The emotional changes associated with puberty**

During puberty, boys experience many emotional changes, including:

- Mood swings: Boys may become moody or have emotional outbursts.
- Self-consciousness: They may be self-conscious about their appearance or how others perceive them.
- Sexual interest: They may develop a sexual interest in others.
- Strong emotions: They may feel strong emotions they've never experienced before
- Anxiety: They may feel anxious about how their body is changing.
- Peer pressure: They may feel more pressure from their peers.
- Conflict: They may experience conflict with family and friends.



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- **The challenges boys face during puberty**

The challenges discussed were :

Voice Change. As their voice box enlarges and the vocal cords grow, their voice may "crack" as they speak, Wet Dreams, Involuntary Erections, Breast Enlargement. ...

- **Myths associated with puberty**

Several myths associated with puberty were discussed . Such as: Pubic hair signals the start of puberty, Nightfall is abnormal, only girls develop breasts, breast buds can be common in preteen and teen boys, only boys get sweaty and smelly, hormonal changes during puberty increase sweat production in people of all genders, something is wrong if kids don't grow taller soon after puberty, the growth period varies, and boys normally see an increase in height between the ages of 12 to 16 or 18.

- How to maintain hygiene during this period of time
Some easy and simple way to maintain hygiene were discussed.

At the end of the session there was a question answer time where all the students were encouraged to ask any question they had related to puberty.

It was a very informative session for the students.







FIELD TRIP @ LKG & UKG

Field trips boost observation skills by engaging children in sensory activities, enhancing and expanding the curriculum, enriching children's knowledge in a particular subject area, and expanding children's awareness of their community.

Recognizing the key role that the future generation plays in arching the way towards a "Green World" and in order to inculcate love for nature, students and teachers of class LKG and UKG visited Farm House (Krishi Vigyan Kendra) on 2nd December 2024. The teachers made children aware about natural life, weather and Mother Nature. The children were excited to know about different plants and useful things we get from trees.

The farm manager Bharathi raja and Srinivas article scientist and farm in charge explained and showed different types of plants like Ajolla spp. (which are free floating freshwater ferns) also known as duckweed ferns. Live symbiotically with anabaena, a nitrogen fixing blue green algae. It grows in partial shade.

They saw plants and trees like sandalwood, Ficus, papaya, Guava, Mango, Brinjal, dragon fruit etc.

They made them learn about gardening and growing healthy and nutritious food. They were excited to see the vegetables that they eat are grown in the farms. The little ones are aware of the efforts of the farmers in growing the vegetables and how to lead a healthy life by consuming them. This kind of trip helps bring learning outside the classroom, giving children a new perspective and boost cognitive development.



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Kids enjoyed watching cranes(bird), cows in the cow shed and hens in the coop. They rejuvenated themselves in nature and also gained some knowledge about different animals. Children enjoyed having food together in the beauty of nature. It was absolutely fun filled. The entire journey they enjoyed observing the group of monkeys sitting beside the road. The field trip was an enjoyable and informative experience for the kindergarten students as they visited the Farm with their peer group for the first time.





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UKG B





RASHTRIYA POSHAN MAAH

DPS Miyapur celebrated Rashtriya Poshan Maah to promote awareness about nutrition and healthy living among students. The week-long program,, featured daily activities for Grade 1 students, allowing them to explore and appreciate the rich diversity of regional foods across India. Rashtriya Poshan Maah is celebrated every September under the POSHAN Abhiyaan, the Government of India's flagship program launched in 2018 to improve nutritional outcomes for children.

The activities were spread across a week. . Parents were invited to actively participate in the week's activities, creating a supportive learning environment that benefited both students and parents.

The day-wise activities are as follows:-

Day 1: Storytelling and Drawing Activity

The day began with a welcome speech and an introduction to Rashtriya Poshan Maah by students. The children were seated in seven groups, and parents joined them for a storytelling activity titled "The Magical Garden."

- Parents read the story and engaged the students with questions about it.
- The story emphasized the value of eating fruits and vegetables and the importance of a balanced diet.
- Students drew pictures related to the story in their G.K. drawing books, combining creativity with learning.

The activity was enjoyable and educational, leaving the students with key takeaways about healthy eating habits.



Day 2: Millet Mapping and Zumba

The day began with a welcome speech and group formation. Each group received a physical map of India along with food grains and millet.

- Students, with parental assistance, pasted the grains and millets on the states where they are most commonly produced.
- They learned about the names and benefits of millets while gaining knowledge about India's diverse agriculture.
- After the activity, everyone participated in Zumba and basic exercises, enjoying a lively session together.

Students expressed their gratitude with thank-you cards, and parents appreciated the teachers' efforts and the school's initiative.

Day 3: Food Pyramid Activity

The focus of the day was on understanding the importance of consuming a variety of foods for balanced nutrition.

- Children created food pyramids with parental help using chart paper and cutouts of food items.
- They learned about food groups, the importance of grains, fruits, and vegetables, and the need to reduce fats, oils, and sugar.
- Discussions included tips like cooking with low-fat methods and trimming fat before cooking.

The session concluded with basic exercises, Zumba, and a vote of thanks from students.



Day 4: Poster Making on a Balanced Diet

A balanced diet is crucial for the growth, repair, and maintenance of the body. Keeping this in mind, a poster-making activity was conducted.

- Students, assisted by their parents, created vibrant posters in their G.K. drawing books.
- They discussed the components of a balanced diet and its benefits while drawing and coloring.

The parents once again expressed their gratitude for the school's efforts in organizing such meaningful activities.

Day 5: Origami Crowns and Sharing Healthy Sweets

The final day featured a creative origami crown activity, where students designed and colored crowns inspired by fruits and vegetables.

- Students drew and colored their favorite fruits and vegetables on the crowns with the assistance of their parents.
- They wore their crowns proudly and shared homemade healthy sweets with their classmates, fostering a sense of community and joy.
- A special assembly was presented by students from Grades 1A and 1D, highlighting the importance of healthy eating habits. Students took the poshan pledge. With this pledge, dipsites commit to the spirit of Bacha aur Shiksha, building a future full of health, learning, and growth!

The program concluded with a vote of thanks and thank-you cards given by the students, as parents once again praised the effort and dedication of the school staff in organizing such a meaningful initiative.

The week-long celebration of Rashtriya Poshan Maah at DPS Miyapur successfully combined learning with fun, fostering awareness about nutrition among students and parents alike. By involving parents in these activities, the school created a collaborative and engaging environment, reinforcing the importance of healthy eating habits for lifelong well-being.



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INTER HOUSE COMPETITION @ BITS OF PAPER PRE- NURSERY

"Art has the role in education of helping children become like themselves instead of more like everyone else."

Pre-Nursery kids have participated in "Tear and Paste" activity, where they created artwork on a fish, focusing on the Sustainable Development Goal (SDG) 14, "Life under Water.

Each child was given a fish template, and they were asked to tear coloured paper and paste it onto the fish. The children enjoyed using bright colours and their imagination to make the fish look beautiful.

The idea was to use their creativity while learning about the importance of water, While working, teacher explained how clean oceans and rivers are vital for marine life, and the importance of keeping water clean and safe. Students were reminded that their actions in saving water not only impact their environment but also the lives of aquatic species.



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Class	Position	Name	Gender	House
Pre-Nursery	First	Cheerla Chaitvik Naga Sai	Boy	Agni
	Second	Shubhi Deoskar	Girl	Prithvi
	Third	Kashish Chetty	Girl	Agni







INTER HOUSE COMPETITION @ RANG BARSE - PRE- NURSERY

"Art is not what you see, but what you make others see" - Degas

An Inter-House Colouring Competition for pre-nursery kids was held on December 11, 2024, with enthusiastic participation from all houses. The little ones received an outline of a butterfly and were encouraged to colour it using their creativity and favourite shades.

The competition aimed to foster children's artistic skills and encourage healthy competition among the houses. This activity also contributed to the development of participants' fine motor skills and imagination.

The judging criteria were thoughtfully designed to evaluate the following aspects:

- Use of Colours: Creativity and colour combination.
- Colouring Within the Borders: Precision and Control.
- Strokes: Smoothness and consistency of strokes.

Overall Presentation: Aesthetic appeal and neatness.

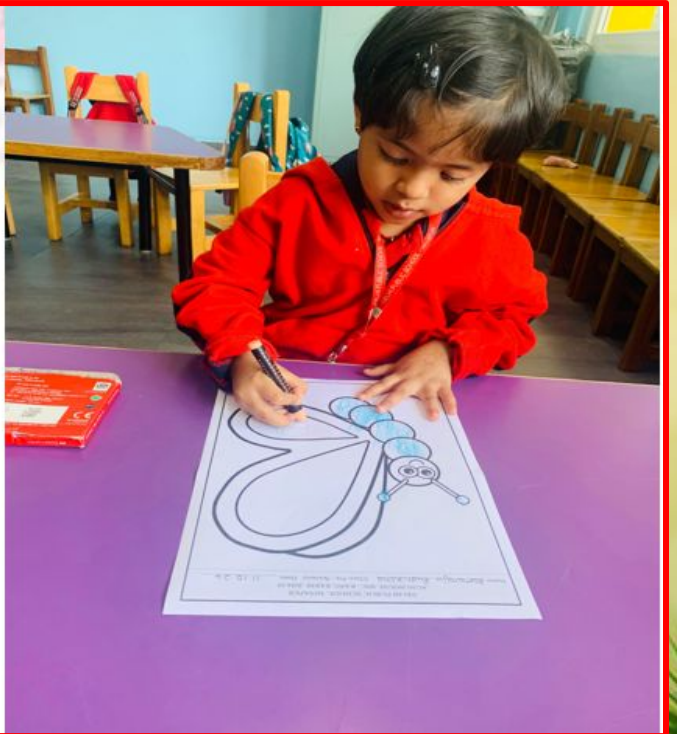
Each child's unique interpretation of the butterfly added vibrancy to the event, making it a delightful experience. The competition concluded with joy and excitement among the participants. Overall, the event was a great success, promoting creativity, confidence, and happiness among the nursery students.



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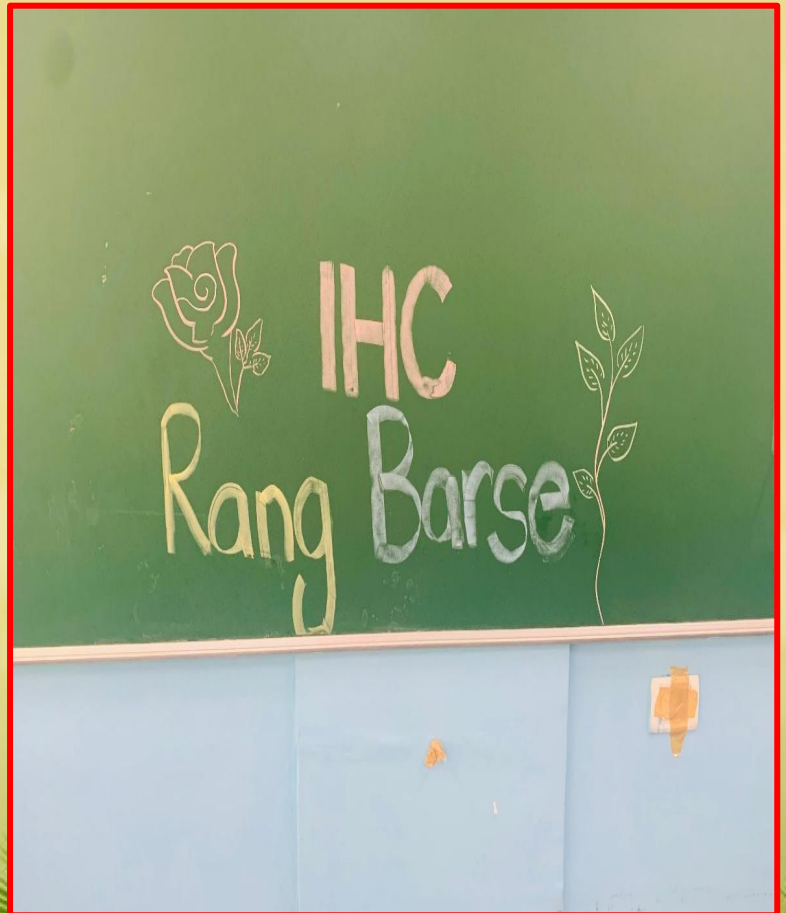
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Sl no.	Name of the student	House	Position
1.	Kashish Chetty	Agni	1 st
2.	Cheerla Chaitvik	Agni	2 nd
3.	Tarak Aadvik K.K	Aakash	3 rd





INTER HOUSE COMPETITION @ FABULOUS FABLES GRADE 1

On November 22, the Grade 1 students participated in the exciting "Fabulous Fables" competition, a creative event designed to encourage storytelling and imaginative thinking. The classroom was filled with anticipation as students prepared to share their fables with their classmates and teachers.

The competition began with each child having the opportunity to present their fable, showcasing their creativity and storytelling skills.

The students put a lot of effort into their presentations. Some dressed up as animals from their fables, adding a fun visual element to their storytelling. Each fable was unique, ranging from tales about clever foxes to brave little turtles. The children spoke confidently, using expressive voices and gestures to engage their audience.

Both students and teachers enjoyed the event immensely. The classroom atmosphere was filled with laughter and applause as each child finished their story. Teachers observed how the competition helped boost the children's confidence and public speaking skills. It also fostered a sense of teamwork, as they cheered for one another.



The "Fabulous Fables" competition was not only entertaining but also educational. It provided an excellent opportunity for students to learn about narrative structure, character development, and moral lessons. Teachers noted how the event sparked discussions about the morals of the stories, enhancing comprehension and critical thinking skills.

The Fabulous Fables competition was a resounding success, bringing joy and learning to the Grade 1 classroom. It highlighted the importance of creativity and storytelling, leaving lasting memories for both students and teachers. We look forward to more events that inspire our young learners to express themselves and share their wonderful ideas.

S. No.	Class	House	Name	Position
1.	1A	PRITHVI	Sai Gowthwm Reddy Dondeti	FIRST
		JAL	Sriyan Biju	SECOND
		JAL	Siya Hiregange	THIRD
2.	1 B	AAKASH	Aadya Dhanuka	FIRST
		AGNI	Amay Bhardwaj	SECOND
		AGNI	Thokala Nidhi Manaswi	THIRD



S. No.	Class	House	Name	Position
3.	1 C	AAKASH	Aaradhya Singh	FIRST
		AGNI	Guuddeter Sriyan	
		JAL	Vappangi Manvish Bhagat	SECOND
		AAKASH	L.Sriyansh	THIRD
		PRITHVI	Yuvaansh Reddy Mundla	
4.	1 D	PRITHVI	Tejas Patel	FIRST
		AGNI	Pendli Nitara Reddy	SECOND
		PRITHVI	Virat Phagre	THIRD
5.	1 F	JAL	Jahnvi Rajkhowa Bose	FIRST
		JAL	KVS Go Keerti	FIRST
		PRITHVI	Senriya Sharma	SECOND
		AAKASH	Netik Das Gupta	THIRD



S. No.	Class	House	Name	Position
6.	1 G	AAKASH	Oushnika Mukherjee	FIRST
		AGNI	Sundaraneedi Hemansh Prasad	SECOND
		JAL	Ram Avyukth Sanakkayala	THIRD
7.	1 H	PRITHVI	Advik Ashish	FIRST
		PRITHVI	Aadya Ishanvi	SECOND
		JAL	Sai Kruthika Dommala	THIRD
8.	1 I	PRITHVI	Himashi Jha	FIRST
		PRITHVI	Ankit Rana	SECOND
		PRITHVI	Advait Raghav Deshpande	THIRD
9.	1 J	PRITHVI	Sahithi Anuswara Buram	FIRST
		JAL	Sapa Saanvi	SECOND
		PRITHVI	Sai Nayansh Mukkala	THIRD



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INTER HOUSE COMPETITION @ FIRELESS COOKING- GRADE 2

“Cooking is all about people. Food is maybe the only universal thing that has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together.” – Guy Fieri

An Inter-House Fireless Cooking Competition was organized for Grade 2 students on Wednesday, December 18, 2024, in their respective sections at the DPS School Premises, Aakaash Block. The event took place from 8:15 AM to 9:15 AM and was conducted by Agni House. It revolved around a Christmas theme, celebrating the festive spirit creatively and engagingly.

The competition saw enthusiastic participation from Grade 2 students, who demonstrated their culinary skills by preparing innovative and delicious dishes without using fire. Each section of Grade 2 presented unique creations that captured the essence of Christmas through colourful, healthy, and appetizing treats. The young chefs used ingredients such as fruits, cookies, cream, and chocolate to craft festive items, including Christmas-themed salads, sandwiches, and desserts.

The event was judged by a panel of students from Grades 9 and 11, who evaluated the dishes based on creativity, presentation, taste, and relevance to the Christmas theme. The young judges demonstrated fairness and enthusiasm, contributing to a valuable peer-to-peer learning experience during the event.



The competition was honoured by the presence of our Headmistress, Ms Raina Bhatt, along with Coordinators, Ms Hema Malini and Ms Divya. They praised the efforts and creativity of the students, and their encouragement and guidance added a special touch to the event, motivating the participants to give their best performance.

The Inter-House Fireless Cooking Competition promoted understanding and creativity among the students and emphasized the significance of celebrating festivals in healthy and innovative ways. The event concluded joyfully, leaving memorable experiences filled with teamwork, creativity, and festive spirit

Class	House	Name	Position
2A	AAKASH	KOPPULA AAGHNYA	1 st
	JAL	BHARGAV HARISH PAWAR	2 nd
	AGNI	SREE CHANDANA BOGI	3 rd
2B	AGNI	Mahira Gupta	1 st
	PRITHVI	Raghunandan Kuruva	2 nd
	AGNI	Aashi Chauhan	3 rd
2C	JAL	Gangidi Aarush Reddy	1 st
	AGNI	Swapnil Bayen	2 nd
	AAKASH	Shanvika Das	3 rd
2D	AGNI	Veeralli Laksith Naga Mukund	1 st
	JAL	Aavya Trinayani Bhardwaj	2 nd
	AAKASH	John Kenneth Baskar	2 nd
	AGNI	Indana Sarvani	3 rd
	AGNI	Taswika Sri Gorantla	3 rd
2E	AAKASH	Parth Surendra Uplenchiwar	1 st
	JAL	Hanith Sahoo	2 nd
	PRITHVI	Janvi Srivastava	3 rd
	PRITHVI	Reddy Rakshith	3 rd



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Class	House	Name	Position
2F	AGNI	Reyansh Mittal	1 st
	PRITHVI	Shreyas Vihaan Paranam	1 st
	AAKASH	Karuturi Jahnvi	2 nd
	PRITHVI	Banswada DEVANSHREDDY	3 rd
2G	JAL	Aelakshi Sharad Darandale	1 st
	AAKASH	Kathlyn Gundugollu	2 nd
	JAL	Bangari Sai Darahas	3 rd

Class	House	Name	Position
2H	PRITHVI	Parvathareddy Sriyansh Reddy	1 st
	AGNI	Abhram Bojja	2 nd
	AGNI	Kucharlapati Sreshta Anandhi	3 rd
2I	AAKASH	Master Dhruddabrata Mazumdar	1 st
	AGNI	Nelakurthi Aadhya Reddy	2 nd
	JAL	Shresta Samal	3 rd
2J	JAL	Amara Venkata Vishruth Rao	1 st
	PRITHVI	Vivansh Lachuriya	2 nd
	AGNI	Bhavika Narayani Damireddy	3 rd
	AGNI	Mriganka Patra	3 rd



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INTER HOUSE COMPETITION @ VIRASAT - SHOW & TELL GRADE 3

The Inter House Competition for Grade 3 was held on 21st November 2024 in the classrooms. The theme was 'Virasat-Show and Tell', and the activities were designed to showcase the talents of our students. The competition encouraged students to reflect on their personal and familial legacies, helping them express their ideas confidently and creatively. Students were tasked with delivering a short speech on the topic "Virasat-Show Tell", focusing on:

- Their understanding of the term "legacy."
- The values, traditions, or qualities they have inherited.
- What legacy they hope to leave behind.

Each student had 1:30 minutes to present their thoughts. Students showcased excellent preparation, with speeches that were both heartfelt and insightful. The speeches reflected diverse ideas, ranging from family traditions and cultural heritage to aspirations for a better future.

Learning Objectives:

- Understanding the Concept of Legacy
- Enhancing Communication Skills
- Building Self-Awareness
- Developing Confidence
- Encouraging Creativity
- Fostering Healthy Competition
- Time Management



GRADE	S.N O	NAME	HOUSE	POSITION
III A	1.	SHREEANSH ACHARYA	AAKASH	I
	2.	VARNIKA AGARWAL	JAL	II
	3.	VIRAJ KARTHIKEYA VAKA	PRITHVI	III
III B	1.	AHAN MUKHERJEE	AAKASH	I
	2.	AHIR MUKHERJEE	AAKASH	II
	3.	VEEKSHA.R	AAKASH	III
III C	1.	SHAHIRA SINGHA ROY	PRITHVI	I
	2.	SRAGNIT KALAPALA	AGNI	II
	3.	SRIYAN KRISHNA RAVINUTHALA	JAL	III
III D	1.	SUHANI PATRO	JAL	I
	2.	YANDRATHI HAANVIKA	AGNI	II
	3.	AYAAN KAILASA	AGNI	III
III E	1.	NIPUN JHA	AGNI	I
	2.	VEDANT SHARMA	AGNI	II
	3.	ARIKAREVULA SHIV TANMAY	AAKASH	III
III F	1.	CHITIKINENI HANVITH BHASKAR	AAKASH	I
	2.	AAROHI GUPTA	JAL	II
	3.	JADON RONEL	JAL	III
III G	1.	YUVAN KUMAR SAHU	JAL	I
	2.	KIYAAN HEMANTH. S	AGNI	II
	3.	SWASTIKA SINGH	JAL	III
III H	1.	VIDHI VISHALPARMAR	JAL	I
	2.	K. MADHU PURANJEETH REDDY	JAL	II
	3.	NAVYA CHAUHAN	AGNI	III
III I	1.	VIVAAN AGARWAL	JAL	I
	2.	SVAKSHA REGIDI	PRITHVI	II
	3.	TEJASREE VALIVARTHI	AAKASH	III
III J	1.	SAGNIK DAS	AGNI	I
	2.	MYRA SHARMA	AAKASH	II
	3.	SWARA GARDE	PRITHVI	III



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INTER HOUSE COMPETITION @ VIRASAT - EMBRACING OUR LEGACY GRADE 4

Today, Grade 4 students participated in an enriching inter-house competition titled “Virasat: Embracing Our Legacy”. The event was designed to celebrate the diverse cultural heritage of India. Each participant selected a state, donned its traditional attire, and presented a narrative highlighting its heritage and pride.

The competition provided a platform for students to delve into India’s rich traditions, fostering their understanding of cultural diversity. It also encouraged them to develop dramatic skills and creativity as they brought their chosen states to life through engaging performances.

The event was a vibrant display of talent and learning, where children not only deepened their knowledge of Indian culture but also enhanced their confidence, public speaking, and storytelling abilities. This activity was a step toward nurturing well-rounded individuals who appreciate and embrace their nation’s legacy.



SI. No	Name of the student	Class/ Section	Position	House
1	SRIRAM PARUCHURI	IV A	I	AGNI
2	VENNAPUREDDY VIVAAN	IV A	II	PRITHVI
3	VISHWA DHRITHI CHALAMALASETTI	IV A	III	JAL
1	SATHVIK SANTHOSH IYER	IV B	I	JAL
2	VIKHYATH PASUMARTHI	IV B	II	PRITHVI
3	YOKSHITH BATCHU	IV B	III	AGNI
1	MAYANK LUNAWAT	IV C	I	AAKASH
2	NUTALAPATI LIKHITH	IV C	II	JAL
3	AASHRITHA REDDY N	IV C	III	JAL
1	SWOJAS ASHISH KANCHALWAR	IV D	I	AAKASH
2	VIYANA KSHITIJ AMBADE	IV D	II	PRITHVI
3	AGRIM SINGH PANTA	IV D	III	AGNI
1	RUPKATHA SRIMANI	IV E	I	AAKASH
2	SAANVIKA SAHA	IV E	II	AAKASH
3	HANIYAH RUMAAN PALAGIRI	IV E	III	PRITHVI

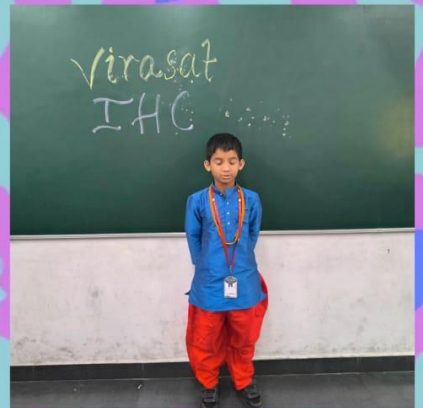


SI. No	Name of the student	Class/ Section	Position	House
1	SRI CHARVIK MALLYAVAMTAM	IV F	I	AGNI
2	VANSHIKA NIYA BALLA	IV F	II	AGNI
3	TANVI MUKIRI	IV F	III	AAKASH
1	SAI ATHARV KANDULA	IV G	I	JAL
2	SAMANVI IRRINKI	IV G	II	PRITHVI
3	MAHASWETHA BALAGANESAN	IV G	III	AAKASH
1	AYAAN BHAGAT	IV H	I	JAL
2	AMEYA J PILLAI	IV H	II	JAL
3	TRISHA PRIYADARSINI	IV H	III	AAKASH
1	AYUSHMAN PRADHAN	IV I	I	JAL
2	ANJALI RAVI	IV I	II	PRITHVI
3	NEIL KARTHIKEYA REDDI	IV I	III	AAKASH
1	JAASRITHA SATTI	IV J	I	AAKASH
2	DWITIPRIYA ROY	IV J	II	PRITHVI
3	SAANVI MANDAL	IV J	III	PRITHVI
1	SHEERIN CHAKRABORTY	IV K	I	AGNI
2	ANSHIKA PARIDA	IV K	II	AAKASH
3	AADHYA MEDAVARAPU	IV K	III	AAKASH



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INTER HOUSE COMPETITION @ BEA STAMP CHAMP GRADE V & VI

"Every stamp tells a story, and every collection is a masterpiece of passion and discovery"

Postal stamps are small, with adhesive labels showing that the sender has paid for mail delivery. The first-ever postage stamp, the famous Penny Black, was introduced in 1840 in the United Kingdom. Stamps often feature beautiful designs that reflect a country's culture, history, or significant events. Over time, stamps have become not just functional items but also a way to commemorate important people, national pride, or global events.

SDG 16 aims to promote peaceful and inclusive societies, ensure access to justice for all, and build effective, accountable institutions at all levels. It emphasizes the importance of good governance, human rights, and participation in decision-making.



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To align with this global goal, the school conducted “Be a Stamp-Champ Competition” for Grade 5 & 6 on 20th November 2024 where students can explore these vital themes and represent them artistically through their stamp designs.

The main focus of the competition was on Sustainable Development Goal (SDG) 16: Peace, Justice, and Strong Institutions. This is a fantastic opportunity for students to express their creativity while promoting the importance of peaceful societies and strong institutions.

Using various tools, students crafted their stamp designs, experimenting with shapes, patterns and sizes to bring their ideas to life. The competition provided a platform for students to express themselves artistically, fostering a sense of individuality and self-confidence.

The class teachers of Grades 5 & 6 conducted the competition in their respective classes during IHC periods. The judging criteria was based on adherence to the theme, creativity, neatness and originality, visual clarity and appeal.

Students demonstrated exceptional talent, with their creativity reflecting not only their passion but also their deep understanding of the cultural and historical significance of stamps. It served as a reminder of how small objects, like stamps, can carry profound stories and bridge gaps across time and cultures.



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CLASS /SEC	STUDENT NAME	HOUSE	POSITION
5-A	Nivaan Singh Dogra	Prithvi	1
	Sriyan Samal	Agni	2
	SreeDharsha Chalamalasetti	Aakash	3
	Pulapa Bhavishya	Agni	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
5-B	Sarvadnya	Prithvi	1
	Sai Krishav Gangumala	Agni	2
	Lakshmi Avanthika Nandagiri	Agni	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
5-C	Md. Rihaan	Jal	1
	Shirsendu Panda	Aakash	2
	Samriddhi Saha	Agni	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
5-D	Nasani Akshara	Agni	1
	Aswika Munnur	Aakash	2
	Vallari Gonuru	Jal	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
5-E	Akshveer Kamar	Agni	1
	Chaitravi Koppaka	Prithvi	2
	1. Divyanshi Gupta	Jal	3
	2. Tanush Choudhary	Prithvi	



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CLASS / SEC	STUDENT NAME	HOUSE	POSITION
5-F	Sandanamudi Ava Adidya	Agni	1
	Shanmukha Amarnath Reddy	Agni	2
	Mandeela	Aakash	3

CLASS / SEC	STUDENT NAME	HOUSE	POSITION
5-G	Shreshta Kalva	Aakash	1
	Desavathu Haritej Naik	Prithvi	2
	Ayaan Saksena	Jal	3

CLASS / SEC	STUDENT NAME	HOUSE	POSITION
5-H	Adyansh Jha	Prithvi	1
	Kotle Hansik	Jal	2
	Kokkiligadda Praketh	Prithvi	3

CLASS / SEC	STUDENT NAME	HOUSE	POSITION
5-I	Deeksha Sitalgere	Jal	1
	Bhuvanewar Reddy	Agni	2
	Gaddam	Aakash	3

CLASS / SEC	STUDENT NAME	HOUSE	POSITION
5-J	Anaika Roy	Aakash	1
	Rishika Ganguly	Jal	2
	Saraswatula Satya Sri Vaibhavi	Prithvi	3



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CLASS /SEC	STUDENT NAME	HOUSE	POSITION
5-K	Trariti Adusumalli	Jal	1
	Hanvitha Ayitham	Aakash	2
	Adarsh Kommuri	Jal	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-A	Chaturika Anumandla	Aakash	1
	Satrajit Roy	Agni	2
	Sri Agastya Achanta	Jal	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-B	Achintya Komar Singh	Aakash	1
	Harshika singh Thakur	Prithvi	2
	Jaya Shanmukhi Velpuri	Aakash	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-C	Manasvi Jha	Jal	1
	Abhivav Raghavendra	Prithvi	2
	Ravella Saatvik	Prithvi	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-D	Avani Anand	Prithvi	1
	Abhiram Kalle	Agni	2
	Amolik Gupta	Aakash	3



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CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-E	Booragadda Rushitha	Agni	1
	Joshitha Chowdary	Aakash	2
	Undavalli		
	Tushya Hansawat	Jal	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-F	Moganti Nayonika	Jal	1
	Aswika Soukya Nandini	Aakash	2
	Ritusri Arepalli	Prithvi	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-G	Dibyanshu Pradhan	Agni	1
	Jahnavi Polisetty	Agni	2
	Nelavalli Kruthik Sai Ganesh	Prithvi	3

6-H	Vihaan Reddy Pinnama	Aakash	1
	Athkuru Venkata Sai Sri	Agni	2
	Durga Aashtitha		
	Ranveer Garg	Prithvi	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-I	Mehwish Fatima	Aakash	1
	Deekshitha Marella	Agni	2
	Tanishka Singh	Aakash	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-J	Ananya Singh	Agni	1
	Lavanya Malik	Jal	2
	Saanvi Modi	Aakash	3

CLASS /SEC	STUDENT NAME	HOUSE	POSITION
6-K	Pritish Pramanick	Agni	1
	Kritahnik Chatterjee	Jal	2
	Chinmayee Aadhya Varma	Jal	3







INTER HOUSE COMPETITION @ AD MAD WORLD GRADE 7&8

"A Good Advertisement is one which sells the product without drawing attention to itself".

Activity Description

To encourage students to create impactful, eco-conscious advertisement The "AD MAD WORLD" competition, organized as part of the IHC Competition at DPS Miyapur, for Grade 7&8 on (November 29, 2024) provided a dynamic platform for students to unleash their creativity and innovative thinking. This event challenged participants to design and present advertisements aligned with the theme of sustainable development, emphasizing how advertising can be a powerful medium for promoting global awareness and action toward the United Nations' Sustainable Development Goals (SDGs).

Student's performance

The competition was held for all sections across Grade 7&8 in their respective classrooms during the IHC periods under the supervision of the class teachers. Children were enthusiastically showcased their ideas through engaging and impactful advertisements, highlighting their understanding of environmental, social, and economic sustainability. Their performances demonstrated not only their creative talent but also their commitment to creating a better world through meaningful messaging. Instructed to bring the required material to design the posters on the theme "AD MAD WORLD".



All the students performed exceptionally well in the activity and showcased their creativity to the fullest. Through their presentations, students educated their peers and the audience about the SDGs, transforming complex global goals into relatable, actionable concepts. This thoughtful integration of SDGs in their advertisements not only showcased their creativity but also reflected their commitment to making a positive difference in the world.

This competition not only allowed students to exhibit their creative potential but also instilled in them a sense of responsibility towards building a sustainable future. The presentations, which combined storytelling, visuals, and relatable concepts, captivated the audience and reflected the young participants' dedication to making a positive impact. After careful consideration and evaluation, the class teachers selected the best three Students based on their creativity, usage of materials and presentation. Overall, the activity was a great success, and the students were able to demonstrate not only their creative talent but also a strong commitment to fostering sustainable practices through innovative advertising. The competition showcased how skills like advertising, storytelling, and strategic thinking can be used to influence behaviors and inspire positive change. It was heartening to see the students' enthusiasm and eagerness to learn and create.

Serial No.	Name of the student	Class/Sec	Position	House
1	DHRUV KALA	VIIA	I	AAKASH
2	VIDHAN KUMAR	VII A	II	JAL
3	SRIYAM SHANKAR SRIADIBHATLA	VIIA	III	PRITHVI
1	ARYAN PAL	VII B	I	PRITHVI
2	ARKAPRAVO PAL	VII B	II	★ JAL
3	AKSHARA PARACHURI	VII B	III	PRITHVI



Serial No.	Name of the student	Class/Sec	Position	House
1	GATIK PRAVEEN KUMAR	VII C	I	AGNI
2	AVANTIKA SAI	VII C	II	AAKASH
3	BUDDHA LAASYASRI SAI	VII C	III	JAL
1	SOHA, AMREEN, FATHIMA	VII D	I	AAKASH
2	SOHINI RAO	VII D	II	AGNI
3	S. RISHITH SAI REDDY	VII D	II	PRITHVI
4	ARNAV KOTHAPALLY	VII D	III	JAL
5	DISHA SINGAL	VII D	III	AGNI
1	HRIDYA GOYAL	VII E	I	AGNI
2	DIVIJA MANTHA	VII E	II	JAL
3	KUNISETHY JAYEESH	VII E	III	AAKASH
1	MADUPU VAISHNO DEETYA	VII F	I	AAKASH
2	CH BHUVANAKRUTHI	VII F	I	JAL
3	SINGAMSETTY DHANANJAI	VII F	II	JAL
1	ANU SAMPREETHI	VII G	I	AGNI
2	RUKMINI DEVINENI	VII G	II	JAL
3	JASTHI TEJASVI	VII G	III	AGNI
1	JESTA NAISHITA SRIMANVI	VII H	I	PRITHVI
2	DABBARA SUHRITHA MOHAN	VII H	II	JAL
3	G. KARTIKEYA GUPTA	VII H	III	JAL
1	AVIHAAN KADWADKAR	VII I	I	PRITHVI
2	VEDANT A AGARWAL	VII I	II	AGNI
3	ANISH VARANISI	VII I	III	AGNI
1	AKKIPEDDI SREENIKA	VII J	I	AAKASH
2	RACHITA YAGALLA	VII J	II	AAKASH
3	VENKATA SUBRAMANYA DRRITHE SINGIRISETTY	VII J	III	JAL



Serial No.	Name of the student	Class/Sec	Position	House
1	SIDDHARTH KIRAN	VIII A	I	JAL
2	VIHAAN TANNEERU	VIII A	II	PRITHVI
3	SUYASH KUMAR SINGH	VIII A	III	AAKASH
1	SHREEYA SHARMA	VIII B	I	AAKASH
2	SUDHA SUNNIGDH	VIII B	II	AAKASH
3	THASWIKHA MURIKINATI	VIII B	III	PRITHVI
1	ANGA SHARICKHA	VIII C	I	AAKASH
2	NAVYA ANAND	VIII C	II	JAL
3	NAISHA ALAHARI	VIII C	III	JAL
1	SAANVI TANTIA	VIII D	I	AGNI
2	GOVIND BHAGAT	VIII D	II	PRITHVI
3	DWISHA	VIII D	III	JAL
1	P. A. AKINDU ADEL POLPITIYA	VIII E	I	PRITHVI
2	SNIKITHA BALUSU	VIII E	II	PRITHVI
3	ADVIKA JHA	VIII E	III	AGNI
1	VUNNAM KARTHIKA	VIII F	I	JAL
2	DHATHRI SRIPARUCHURI	VIII F	I	PRITHVI
3	KURAPATI SRI SANJANA	VIII F	II	AGNI
4	KARTHKEYAN SRI	VIII F	III	JAL
5	TAKSHEEL SAI PRABHAV MOLABANTI	VIII F	III	JAL



Serial No.	Name of the student	Class/Sec	Position	House
1	ARNAV VINOD PAAGE	VIII G	I	JAL
2	SHARON CHAKRABORTY	VIII G	II	PRITHVI
3	SAMEEKSHA KATPELLE	VIII G	III	AAKASH
1	SHREYA SENGUPTA	VIII H	I	JAL
2	ARUNIMA UPADHYAY	VIII H	II	PRITHVI
3	TANYA GUNUPUDI	VIII H	II	AAKASH
4	DIKSHITA MURTHY DHAVALA	VIII H	III	AAKASH
5	POOJITHA LANKOJI	VIII H	III	PRITHVI
1	MOHAMMED ZAYAN	VIII I	I	PRITHVI
2	ODDI JASON AARUSH	VIII I	II	JAL
3	SANJANA THUMMAPALLI	VIII I	III	JAL
1	ADHYA MANGAL	VIII J	I	AGNI
2	PRANJL MJAL GOSWAMI T	VIII J	II	AGNI
3	ETAGOWNI GOUTHAM SHANDILYA GOWD	VIII J	III	JAL



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INTER HOUSE COMPETITION @ VOGUE VISIONS GRADES IX -XI

VOGUE VISIONS - A Prosperous Beginning!

The Inter-house Competition - Vogue Visions, organized by DPS Miyapur for students of Classes 9-11 on December 2, 2024, was a resounding success, spotlighting the essential theme of sustainable fashion. With a focus on aligning creativity with environmental responsibility, the competition encouraged students to explore and innovate within the growing framework of sustainable development.

Over the course of one hour, participants showcased their talents by crafting unique fashion accessories that not only captivated the eye but also adhered to principles of sustainability. Each student engaged in thorough research and preparation from home prior to the event, demonstrating their commitment to the theme. Art and craft enthusiasts truly flourished in this setting, producing an impressive array of biodegradable items that included bangles, necklaces, wristbands, footwear, and more—each piece reflecting a blend of creativity and eco-consciousness.



The hallmark of the competition was its challenging requirement that all creations be biodegradable, while still exuding the aesthetic appeal typically associated with non-biodegradable fashion items. This unique criterion pushed students to think outside the box and utilize innovative materials, resulting in a diverse assortment of beautiful and functional jewelry.

In conclusion, this competition was more than just a showcase of talent; it served as a powerful educational tool, highlighting the importance of sustainable practices in the fashion industry and nurturing a sense of responsibility among young creators. The event successfully illustrated how art and sustainability can converge to pave the way for a brighter, greener future in fashion.

S.No.	Name of the student	Class/Sec	Position	House
1	ROUTHU NAGA SAI HARI PRIYA	IX A	I	AGNI
2	LAKSHMI LASYA PRIYA REDDY MANNAM	IX A	II	AAKASH
3	SANSKRITI DEVALLA	IX A	II	AGNI
4	RIGVED SIVARAMA KRISHNAN	IX A	III	AAKASH
1	AAHANA SAMIR PATEL	IX B	I	AAKASH
2	VANSHIKA HANMANTHUGARI	IX B	II	JAL
3	SHARMAN VAZ	IX B	III	AAKASH



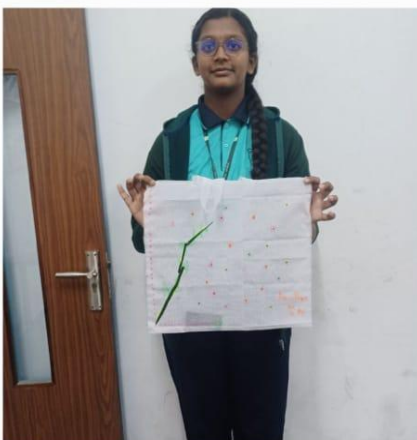
S.No.	Name of the student	Class/Sec	Position	House
1	NAGA VENKATA BHUVANA SAI RAMUNI	IX C	I	AGNI
2	ALISHA PRADHAN	IX C	II	AAKASH
3	URVEESH SURAPU REDDY	IX C	III	PRITHVI
1	DANDA SUMANVITHA	IX D	I	JAL
2.	AAHANA DADU	IX D	II	JAL
3	SAREDDY VENKATA NAGA ROCHAN	IX D	III	AAKASH
1	NIKHIL KAALUR	IX E	I	PRITHVI
2	SONAKSHI DAS	IX E	II	JAL
3	SUSANI AKHILESH CHOWDARY	IX E	III	JAL
1	TANDRA ROSHNI GOUD	IX F	I	PRITHVI
2	SIDDIREDDI HEMA MANASWI	IX F	II	JAL
3	PREKSHA NAMPALLY	IX F	III	AGNI
4	ANANYA SINGH PARIHAR	IX F	III	AAKASH
1	PRARTHANA DEV	IX G	I	AAKASH
2	KAMISHETTI VARSHINI	IX G	II	JAL
3	YOHANNA JAIN	IX G	III	AAKASH
1	MRIDHINI REDDY YARAMREDDY	IX H	I	PRITHVI
2	SREE NANDAKEE THADAKAPALLI	IX H	II	AAKASH
3	ATHARVA PANKAJ BHANGALE	IX H	III	AGNI



S.No.	Name of the student	Class/Sec	Position	House
1	AAKANKSHA BAKSHI	IX I	I	AAKASH
2	YARRAGUNTLA SOWMYA MADHURI	IX I	II	AAKASH
3	NITESH CHANDRA PAVAN K	IX I	II	PRITHVI
4	R S SOWMYANATHA ANUMALA	IX I	III	JAL
1	SRESHTA THUMMALAPALLI	X A	I	AGNI
2	PHARSHY SUBRAHMANYA SRI ANEESH	X A	I	PRITHVI
3	GURIGINJAKUNTA PARINITHA	X A	II	AAKASH
4	BHAAVYA GARG	X A	III	AGNI
5	CHILLA HARSHADA	X A	III	JAL
1	BANDLAMURI LASYA SREE	X B	I	PRITHVI
2	HARINI PEECHARA	X B	II	AAKASH
3	RATHNA REDDY KOSANA	X B	III	AGNI
1	AADIRA ROHAN DHOBE	X C	I	AAKASH
2	DAKSHAYA NIMMAKAYALA	X C	II	AGNI
3	JOSHITHA RUTTALA	X C	III	JAL



S.No.	Name of the student	Class/Sec	Position	House
1	NISHITHA CHOWDARY UNDAVALLI	X D	I	JAL
2	KATKURI SAHASRA	X D	II	AGNI
3	AASRITHA LAKSHMI AMBATI	X D	III	JAL
1	AKSHARA SRIVASTAVA	X E	I	JAL
2	HITESHWAR NUUVUSETTY	X E	II	AAKASH
1	KAAVYA .S P	X F	I	JAL
2	BENWISH RAJA KONGARA	X F	I	PRITHVI
3	V MUGDHA SREE	X F	II	PRITHVI
4	C.TRUSHNA SHREE RAYUDU	X F	III	PRITHVI
1	NIHANTH SUNDARASETTY	XI A	I	AGNI
2	RANDHIR VETUKURI	XI A	II	AGNI
3	SHUBHI GHOSH	XI A	III	PRITHVI
1	JEEYA ARORA	XI B	I	AGNI





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ACTIVITIES @ PRE NURSERY

"A child's education is like a canvas, where every lesson adds a stroke of brilliance."

The Pre-Nursery children have made significant progress in their academic journey this month. They have

- Begun exploring the world of art by scribbling with crayons, developing their fine motor skills and creativity.
- Engaged in various alphabet activities, laying the foundation for future literacy skills.

Co-Curricular Activities - The children have participated in the following events:

- Rang Barse Interhouse Competition: Kids showcased their creativity and teamwork during this colourful event.
- Food Carnival: The children had a wonderful time enjoying the various food stalls, organized by our enthusiastic parents.

Physical

The children engaged in various fine motor and gross motor exercises, including:

- Playdough, puzzles, and coloring activities to improve hand-eye coordination and dexterity.
- Music and movement activities to enhance overall physical fitness and coordination.

Development



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Upcoming

The Pre-Nursery children have started practicing for the upcoming Annual Day celebrations. They are eagerly looking forward to showcasing their talents and performing on stage.

Events

Conclusion

Pre-Nursery children have had a fantastic month, filled with learning, fun, and excitement. We are proud of their progress and look forward to seeing their continued growth and development in the coming months.





LKG CIRCLE ACTIVITIES

"Every song, story, and game in circle time brings everyone closer to new adventure of knowledge"

TOPICS COVERED: Means of Transport

Teaching "Means of Transport" to pre-primary students is an essential part of their early learning curriculum. It helps them to understand that there are different ways by which people and goods move from one place to another. Through this topic students get to know about different means of transport such as land, water, and air transport.

The primary objectives of teaching "Means of Transport" to students are:

- To familiarize children with different types of transport (land, water, air).
- To help them identify common vehicles like cars, buses, bicycles, trains, airplanes, and boats.
- To develop an understanding of the uses of transport in daily life.
- To enhance their vocabulary.

Students learned about means of transport through flashcards of various vehicles. A simple discussion about where these vehicles are used (on roads, in water, or in the air) Stories of means of transport were narrated to children such as, a story about a family going on a trip using a car, plane, and boat helped the children understand the purpose of each mode. Short animated videos were shown to children on projector. Students also learned rhymes and songs on means of transport like- row, row, row your boat, wheels on the bus, Aeroplane Aeroplane.

Teaching traffic lights to pre-primary students introduces them to the basics of road safety and rules. This lesson aims to make young learners aware of the importance of traffic signals and their meanings in everyday life by knowing about traffic lights and their colours (red, yellow, green) and the significance of each light (stop, wait, go). This topic also provides basic road safety awareness.



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LKG MATH ACTIVITIES

"Maths is more than just teaching about creating patterns, identifying shapes, determining time, and oral counting. Number recognition is also a crucial part of maths."

Children learnt the concepts of "before," "after," "between", backward and missing numbers the basic mathematical ideas that help in understanding the order and sequence of numbers. DPS Miyapur believes in activity-based learning which not only help children to learn the concept but also so many things, for example:

Children enjoyed number writing practice with the wonderful worksheet (before and after each number):

For example, 0 comes before 1, and 2 comes after 1. This helps children to develop their skills and knowledge of number writing using this wonderful practice worksheet.

- Use of Number Lines.
- Visual Aids: Draw a number line with numbers marked clearly.
- Storytelling and Real-life Scenarios.
- Number Sequencing Games: Created games where students arranged numbers in the correct order.
- Flashcards: Used flashcards to quiz students which number comes before or after a given number.
- Classroom Games: Played games like "Number Bingo" where students need to identify the numbers before, after, or between numbers called out.
- Backward counting (10-0): which will help them learn to subtract, get proficient with mental maths, etc., in the future.
- Activities on backward counting: 1. Hopscotch: 0 to 10 numbers were written with chalk on the ground and asked the child to hop along them and then hop back, counting as they go. When they count back from 10 to 0, they will learn to do reverse counting.



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UKG ENGLISH ACTIVITIES

The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself. – Derek Walcott.

Introduction of 'a' & 'e' family three letter words:

Three letter 'a' & 'e' family words were introduced using different teaching aids like flashcards, movable cards, board, charts, PPT and virtual background. Children learned the family words by using their hand gesture saying with the phonetic sounds.

Three letter words are an important first step in process of learning to read .It gives children the opportunity to practice phonemic awareness and understand that words have beginning, middle and ending sound that together create a word .Children use their knowledge of individual letter sounds to blend those together and read the words.





UKG HINDI ACTIVITIES

विषय- दो एवं तीन अक्षरों को जोड़कर नए शब्द बनाना एवं पढ़ना ।

गतिविधि के अंतर्गत अध्यापिका द्वारा बच्चों के समक्ष विभिन्न स्वर एवं व्यंजन अक्षरों के फ्लैशकार्ड रखे गए एवं बच्चों से दो और तीन अलग- अलग अक्षरों के फ्लैशकार्ड को एक साथ रख कर नए शब्दों को बनाने के लिए प्रोत्साहित किया गया । बच्चों ने बड़े ही आनंद एवं उत्साह के साथ अध्यापिका के निर्देशों का पालन करते हुए बहुत से नए शब्दों को बनाना सीखा साथ ही उनका उच्चारण करते हुए उन शब्दों को बोलकर कक्षा के सभी बच्चों एवं अध्यापिका के समक्ष सुनाया । इस गतिविधि द्वारा बच्चों ने विभिन्न अक्षरों की पहचान कर उनसे नए शब्द बनाना एवं उन्हें पढ़ना सीखा ।

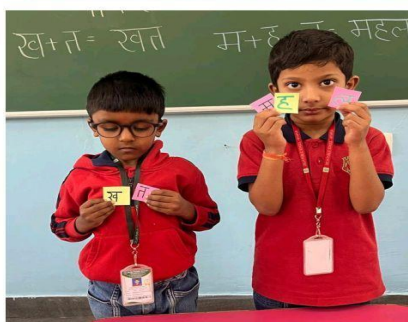




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UKG MATH ACTIVITIES

Topics: -

- Numbers 1-100
- Missing numbers 1-100
- Number names
- Backward counting
- Descending order
- Skip counting of 2's, 5's, 10's

Numbers-

Number sense in children includes skills and knowledge like number identification- recognizing and naming numbers. One to one correspondence- understanding that when counting each number relates to one specific thing being counted. Development of numberness is an essential component to successful number sense and numeracy.

Number names-

Learning how to pronounce numbers is an important part of mathematics. Number names help identify numbers easily. It is easy to explain the problem sum more clearly with the help of number names. While speaking the name of numbers, children develop their pronunciation skills.

Missing numbers-

The concept of missing numbers is the process of identifying and filling in numbers that are missing from a given sequence or series. The process of writing numbers is termed as finding similar changes between those numbers and filling their missing values in their specific areas and places.

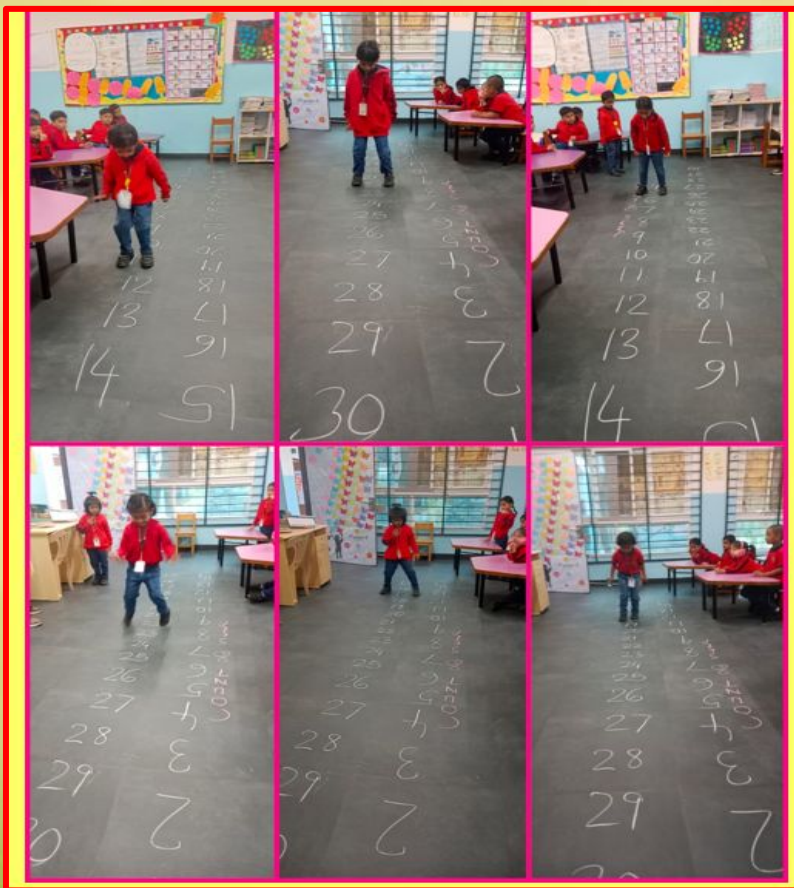


Descending order-

The meaning of descending order is arranged in a series that begins with the greatest or largest with the least or smallest. It is the arrangement of a set of data from the highest value to the lowest value. And also called as decreasing order.

Skip counting-

Skip counting is a method of counting by adding a number other than one to the previous number. It is a process of counting numbers by skipping a fixed number in accordance with the preceding number.





UKG ENGLISH ACTIVITIES

Topics :-

- Action words
- Digraphs
- Myself
- Pairs
- Blends
- Opposite words

Action words:

Action words are verbs that express physical or mental actions or words we use to describe things like our movements and activities. We may not notice it, but we use action words in every sentence we speak or write.

Pairs:

Pairs are two words commonly used together that have a close relation, like cup and saucer or bat and ball.

Myself:

Myself is a topic in which children talk about themselves, filling in the blanks with their name, class, school, etc, and then writing the sentences about them.

Digraphs:

Digraphs are combinations of two or three letters that make a single sound. In this worksheet, students are given a pictured word with missing letters, including a missing digraph, and are asked to sound out the word and fill in the blanks.

Blends:

A consonant blend comprises two or more consonants next to each other in a word, where those combined consonants make a distinct sound, such as 'fl' in 'flower' or 'br' in 'bread'.



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Opposite words:

Understanding the concept of opposite words is an important part of language development and can help children to learn how to compare two different things e.g. hard vs soft. Learning opposite words also improves a child's ability to describe things

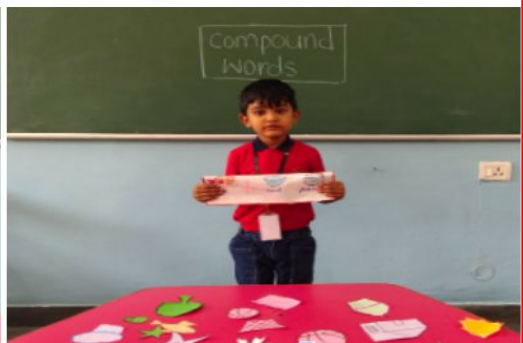




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UKG TELUGU ACTIVITIES

Activity - Identification of varnamala objects

Importance of Activities for kids

Activity-based learning allows students to express themselves creatively, giving them the freedom to approach tasks in their own unique ways. It encourages independent problem-solving, enabling learners to explore concepts on their own terms.

Students of UKG participated in an interesting Activity with the Varnamala objectives.

About activity -

Placed Varnamala related objectives like flash cards, toys and things on a table, we teacher's asked the objects of the first letter and the names in Telugu. Children told the names of the things and the first letter of the objects in Telugu.

Learning outcome:

1. Identify the first letter of the picture and name of the picture.
2. Learned the vocabulary
3. Developed their language skills.

Conclusion -

Children showed interest towards the activity and participated with enthusiasm. Activity-based learning proves to be a student-centered approach that enhances learning outcomes by fostering active participation and practical engagement.



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UKG GENERAL AWARENESS ACTIVITIES

Topics :-

- TRANSPORT
- ANIMAL WORLD (Domestic animals and farm animals, animals, aquatic animals)
- ANIMALS AND THEIR HOMES

Transport:

The topic aims to teach students about different modes of transportation. It includes objectives like identifying various transports, asking questions about boarding them, and analysing appropriate transports for different trips. Activities include identifying transports from objects and videos, describing trips using them, and a worksheet.

Animal world:

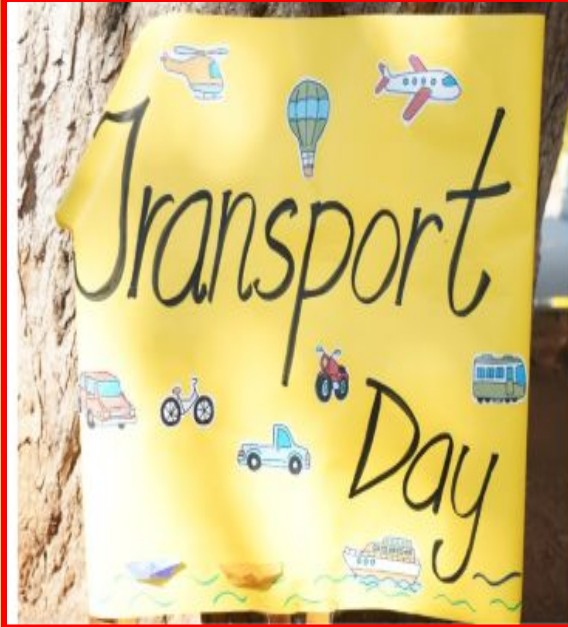
Animals carry a lot of importance in our lives. They offer humans food and many other things. For instance, we consume meat, eggs, and dairy products. Furthermore, we use animals as pets too. They are of great help to the environment. Thus, through the animal world and their homes, we teach about the places where they live, their young ones, their food, and what we get from them.



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CLASS ACTIVITIES @ GRADE 1

Reading Skills - Making connections is a reading strategy that improves understanding and engagement with the text. The “Text-to-Self” strategy encourages young learners to relate personal experiences to the story, fostering deeper comprehension. In our first-grade class, the children connected the texts to their own lives and shared numerous connections while reading stories. It was a joyous moment for them to review the memories.

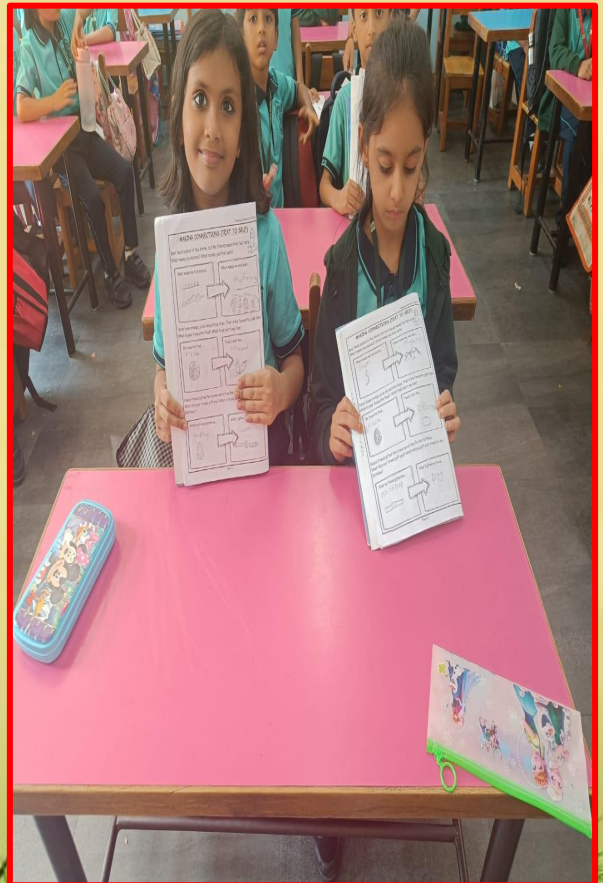
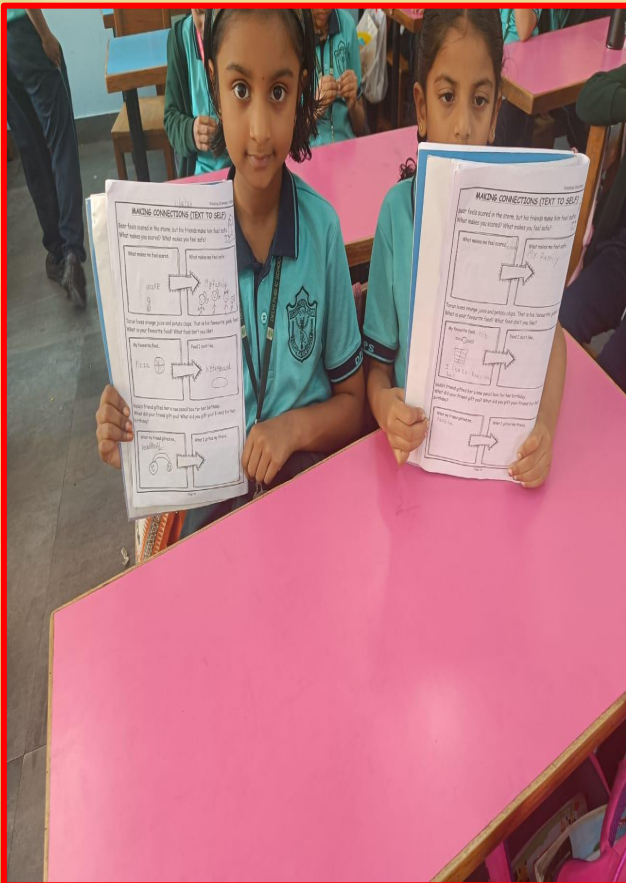




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Reading Skills - About Yourself-

Children were divided into pairs to discuss about themselves and individually introduced themselves to their friends in their own way. Children got to know about their inner beauty and uniqueness successfully through an interactive session.



**Telugu 0****Topic: Identification on names of animals Activity**

Teaching and learning is a process that all children naturally engage in and colourful words related pictures is a fun and beginning to understand that it is a way to communicate and engaging activity for students that they consciously create and promotes creativity and imagination for the correct related word for a animal picture names . It allows them to express and eager to share there learning skills and also their imagination and establish self-esteem and self- confidence remembering words related pictures easily and develop their related thinking skills . Children participated in this activity with Zeal and showed their talent . It also helped them in exploring new ideas, creativity as well as a sense of learning and growing in knowledge . It also boosts problem-solving capabilities, improves hand-eye coordination and helps increase the capability to focus on communicate feelings about the pictures names of animals as a part of primary grade-1 children were asked to identify animal pictures names. Children will remember language more easily.

LEARNING OUTCOMES:

Identification of names of animal pictures this activity helped the students to improve their hand -eye coordination, fine motor skills, encourages focus , natures creativity ,speaking skills, vocabulary and observation skills.



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GRADE 2

Math -

Topic - Play Store is a classroom activity that simulates a mini-market where kids can pretend to buy and sell items using play money.

Procedure -

- Setup: Arrange a designated area in the classroom as the “Play Store” with items like toys, snacks, and stationery.
- Play Money: Each student will bring 5 hand made fake notes and 5 coins of any denomination (below fifty rupees). The student will use it as their currency in the activity.
- Buying and Selling: Let the students take turns being shopkeepers and customers. They can buy items from the store using the fake money or take on the role of shopkeeper to sell items to their classmates.
- Price Tags: Attach price tags to each item, and students must pay the correct amount to the shopkeeper.
- Change Calculation: Encourage the shopkeepers to calculate and provide change if the customers pay with larger denominations.



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Learning Objectives:

- To understand that money is a medium of exchange for goods and services
- To understand that money is used to buy things from the market
- To understand that different coins and paper money have different values.
- To recognize and learn the names of coins/notes
- To understand the exchange value of coins/notes
- To add and subtract money in real life situation.

Learning Outcomes:

- The students will be able to-
- understand the concept of buying, selling, and using money in a practical way
- learn how to make choices and budget their money to purchase items they want
- learn basic math skills like addition and subtraction during transactions
- develop social skills, such as negotiation and cooperation, while interacting as shopkeepers and customers







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**English - Literature:****Poem-Speaking skills-Magical Wand Activity**

Topic : Activity: Making a wish using the MAGICAL WAND

Learning Objectives: Students will be able to create their own hand made magical wand and share their magical wish with their peers in the class.

Procedure:

- This is an indoor/classroom activity.
- Students will be instructed by the teacher as to what is the meaning of a magic wand and its purpose.
- Students will be asked to make a simple and a colourful creative magical band. Students will be guided to think about what wish they would love to make it come true by using a magical wand.
- Students will be suggested that the wish could be anything related to emotions, imagination, fantasy and so on.
- Students will be encouraged to use different magical words.
- Students use their imaginary knowledge and frame sentences.
- Each student will be called out to speak about his/her wish.
- This activity will be carried out until all the students will get a chance to speak.
- Students enjoyed the activity to the fullest by wishing and using beautiful magic words swinging the magical wand.

Learning Outcomes: The students were be able to-

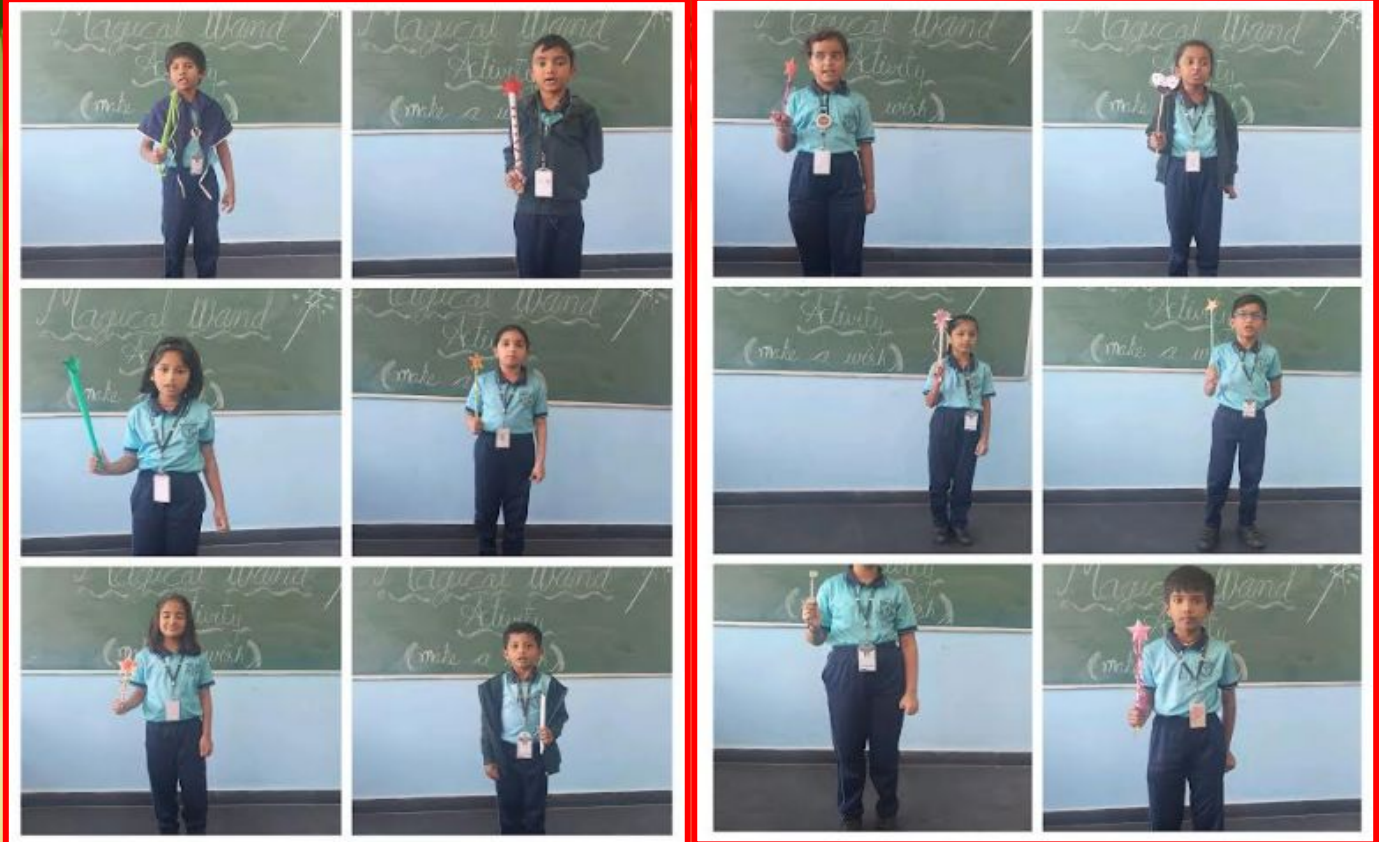
- reate a magical wand using different materials of their choice thus enhancing their creative skills.
- ring out their thoughts and imaginations in creating an imaginary world by wishing.
- Use their imaginary skills, speak about their wish and the way to fulfil them.
- Describe their ideal world. R
- efect on how they can contribute to creating this world.
- Be responsible for decision making.



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English - Topic: Lesson-8-The King of Birds

Activity: Debate

Learning Objectives: Students will be able to debate the opposition group that they are right and that the bird they chose must be the king of birds.

Learning Outcomes: The students will be able to-

- express their ideas and thoughts.
- Work in a collaborative and a cooperative way.
- Organize their points of view for one side of an argument.
- Discover new information and put knowledge into action.
- Learn through a healthy and a friendly atmosphere.
- Strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving and oral presentation.

Procedure: This is a classroom activity.

- Students were informed prior to prepare for the debate on which bird will be supported to be the KING OF BIRDS according to them-Vulture or Eagle.
- Students will accordingly gather the information on the bird they wish to be the king of birds.
- On the day of the activity, students will be divided into two groups. One supporting the Eagle to be the king of the birds and the other supporting the Vulture to be the king of birds.
- A group of 4 to 5 students will be asked to come forward from each group.
- They will be asked to put forward their support to their supporting bird.
- A student from each group will write down on the board the gist of points to be considered to judge the birds.
- Each group will support their bird by showcasing its capabilities.
- This activity will be carried out until all the students get a chance to speak.
- Students enjoyed the activity to the fullest by having a healthy debate between two groups supporting Vulture and Eagle to be the KING OF BIRDS.





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Reading Skills - Making predictions

Making predictions is an effective reading strategy that helps young learners consider what might happen next in a story. It encourages children to use clues from the text to guess the outcomes. For Grade 2 students, this strategy sparks excitement and keeps them engaged in reading. For example, before turning a page, a teacher might ask, "What do you think will happen next?" This allows students to think critically and connect with the story. Additionally, predicting enhances comprehension as students look for evidence to confirm or revise their guesses as they read.





Reading Skills

Understanding Ourselves: A Comparison of Our Strengths with Various Birds

During an audio-visual session, teachers focused on the different physical features of both big and small birds. They also conducted a discussion about the inner traits of various birds, helping children identify and relate those qualities to themselves. Through this interactive session, the children learned about the value of their inner strength and uniqueness.

**Hindi (L1) - मुर्गा और सूरज(Recitation)****कविता गायन : मुर्गा और सूरज**

कविता गायन गतिविधि के माध्यम से बच्चों ने "मुर्गा और सूरज" कविता को लयबद्ध तरीके से गाया, जिससे न केवल उनका हिंदी साहित्य से संबंध मजबूत हुआ, बल्कि उन्होंने गीतात्मक शैली में बोलने की कला भी सीखी। इस गतिविधि से बच्चों में आत्मविश्वास में वृद्धि हुई और उनकी हिंदी शब्दों को सही तरीके से बोलने की क्षमता में सुधार हुआ।

शिक्षिका ने बच्चों का मूल्यांकन विभिन्न मापदंडों के आधार पर किया, जैसे सही उच्चारण, लय और भावनात्मक अभिव्यक्ति, और इसी आधार पर उन्हें ग्रेड दिए गए। इस आंकलन प्रक्रिया ने बच्चों को उनकी प्रगति को समझने और सुधारने का अवसर दिया। इस गतिविधि में बच्चों ने उत्साहपूर्वक भाग लिया, जो उनके वाचन कौशल (speaking skills) के विकास का प्रमुख कारण बना। इस प्रकार, कविता गायन ने न केवल बच्चों की भाषा क्षमता को निखारा, बल्कि उन्हें समूह में काम करने और आत्म-व्यक्तित्व को व्यक्त करने का भी मौका दिया।





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Hindi (12) -**गतिविधि - शब्द बनाओ मात्राओं के साथ शब्द बनाना (ऐ और ओ)****LEARNING**

यह गतिविधि बच्चों के लिए बहुत लाभकारी साबित हुई, क्योंकि इसमें उन्होंने अक्षरों और मात्राओं की सहायता से "ऐ" और "ओ" मात्रा के नए-नए शब्द बनाने की प्रक्रिया सीखी। इस प्रक्रिया में बच्चों ने अपनी रचनात्मकता का प्रदर्शन किया और हिंदी भाषा में नए शब्दों को पहचानने और प्रयोग करने की क्षमता विकसित की।

इस गतिविधि में बच्चों ने उत्साह और उत्सुकता के साथ भाग लिया, जिससे उनकी मानसिक क्षमता और सोचने की क्षमता में सुधार हुआ। साथ ही, इस गतिविधि ने बच्चों में हिंदी विषय के प्रति रुचि को और बढ़ावा दिया, जो भविष्य में उनकी भाषा कौशल को और बेहतर बनाने में मदद करेगा। कुल मिलाकर, यह गतिविधि बच्चों के लिए न केवल शैक्षिक दृष्टिकोण से महत्वपूर्ण थी, बल्कि उनके मनोवैज्ञानिक और सामाजिक विकास में भी सहायक सिद्ध हुई।

LEARNING OBJECTIVES - अक्षरों और मात्राओं के माध्यम से बच्चों को शब्द बनाना और सीखाना

PROCEDURE - कक्षा में सभी बच्चों को "ऐ और ओ" मात्रा के फ़्लैश कार्ड और अक्षर दिए गए और उन्होंने अक्षरों और मात्राओं को जोड़कर नए-नए शब्द बनाए।

OUTCOMES





Telugu (L1) - In Grade 2 Telugu class, teachers recited poems from the textbook and encouraged students to recite one with actions. This public speaking activity not only helped reduce anxiety and nervousness but also boosted self-esteem and built confidence in the students.

The children practiced eagerly, and their enthusiasm was evident as they recited the poems in class. Through these poems, students learned about various cooking methods, different types of food, and the diverse tastes of home-cooked meals. This activity enhanced their speaking skills, allowed them to express themselves confidently, and provided valuable knowledge about food and culinary traditions.

Learning Out comes:

- Improved Public Speaking Skills
- Boosted Self-Esteem
- Cultural Awareness
- Enhanced Language Skills
- Engagement and Enthusiasm







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Telugu - (I2)**Activity: Sentence formation with pictures**

In Grade 2, Language-2 Telugu classes, students drew colorful pictures and described them in sentences. After instructions, they enthusiastically shared and spoke about their drawings with peers. This activity helped develop their drawing, speaking, writing, thinking skills, and vocabulary.

Students participated actively, showing creativity and improving their language skills. The exercise was both fun and educational, fostering engagement and enhancing their ability to form sentences and express ideas confidently.

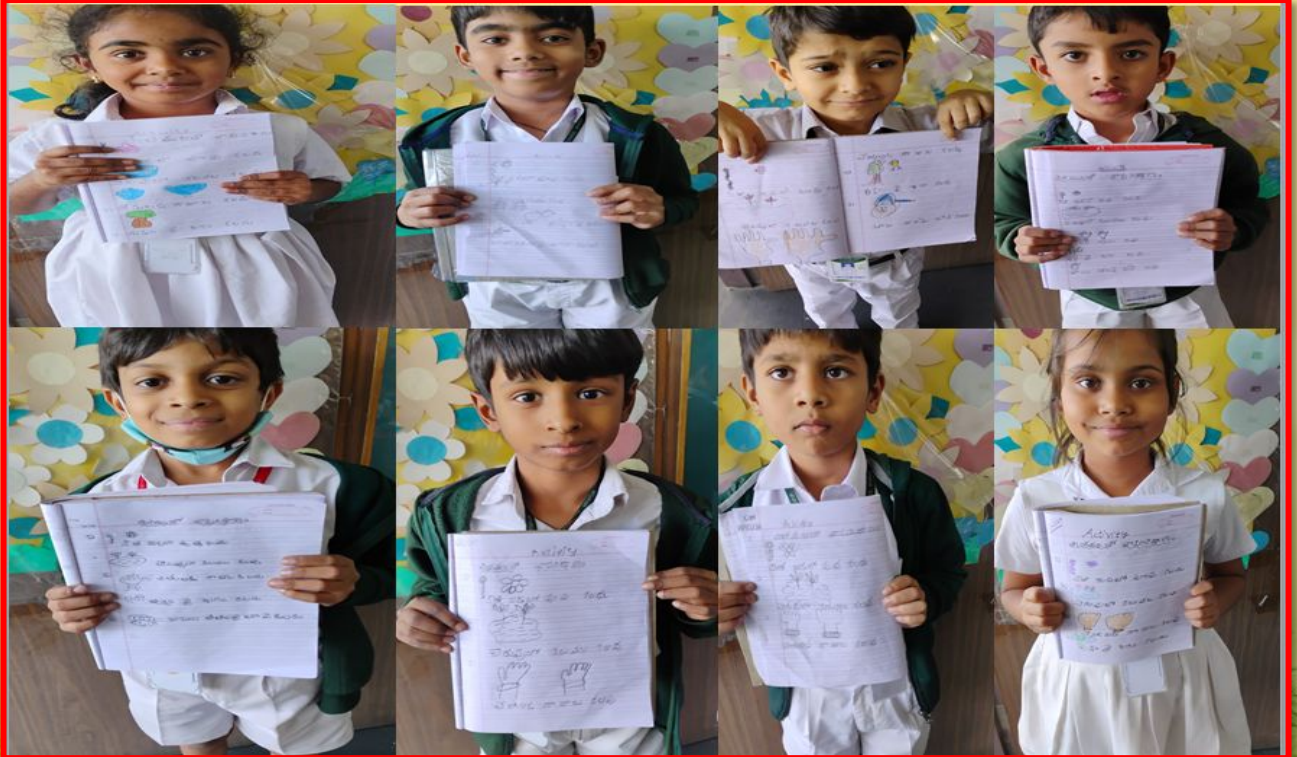
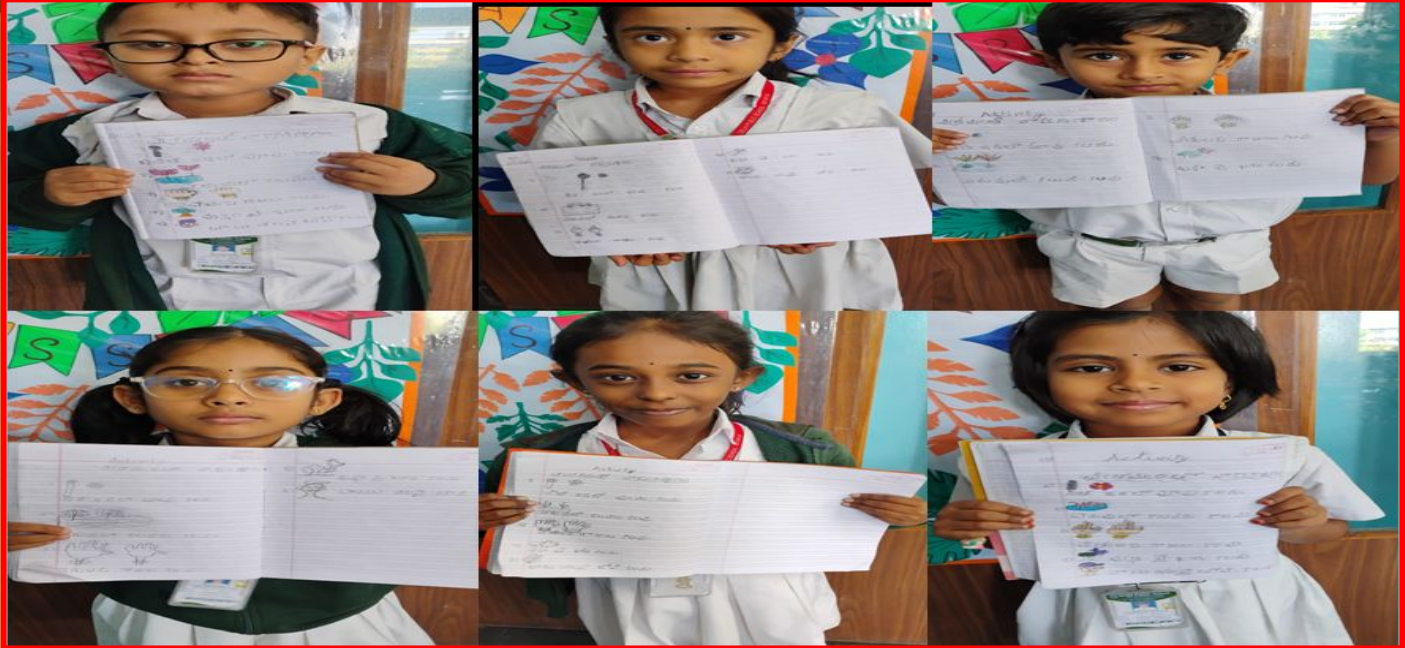
Learning Out comes:

- Formation of a sentence
- Enhanced Speaking Skills
- Creative Expression
- Vocabulary Development
- Improved Writing and Thinking Skills:



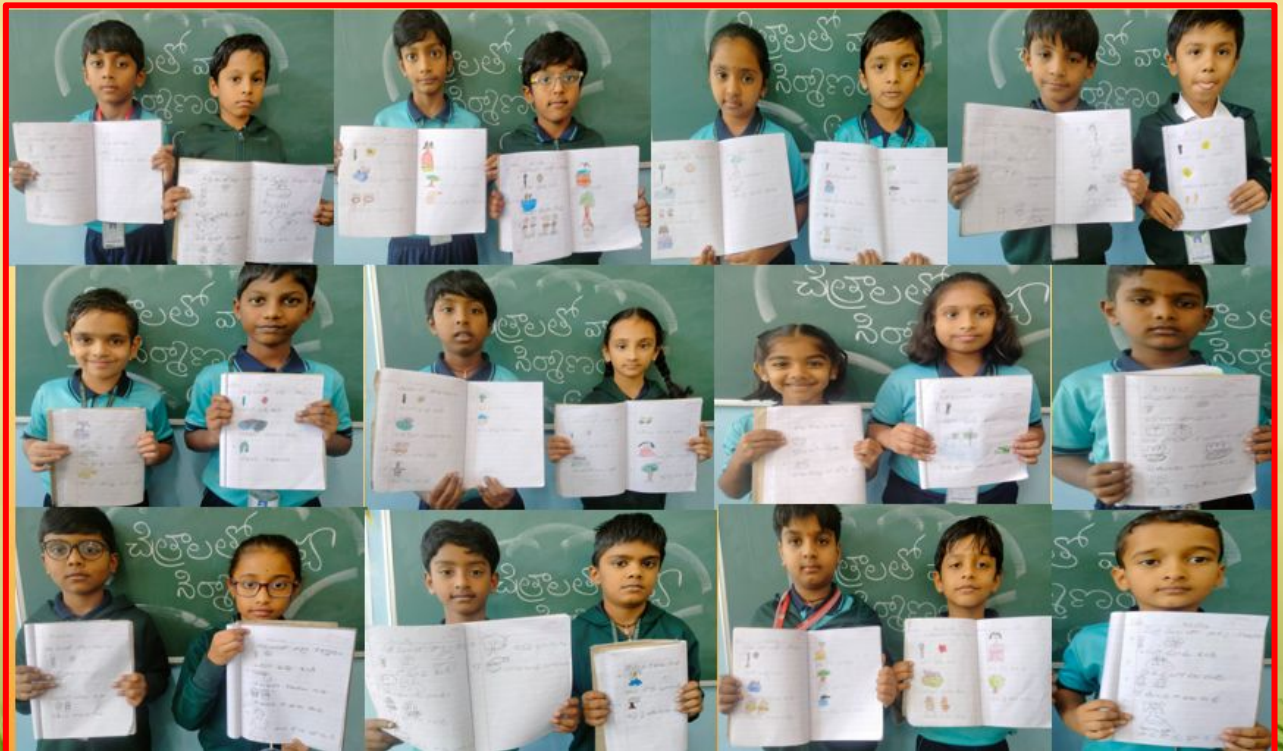


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ASSEMBLY @ GRADE 2G & 2H

Health is a boon and the real jewel of our life. It is the most precious possession of human beings. If one loses his health he will lose all the charm in life. As we all know the famous proverb-“Health is wealth”.

The students of Grade 2G and 2H presented the Class Assembly on 19.12.24 highlighting the concept of being healthy and happy- HEALTH & FITNESS.

The assembly started with a symphonious prayer followed by the news. Children marvelously showcased with an action song.

This was followed by the students sharing information about how to be healthy and fit by waking up early, regular exercise, eating balanced diet and proper sleep and personal hygiene.

The children have performed a warmup dance.

Later our headmistress ma'am addressed the students and made them do a fun laughter exercises which filled our surroundings with cheerful laughter and also ma'am was interacting with children on how sleep is very important for everyone to maintain a healthy and a happy life.

The assembly was concluded by the Co-Ordinator, Ms. Hema mam who shared her valuable opinion and instructed the students about the discipline.

The assembly presentation was well received by the students.

The assembly was dispersed by the PET department.



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ASSEMBLY @ GRADE 2 I & J

"Peace on Earth will come to stay, when we live Christmas every day."

The Christmas assembly was a joyous and festive event that brought together students, teachers, and staff to celebrate the spirit of the season. The assembly was held on on 23rd of December, 2024, in the Aakash block stage near the tamarind tree . The program started with a devotional prayer followed by the news headlines in and around the world. The students highlighted the true meaning of Christmas with facts and thoughts. The special performance by the music and dance team showcased the students' talents and creativity.

The Christmas assembly was a resounding success, filled with joy, laughter, and festive cheer. It was a wonderful opportunity for the school community to come together and celebrate the spirit of Christmas. The assembly came to an end with the encouraging words of our Coordinator Ms. Hema Malini.



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GRADE 3

Math - Tally Marks

Grade 3 students were instructed to roll a die number-wise, giving everyone of the 40 students an opportunity to roll. They then documented the results by drawing a tally mark after each die throw. They answered the questions in the book after marking the tally marks in front of the number of dots they received in the math textbook. They responded and noted which die face they encountered the most and which they encountered the fewest times. Children had a great time rolling dies and making tally marks, and the exercise helped them develop their collaborative abilities.





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Math - Shapes in nature

Shapes Activity Learning Outcomes: Learning shapes helps children identify and organize visual information. Shapes encourage kids to visualize and connect to the world around them.

Observations:

- This activity encourages students to apply math knowledge to the natural world around them. Students will identify shapes in nature and describe specific shape properties.
- Math in nature is a wonderful way to help children recognize and appreciate mathematical concepts outside the classroom. This activity not only enhance their understanding of shapes but also foster a love for the environment.
- By exploring the natural world, children can discover that math is not just a subject to be learned but a fascinating part of the world around them. Thus, children move around the school and explored the shapes. Children enjoyed it.





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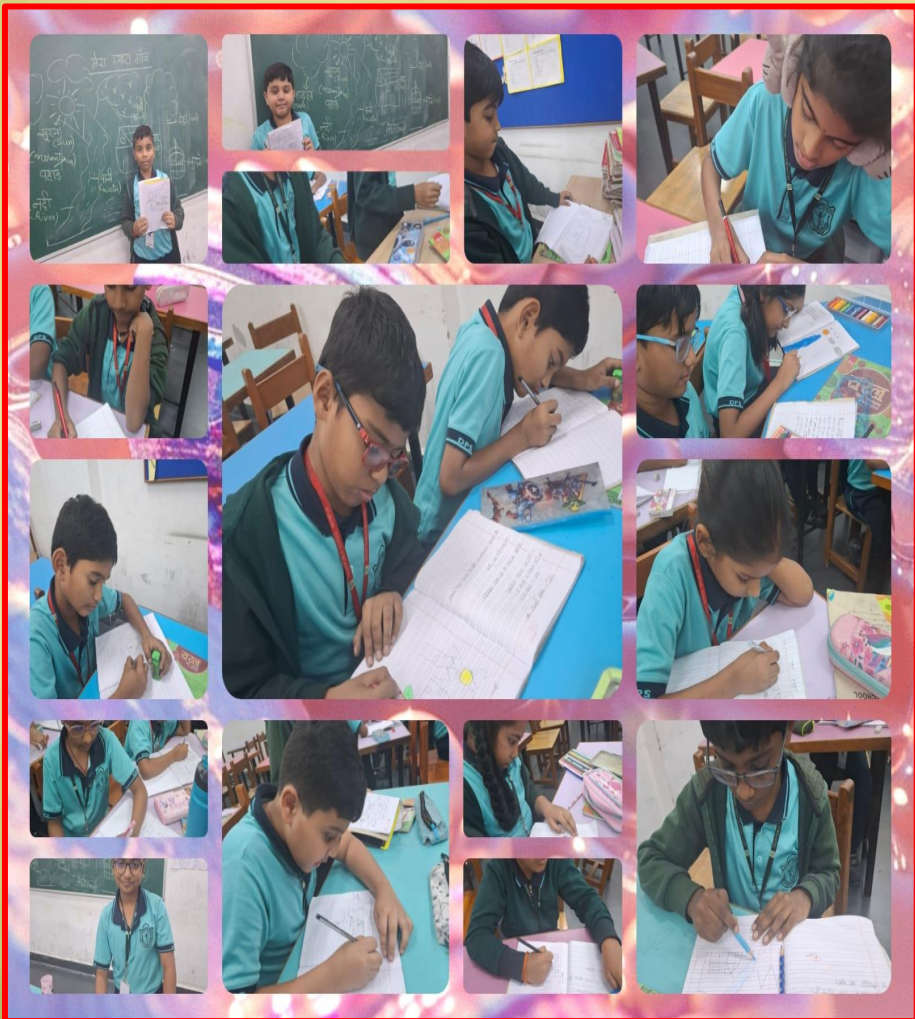
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हिन्दी (LR) -

इस गतिविधि में छात्रों ने मेरा प्यारा गाँव का चित्र बनाया। चित्र में कविता (पाठ १ सबकी दुनिया एक) से संबंधित चित्र भी बनाए। वह प्राकृतिक सामान जो सबके लिए एक हो जैसे धरती, नदी, पेड़, सूरज, पहाड़, पक्षी आदि। इस गतिविधि से छात्रों में भाषा एवं प्रकृति के प्रति प्रेम को बढ़ावा दिया गया। विषय में कला का समावेश किया गया।





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Hindi (L1) पाठ – 9 फलों क दरबार

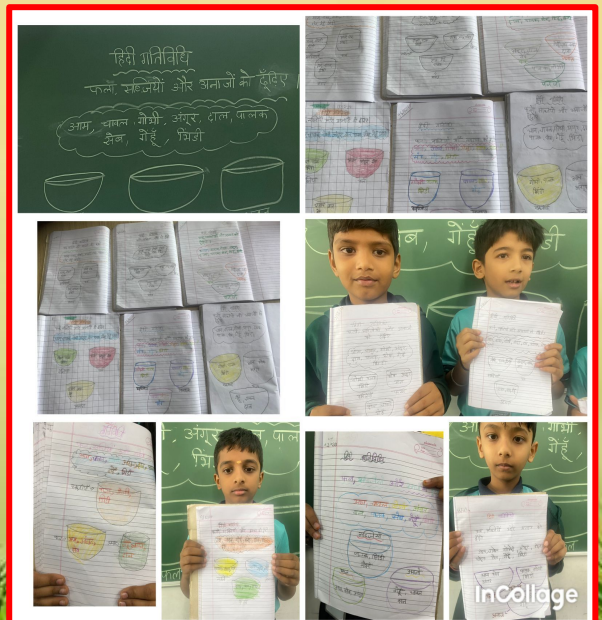
कक्षा 3 के सभी छात्रों को हिंदी गतिविधि दी गई थी। बच्चों ने फल श्यामपट्ट पर से फलों, सब्जियों और अनाजों के नामों को छाँटकर सही टोकरी में लिखा। छात्रों की हिंदी शब्दावली भी विकसित हुई। यह सीखने के लिए आनंददायक और इंटरैक्टिव बनाने के लिए उनमें रंग भरे, जिससे छात्रों ने आनंद के साथ अपनी पसंदीदा टोकरी को सजाया और उसमें लिखा। रंग भरने वाली गतिविधियाँ छात्रों को संलग्न करने और सीखने की प्रक्रिया को आनंददायक बनाने का एक शानदार तरीका है।





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InCollage

InCollage



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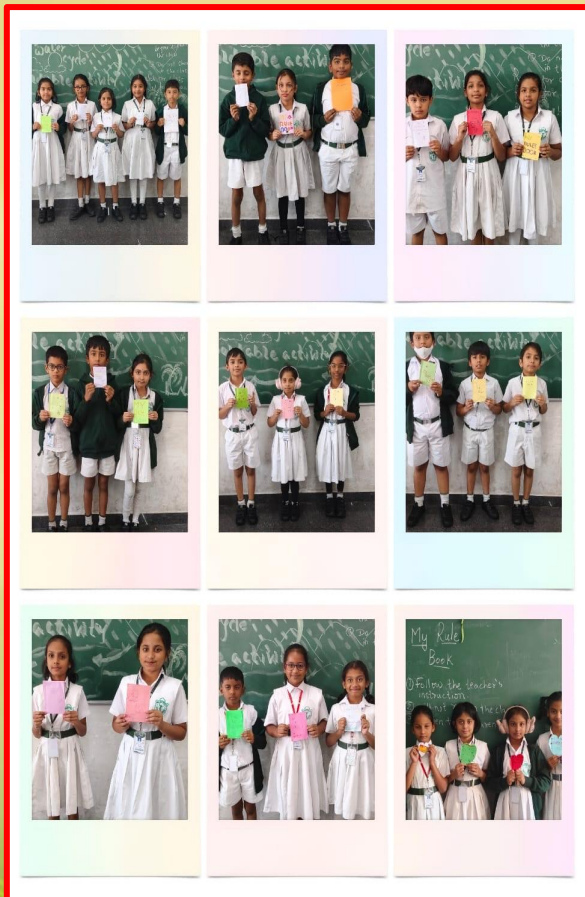
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English • My Rule Book ~ Shape your rules...

Grade 3 children did “My Rule” activity in their respective classrooms, where they designed creative rule books in various shapes of their choice, such as stars, hearts, or fruits etc. Each student set five personal rules to follow, focusing on kindness, responsibility, and discipline.

Learning outcome:

The activity encouraged self-awareness, creativity, and the importance of rules in daily life.

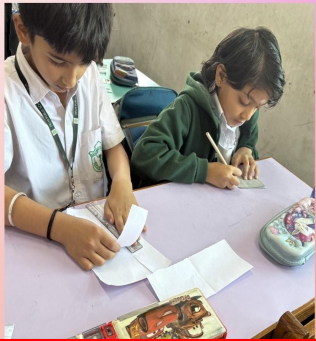
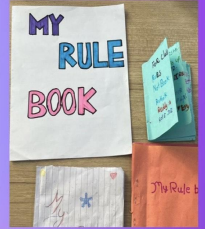




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తెలుగు (L2): -కృత్యము : ఒత్తులు

కృత్యమును చేసిన విధానము: విద్యార్థులు ఒక్కొక్కరూ వచ్చి ఒక్కొక్క కార్డును తీసుకుని దానిపైన ఉన్న అక్షరాన్ని చెప్పి ఆ అక్షరానికి చెందిన ఒత్తును బోర్డు పైన రాయడం.

Learning outcomes:(అభ్యసన ఫలితాలు)

విద్యార్థులు అక్షరాలను స్పష్టంగా పలికి దానికి సంబంధించిన ఒత్తును రాయగలిగారు. మరియు ఒత్తుతో ఉన్నటువంటి అక్షరాన్ని స్పష్టంగా పలకగలిగారు.దీని ద్వారా భాషా ఉచ్చారణ వంటి నైపుణ్యాలు పెంపొందించుకున్నారు.



**Science -**

Objectives: To understand the processes of evaporation, condensation, and precipitation in the water cycle.

Procedure:

- Students used A4 size sheets of paper.
- Folded the corners of sheet inside.
- In each corner of the sheet they drew and labelled the steps of water cycle.
- After drawing they coloured it.

Conclusion: Students were able to identify and understand the steps of water cycle.

Learning Outcomes:

- Cognitive domain : Categorize the steps of water cycle.
- Affective domain: Based on the characteristics, students will observe and define the evaporation ,condensation,precipitation and collection.
- Psychomotor domain: Children were able to identify the different steps of water cycle.





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Telugu (11) -

లక్ష్యాలు (objectives)

- చిత్రాన్ని చూసి , విశ్లేషణచేసి చిత్రములోని అంశాలను రాయగలరు
- రాయగలిగే సామర్థ్యాన్ని సరైన ఉచ్చారణ, దస్తూరితో మెరుగు పరుచుకుంటారు.
- చెట్టు వలన కలిగే కొన్ని ముఖ్యమైన విషయాలను గురించి లుసుకుంటారు.

అభ్యసన ఫలితాలు (learning outcomes)

- విద్యార్థులు చిత్రంలోని అంశాలను గురించి చక్కగా వర్ణించి రాయగలరు .
- ఏ విషయమైనా అనర్గళంగా పరిస్థితులకు తగినట్లు రాయగలిగే సామర్థ్యాన్ని పొందారు.
- చిత్రాన్ని గీసే రంగులు వేసి తరగతంలో ప్రదర్శించడానికి ఆసక్తిని కనబరిచారు.
- విద్యార్థులు అందరూ కృత్యం చేయడంలో ఎంతో ఉత్సాహాన్ని కనబరిచారు.





GRADE 4

Science- To stimulate students' critical thinking skills, they were asked to observe, infer, and draw conclusions based on the images and questions presented. They were shown a picture of a tree with no leaves and were asked to express their feeling.

Learning Outcomes

Environmental Awareness: Discussing a tree with no leaves and pondering its cause raises awareness of environmental issues and the impact of human activities on nature.

Communication Skills: Students practice articulating their thoughts and emotions, learning to express their ideas clearly and listening to others' perspectives during group discussions.

Empathy and Emotional Intelligence: Describing the emotions in the picture helps students develop empathy and emotional intelligence. They learn to identify and express feelings, both their own and those of others.

Creativity and Imagination: Such activities encourage creative thinking. Students imagine different scenarios and possible solutions to the problems depicted in the image.

Overall, this activity aims to enhance students' cognitive, emotional, and social skills while fostering a deeper appreciation for the environment.

Activity: Simple 3-D Model Making of Simple Machines

Objective: To engage children to brush up their learnings and observations about different types of simple machines and their uses through activity.

Learning about SCIENCE as a part of the curriculum through listening to lectures and reading about it, though valuable, is not always enough to make the child explore and construct their knowledge for better understanding. To create curiosity and interest in machines, a 3-D Model making activity has been conducted at Grade 4 level. The objective behind this activity was to allow children to make models of different simple machines they use on a daily basis to make their tasks easier and faster, with the use of less force.



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The activity was held for all the sections across Grade 4 during the regular science periods under the guidance of the teachers. The activity was a part of the chapter 'Force, Work, and Energy' where children learned about different types of forces, sources of energy and how the simple machines help us overcome a heavy load with less effort. Children were instructed to bring the materials required for the activity. Cutting papers according to their shape of boosts the imagination, fine motor skills and social skills where children interact among themselves to complete their task. All the students were engaged. Most of the children completed their task within the period while a few took help from the teachers to complete their tasks. At the end of the activity, children were able to spot the simple machines in their pencil boxes, bags and school buildings. This type of class activity develops curiosity and scientific temper in children.





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**Social -****GROUP ACTIVITY: "Protect Our Soil" (Poster Making) Procedure:**

- Students were divided into groups.
- Each group was assigned a specific type of soil (e.g., alluvial, red, black) and was asked to create a poster highlighting the characteristics and suitable crops for that soil type as well as the measures to prevent soil erosion. (of all types of soil)
- Each group presented their poster to the class, explaining the importance of conserving soil .

Learning Objectives:

- Understand the characteristics of different types of soil.
- Identify suitable crops for various soil types.
- Recognize the causes and effects of soil erosion.
- Develop awareness of soil conservation measures.
- Foster teamwork, creativity, and presentation skills.

Learning Outcomes:

- Students were able to describe the unique characteristics of different types of soil.
- Students were able to list crops suitable for specific soils and explain why they thrive in those conditions.
- Students were able to identify at least three measures to prevent soil erosion.
- Students were able to demonstrate an understanding of the importance of soil conservation.
- Students were able to collaborate effectively in groups to create and present a poster, showcasing their learning in a creative manner.



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MATHS:

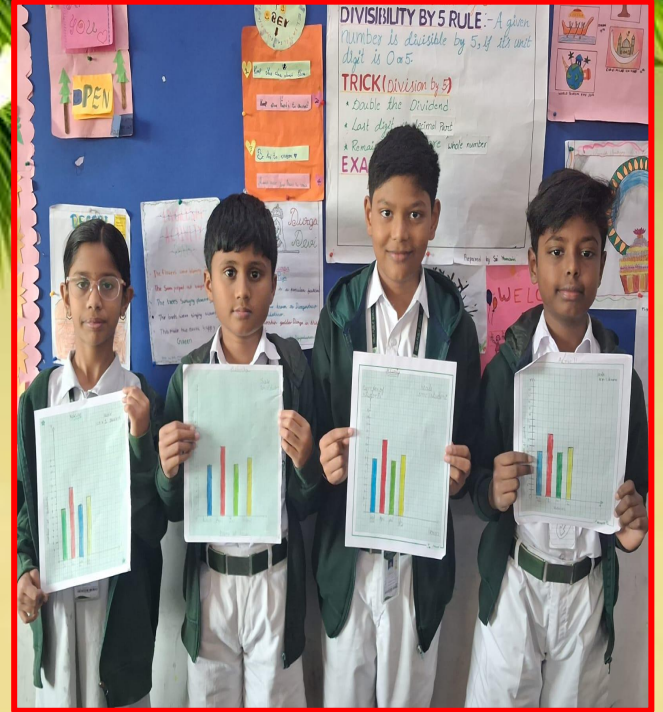
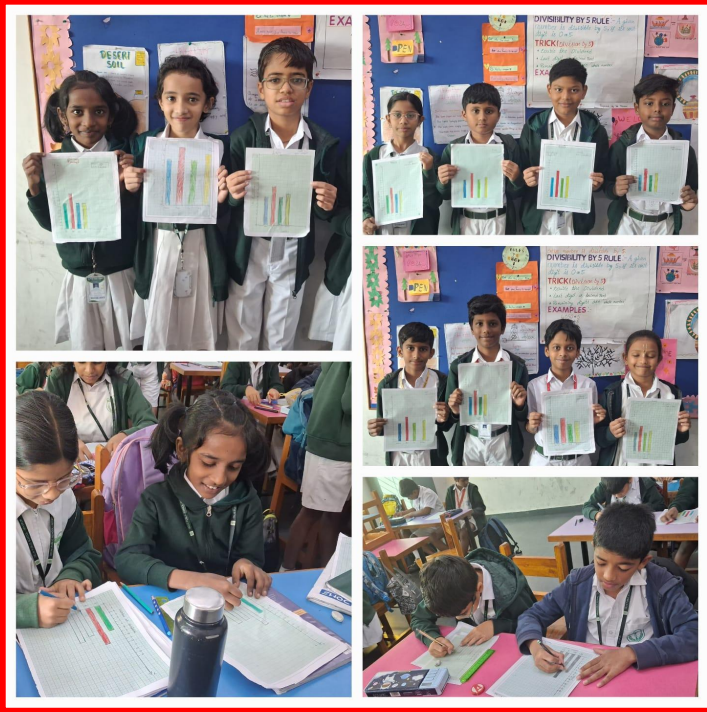
- Representing the data (5 various activities performed by the class students on the annual day celebration) in the form of a Bar Graph.

Objective: To help students understand data representation through bar graphs and enhance their skills in organizing and interpreting data.

Description: As an individual exercise, each student drew a bar graph showing the five different activities they completed on the annual day. The X-axis had the names of the activities, and the Y-axis had the number of pupils who took part in those activities. Students actively participated in creating graphs. They learned how to effectively depict data using bar graphs and analyze the information that is to be displayed. Children enjoyed the activity and learned how to efficiently organize and analyze the provided data.

Through practical exercises such as creating bar graphs, students can build a solid foundation in data analysis and visualization.







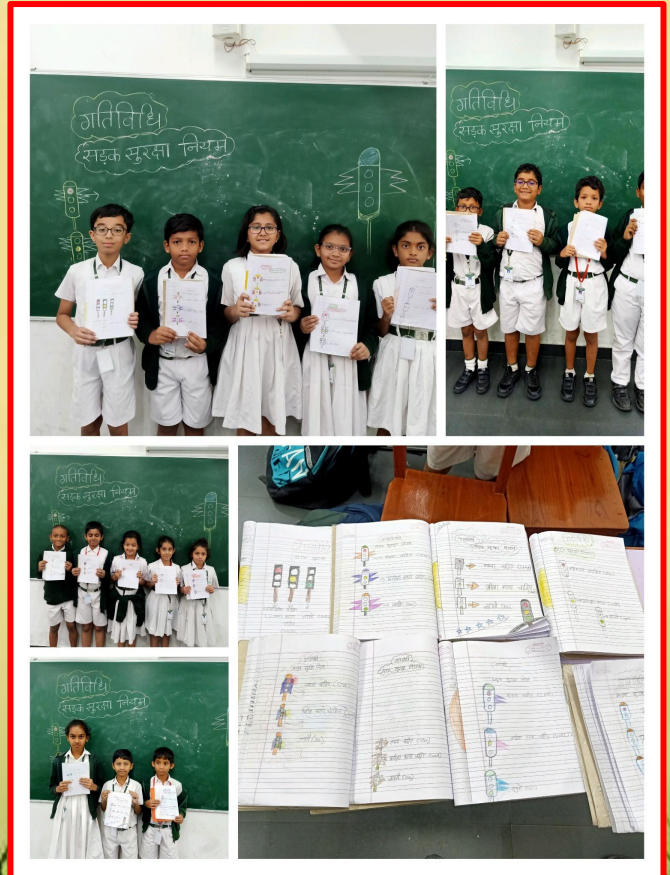
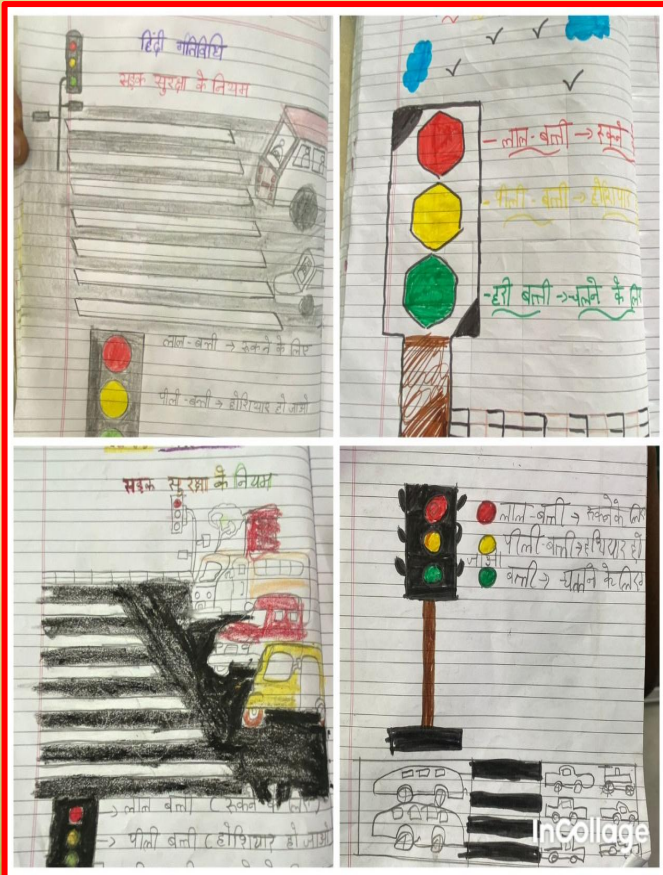
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HINDI I

गतिविधि - सड़क सुरक्षा के नियम

ग्रेड 4 एल1 के सभी छात्रों ने हिंदी गतिविधि में भाग लिया। यह गतिविधि हिंदी कक्षा में आयोजित की गई थी। यह गतिविधि बच्चों को ट्रैफिक नियमों और उनका पालन करने के महत्व को सिखाती है। अपनी बारी का इंतजार करना और बच्चों को धैर्य का महत्व सिखाती है। इस एक्टिविटी ने बच्चों को सुरक्षा के महत्व और नियमों का पालन करके दुर्घटनाओं से बचने की आवश्यकता के बारे में सिखाया।

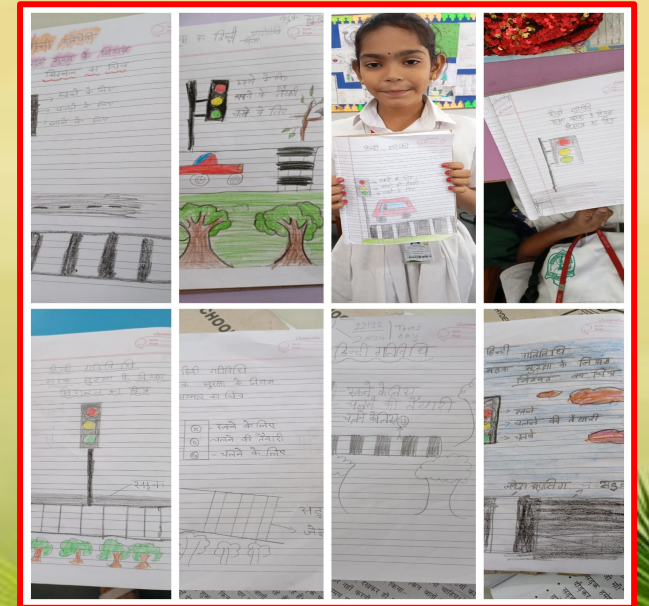
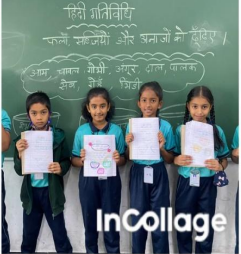
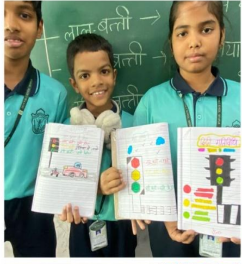
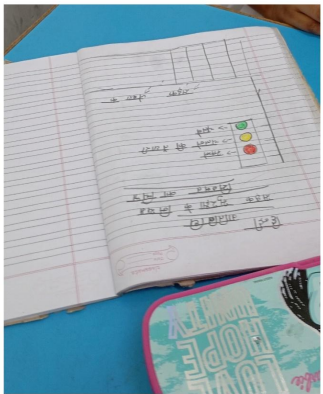
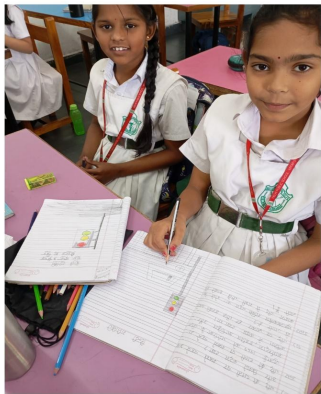
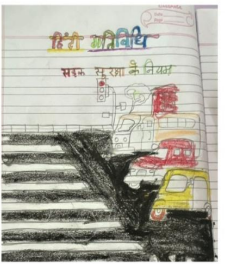
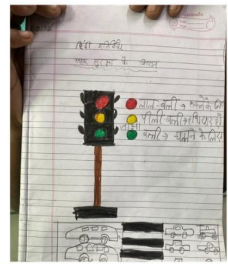
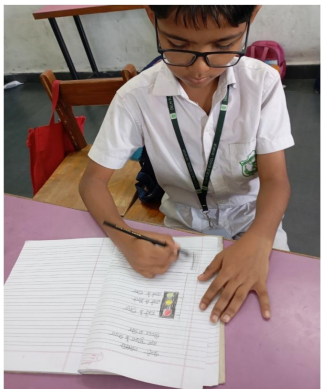
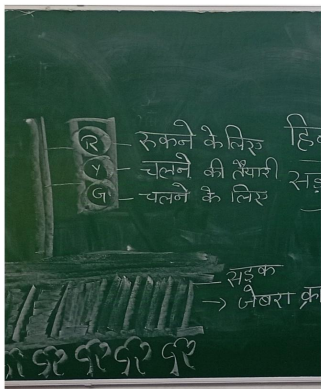
गतिविधि के लाभ: शब्द भंडार का विकास।





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InCollage



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TELUGU I

కృత్యము : కాగితముతో క్రీస్మస్ చెట్టును తయారుచేయుట.

- ఈ కార్యచరణలో విద్యార్థులు అందరూ ఎంతో ఆనందంగా పాల్గొన్నారు.
- విద్యార్థులు తమలో కళా నైపుణ్యమును పెంపొందించుకున్నారు.
- పర్యావరణానికి హాని కలిగించని వస్తువుల గురించి తెలుసుకున్నారు.
- కాగితంతో క్రీస్మస్ ట్రీ తయారీ అనేది పర్యావరణానికి మిత్రమైన మరియు వినోదభరితమైన చర్య. ఇది విద్యార్థులందరికీ స్ఫూర్తిని ఇచ్చి, పండుగ సంతోషాన్ని మరింత పెంచింది.
- ఈ కార్యక్రమం ద్వారా క్రియాశీలత, సృజనాత్మకతను పెంపొందించుకోవడమే కాకుండా, పునర్వనియోగం యొక్క అవసరాన్ని తెలుసుకున్నారు. విద్యార్థులు స్వచ్ఛందంగా పాల్గొని తమ నైపుణ్యాలను మెరుగుపర్చుకున్నారు.





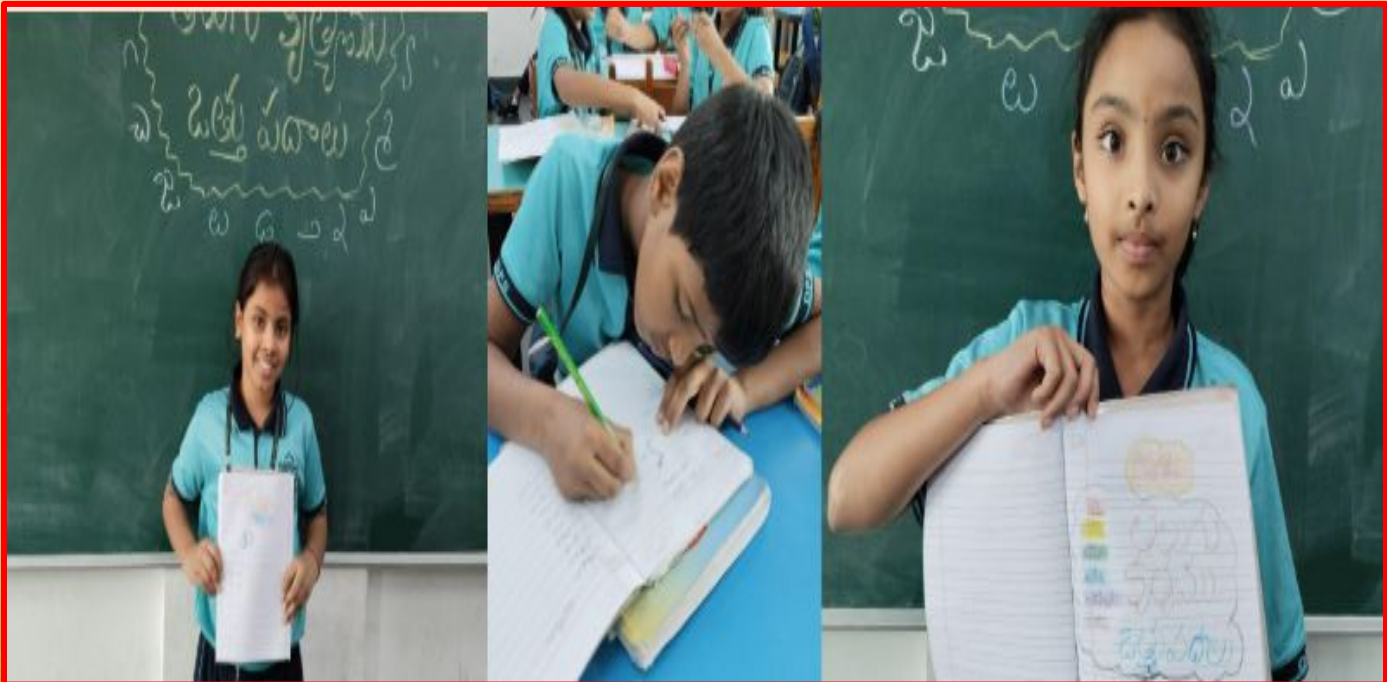
Telugu L2 ఒత్తు పదాల కృత్యము (otthu padala krutyamu)

- విద్యార్థులు అక్షరము యొక్క ఒత్తును గుర్తించగలిగారు.
- విద్యార్థులు ఒత్తుల పై అవగాహన పెంచుకున్నారు.
- ఒత్తు పదాలను గుర్తించి, వాటిని చవడం, రాయటం నేర్చుకున్నారు.
- విద్యార్థులు కృత్యములో పాల్గొని ఆసక్తిని కనపరిచారు.

Learning outcomes -

- Students were able to recognize the otthu of the letter.
- Students developed awareness of otthulu
- Understood how to read and write accented words.







CLASS ASSEMBLY @ GRADE 4 F, G, H & K

Grade 4 students of sections F, G, H, and K presented a wonderful class assembly on the topic Swachhta Pakhwada on 19th December 2024. Through an engaging skit and lively dance performances, they explained the importance of cleanliness and how each of us is responsible for keeping our surroundings clean. The children shared simple ways to maintain cleanliness in daily life, leaving everyone inspired. The assembly helped them understand the value of cleanliness and how it contributes to a better environment for all.





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GRADE 5

Science - Students made a simple machine (inclined plane) by using the materials mentioned in the TB example Toy car , Books and scale

Students arranged the books to make the inclined plane and observed the effect of slope at different angles on the speed and distance traveled by the car. They also observed and discussed the problems faced by them during this activity.





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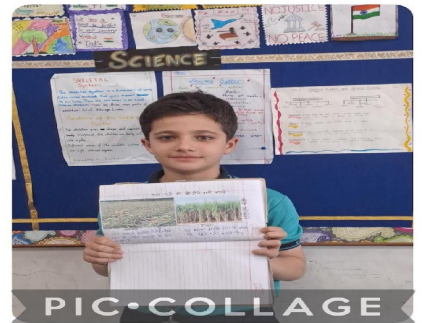
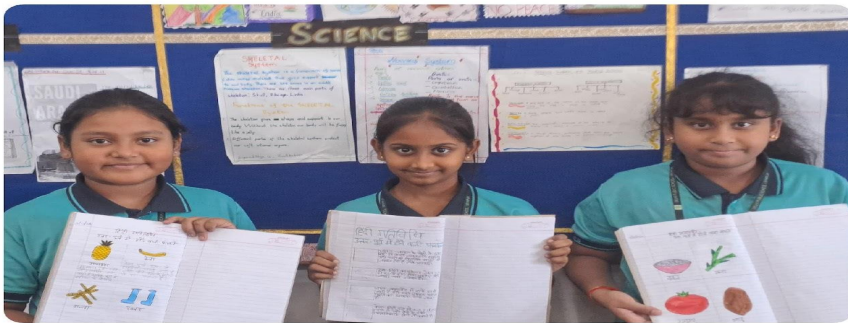
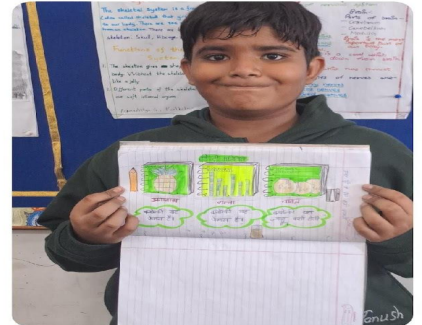
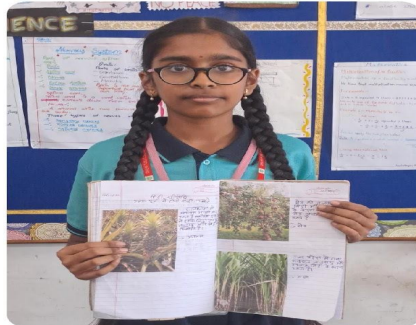
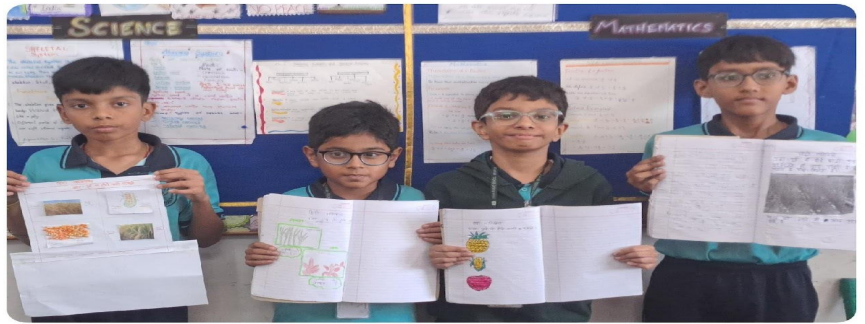
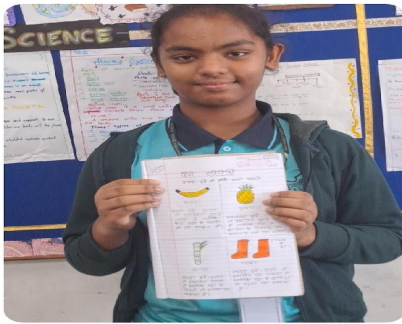
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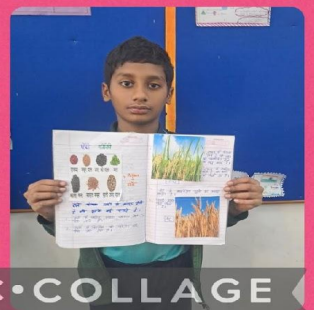
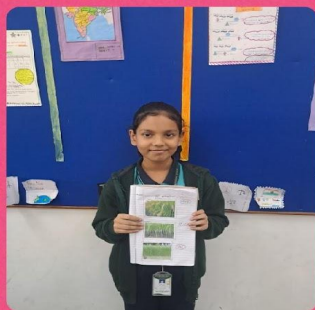
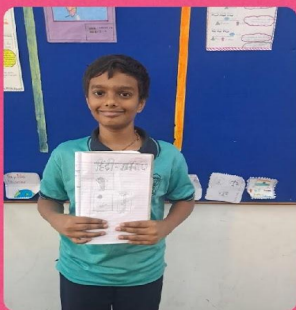
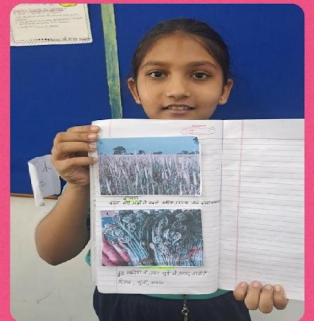
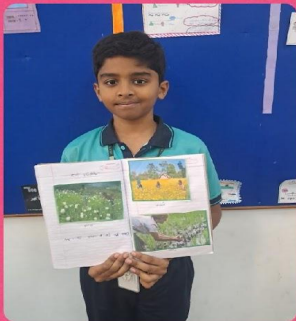
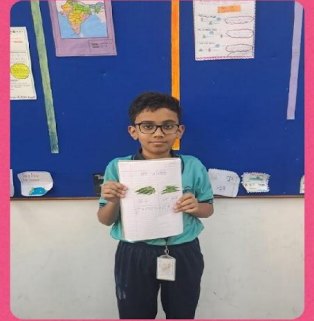
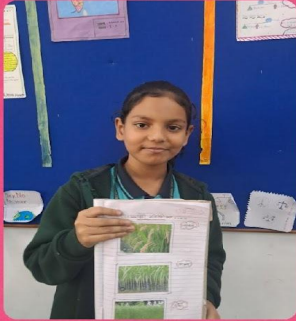
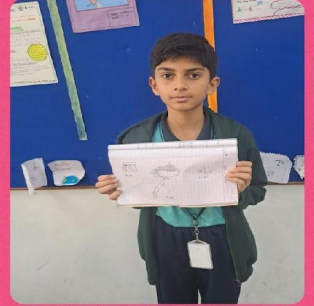
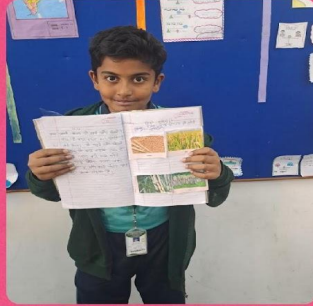
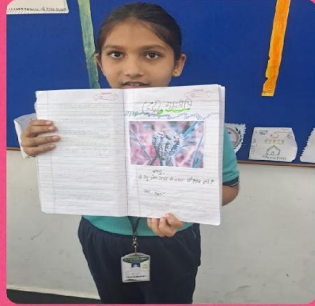
Hindi

L1)

इस गतिविधि में बच्चों ने पूर्वोत्तर राज्य में की जाने वाली खेती के बारे में जानकारी एकत्र किया। चाय की खेती के अलावा अन्य प्रकार की खेती के बारे में जाना। पर्वतीय या पहाड़ी क्षेत्रों में खेती के लिए अनुकूल परिस्थितियों के बारे जाना।



PIC-COLLAGE





ASSEMBLY @ GRADE 5D

It was a bright WEDNESDAY morning; Grade 5 D class presented their assembly on the wonderful topic of HARD WORK VS SMART WORK. Every member of the class took a step forward toward making the assembly a success. The assembly started with the prayer and a mesmerizing thought of the day leading to the objective of inspiring students to understand the importance of hard work and smart work in achieving success.

The skit highlighted the hard work which is a consistent effort and dedication towards a goal and smart work which is efficient and strategic planning to achieve goals and also the importance of combining both for optimal results.

The rap song showcased a contrast between a hard-working student and a smart-working student enlightening the importance of striking a balance between the two.

Later children presented a poem in Hindi that both hardwork and and smartwork are essential for success. Telugu skit showcase that while hardwork builds the foundation , smartwork helps you to finish the task more efficiently.

Overall, the assembly was conducted smoothly and the audience was enthralled by the impeccable performance of the students.



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GRADE 6

Hindi (L1) -

इस गतिविधि में अध्यापिका ने बच्चों को भारत के गुमनाम \ अनसुने नायक एवं नायिकाओं के बारे में जानकारी एकत्र कर के एक एलबम तैयार करने के लिए कहा था। बच्चों ने A4 कागज़ पत्र पर चित्र चिपका कर उनके बारे में लिखा और सुंदर ढंग से सजाया।

उद्देश्य - इस गतिविधि का उद्देश्य है कि बच्चे भारत के गुमनाम नायकों को जाने, उनके समर्पण एवं त्याग को समझे।

निष्कर्ष - देशभक्ति और देशप्रेम की भावना जागरूक करें और रचनात्मकता को बढ़ावा दें। उनके परिवार के समर्पण एवं त्याग को हमेशा याद रखें।







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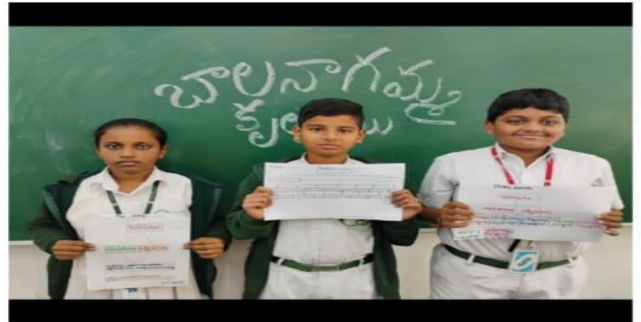
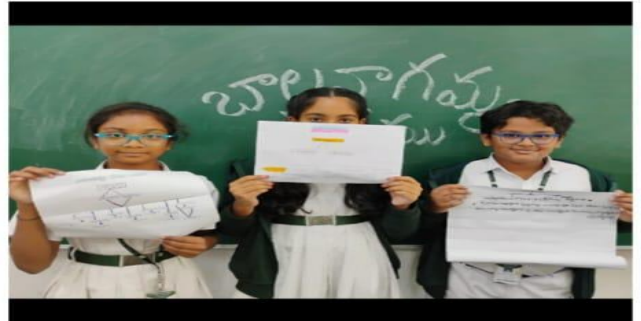
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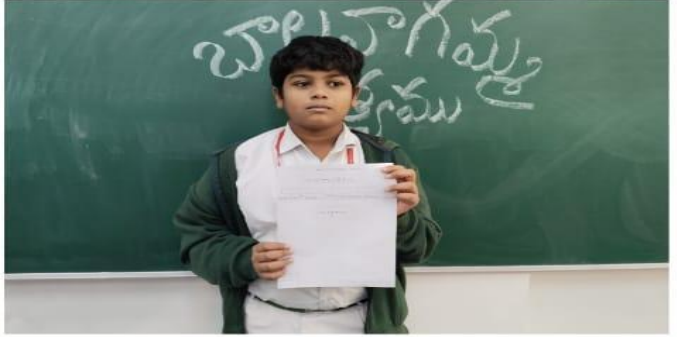
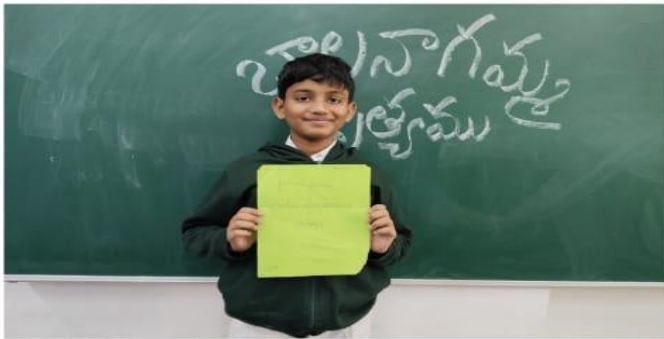
Telugu (L1) - Listening activity report :-

- బాలనాగమ్మ పాఠ్యాంశాన్ని విద్యార్థులు చేత చదివించి దానిలోని ముఖ్య విషయాలతో concept map చేయించుట.

Learning Out comes :-

బాలనాగమ్మ కథలోని విషయాలను క్షుణ్ణంగా తెలుసుకున్న తరువాత భావనా చిత్రాన్ని గీసి చక్కగా గుర్తుంచుకున్నారు.







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Teugu (L2) - నీతి పద్యాలు

కృత్యము : Activity -

- విద్యార్థులు నీతి బోధకమైన పద్యాలలో ఏదైనా ఒక పద్యమును తరగతిలో పాడి దాని భావం వివరించుట .
- విద్యార్థుశతక పద్యాలను పాడటం వలన పట్ల విద్యార్థుల్లో నైతిక విలువలను పెంపొందించడం. భాషణా నైపుణ్యమును పెంపొందించడం. తెలుగు భాషలోని మాధుర్యమును తెలుసుకోవడం

Learning outcomes

- విద్యార్థులు పద్యమును యుక్తముగా , లయబద్ధముగా , అర్థవంతముగా ఎలా చదవాలో నేర్చుకున్నారు .
- తాము పద్యాల ద్వారా నేర్చుకున్న నైతిక విలువలు తమ జీవితంలో ఆచరించాలని గ్రహించారు .
- శతక పద్యములు చెప్పడం పై విద్యార్థులు పోటీపడి చెప్పారు దీని వల్ల భాష పట్ల , పద్యాలు నేర్చుకోవడం పట్ల మక్కువ పెరుగిందని గ్రహించవచ్చు .





English - - ART INTEGRATED LEARNING- STRUGGLES OF A SOCIAL WORKER
Learning Objective

- Comprehend the responsibilities and challenges faced by social workers through artistic expression.
- Develop empathy and awareness of social issues by portraying the struggles of social workers and appreciate their contribution to society.
- Enhance teamwork, critical thinking, and communication skills through collaboration.

Learning Outcome

- Demonstrate an understanding of the challenges and dedication involved in social work through creative expression.
- Reflect on the importance of social work and articulate their learning.
- Appreciate the significance of problem-solving in addressing societal challenges.

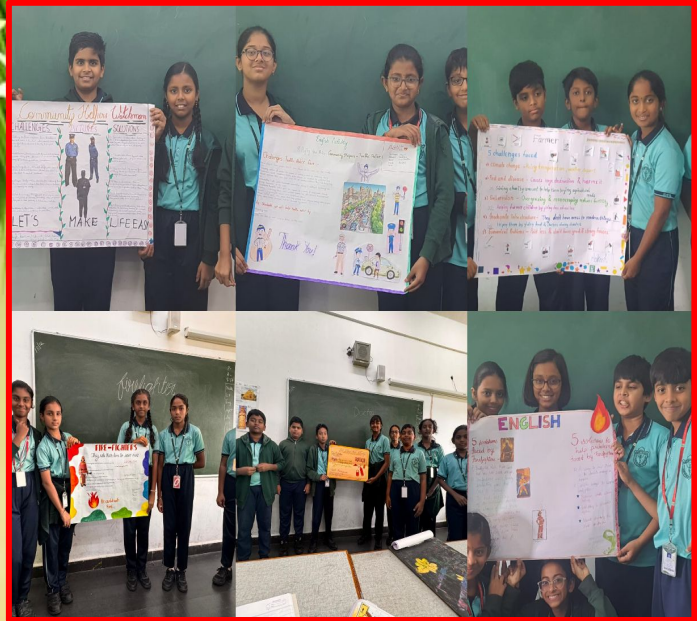




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**Math - Activity:-**

SHAPE ME UP – In a group of 8 – 10, draw/ paste shapes to form a landscape using Mosaic Art.

Procedure:- The class was divided into 4 groups, each group was supposed to think , discuss and create a Mosaic Art using different shapes to form a landscape/ scenery/ any figure or shape and students enjoyed working outside the class room – in Maths Lab/near Soham statue/in the lobby.

Learning Outcomes:-

- Students learnt about different geometrical shapes.
- Students developed confidence in their ability to identify and classify shapes and polygons.
- Students were able to arrange shapes to create the mosaic art.
- Students developed fine motor skills while cutting, pasting and manipulating geometrical shapes during hands-on activity.





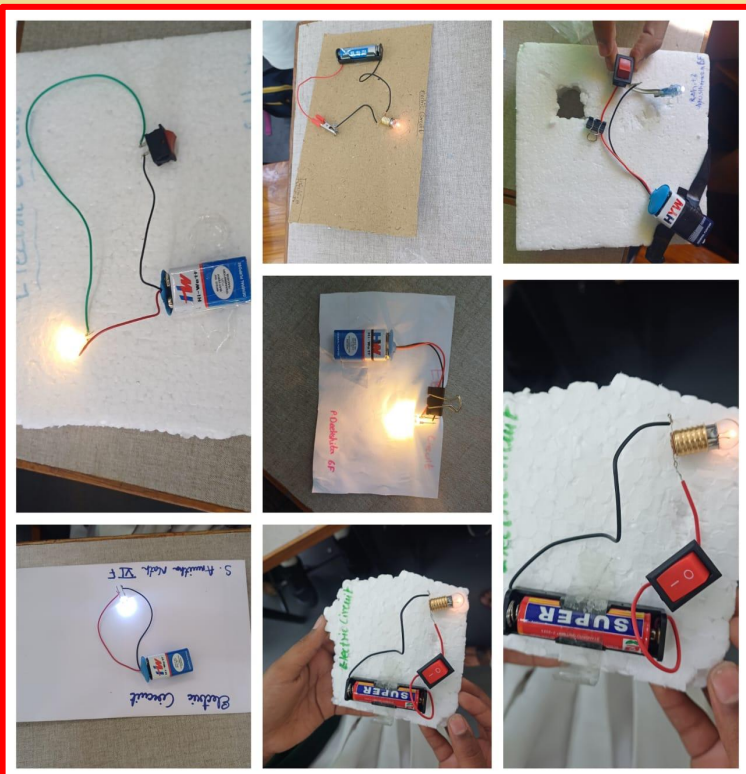




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Science - Make your own circuit

- Students were instructed to prepare their own circuit.
- The activity was conducted in the class. Students brought their required materials like battery, switch, connecting wires and bulb.
- Students checked the circuit diagram given in the textbook and arranged their materials as per the circuit diagram.
- Students learned the right way in which they can do the connections and felt happy when the bulb glow.
- Students enjoyed the activity.





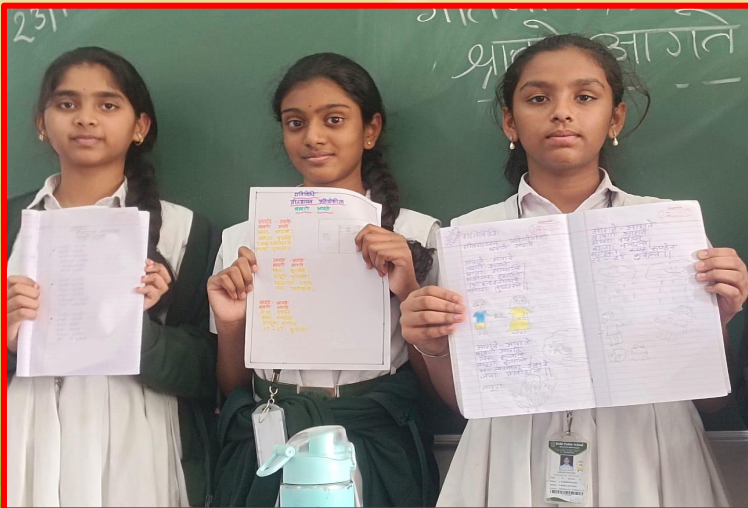
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Sanskrit -

गीतगायन-प्रतियोगिता - अस्य प्रतियोगितायाः मुख्योद्देश्य छात्रेषु गतिलयेन सह गायन कौशलस्य विकासः ,स्मरण क्षमताया विकासः , संस्कृतविषये रुच्योत्पादनं च अस्ति ।





GRADE 7

Science - Flower dissection

Aim: To study the various parts of a flower

Procedure : Students were asked to bring a flower(Hibiscus) to the class. They then separated the different parts of a flower like sepals,petals, pistil(stigma, style, ovary), and stamen(anther ,filament) etc. Students observed various parts of a flower and identified them as bisexual flower.

Learning outcomes:

- Students observed the structure of a flower including the petals, stamen ,pistil,pollen and ovary
- Students learnt how each of the flower contributes to the plants reproduction.
- Students understood the difference between unisexual and bisexual flowers.





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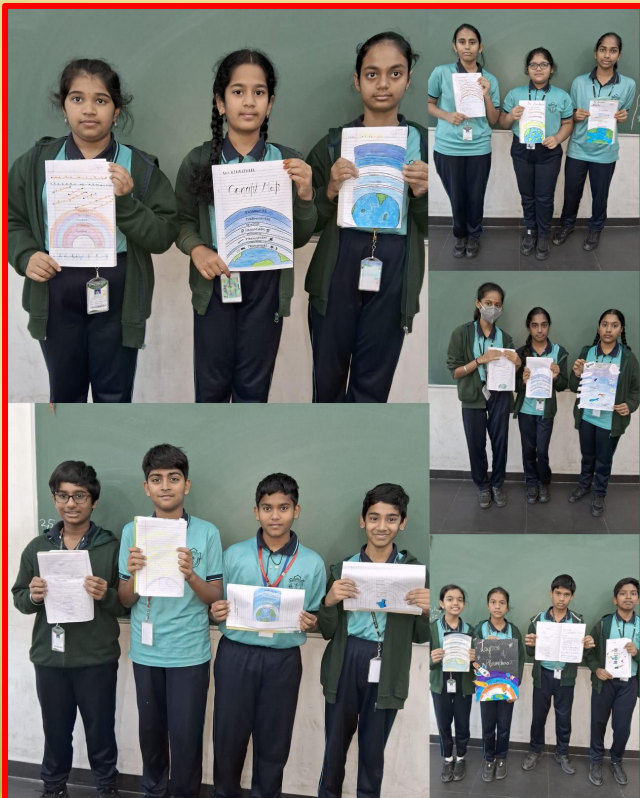
Geography: The Atmosphere

Activity Name: Diagram - Layers of the Atmosphere

In this individual activity, students created neat, labeled diagram of the Layers of atmosphere with names, lengths, and special features of each layer.

Learning Outcomes:

- Students identified and named the layers of the atmosphere.
- They understood the features and approximate lengths of each layer.
- They created neat and labeled diagrams with accurate information.
- They enhanced their artistic and research skills.





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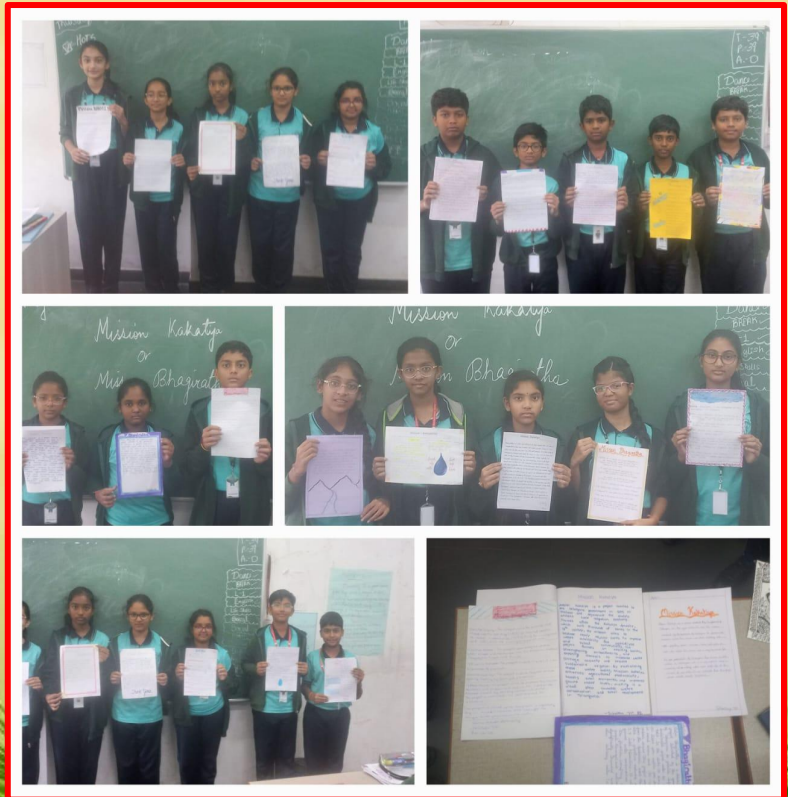
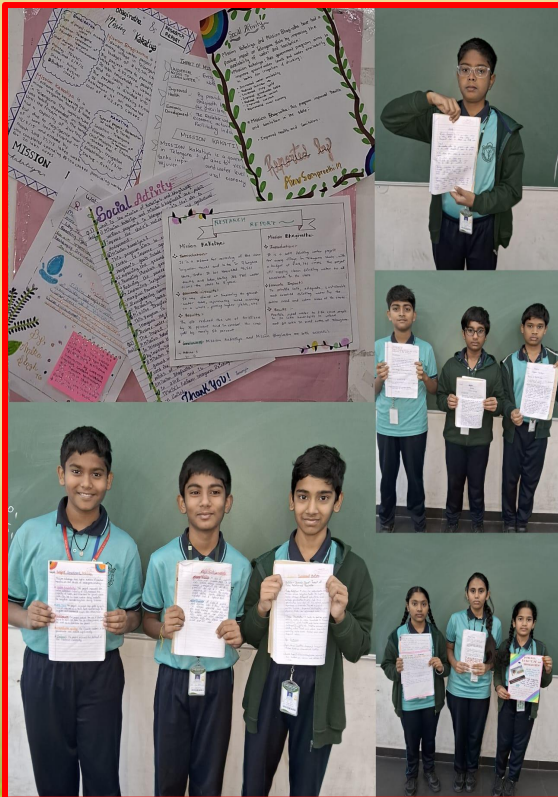
Geography: The Hydrosphere

Activity Name: Community Connect – SDG Goal 6

In this activity, Students were divided into groups and tasked with researching Mission Kakatiya and Bhagiratha, focusing on their impact in Telangana. They analyzed government efforts to clean and preserve water resources and documented findings in their notebooks as a research report.

Learning Outcomes:

- They recognized the importance of water conservation and government initiatives like Mission Kakatiya and Bhagiratha.
- They developed research and presentation skills by compiling a research report





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Hindi (L1) - पाठ - 10 'रंगोली' पर आधारित कला समेकित अधिगम (AIL) गतिविधि प्रारूप - कक्षा 7 के पाठ - 10 'रंगोली' के समापन के पश्चात शिक्षिका द्वारा

विद्यार्थियों को कक्षा की संख्या के अनुसार तीन - चार समूहों में बाँटा गया तथा विद्यार्थियों को (विद्यालय के) प्रांगण में ले जाकर 'रंगोली' गतिविधि आयोजित की गई। जिसमें विद्यार्थियों ने बढ़ चढ़कर भाग लिया। इस गतिविधि ने विद्यार्थियों को अपनी रचनात्मक कला दिखाने के लिए एक मंच प्रदान किया।

उद्देश्य -

- विद्यार्थी ने पारंपरिक भारतीय कला के रूप में 'रंगोली' के सांस्कृतिक महत्व को समझा तथा उसकी सराहना की।
- इस गतिविधि ने छात्रों को व्यस्त रखा और इस गतिविधि का उद्देश्य विद्यार्थियों में रचनात्मकता को तलाशना और उन्हें प्रोत्साहित करना था।
- इस गतिविधि ने विद्यार्थियों की कलात्मक उत्कृष्टता को बढ़ावा देने के लिए रचनात्मक रूप से सोचने और काम करने के लिए प्रेरित किया।

प्रतिफल -

- 'रंगोली' गतिविधि द्वारा विद्यार्थियों को अपनी संस्कृति से जुड़े रहने में मदद मिली।
- 'रंगोली' गतिविधि द्वारा विद्यार्थियों को अपनी रचनात्मक कौशल को दिखाने का मौका मिला।
- 'रंगोली' गतिविधि द्वारा विद्यार्थियों को सहयोग और प्रभावी संचार के महत्व का पता चला।





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Sanskrit -

उद्देश्य - छात्रों को देश के सभी राज्यों के त्योहारों की जानकारी एवं इसके माध्यम से छात्रों के सामान्य ज्ञान में वृद्धिकरवाना ।

निष्कर्ष - इस गतिविधि में बच्चों ने अपने पसंदीदा राज्य का चयन करके वहाँ के दो प्रमुख उत्सव के चित्र चिपकाकर उसके विषय में लिखा । फिर सभी बच्चों ने कक्षा में अपनी गतिविधि का वर्णन सभी के समक्ष किया ।





GRADE 8

Hindi (L1) - गतिविधि - वाद-विवाद

हिंदी गतिविधि - वाद - विवाद

कक्षा गतिविधि रिपोर्ट:

- “आयुर्वेदिक या एलोपैथिक उपचार” पर वाद-विवाद
- कक्षा में “आयुर्वेदिक उपचार या एलोपैथिक उपचार” विषय पर वाद-विवाद आयोजित किया गया।
- विद्यार्थियों ने आयुर्वेदिक उपचार के प्राकृतिक लाभों और एलोपैथिक उपचार की तेज़ प्रभावशीलता पर अपने तर्क प्रस्तुत किए।
- सभी ने उत्साह से भाग लिया और विषय को गहराई से समझा।

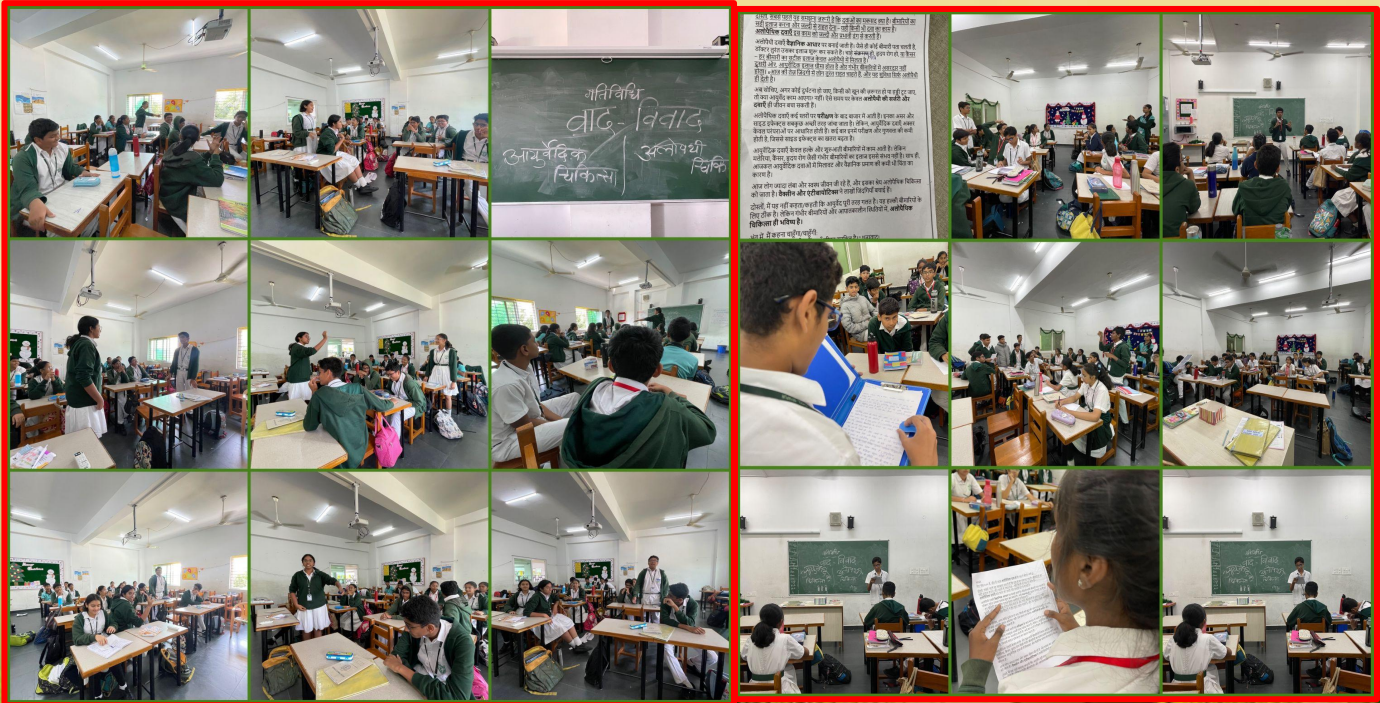
परिणाम: गतिविधि ने संवाद कौशल, तर्कशीलता और स्वास्थ्य के प्रति जागरूकता बढ़ाने में मदद की।





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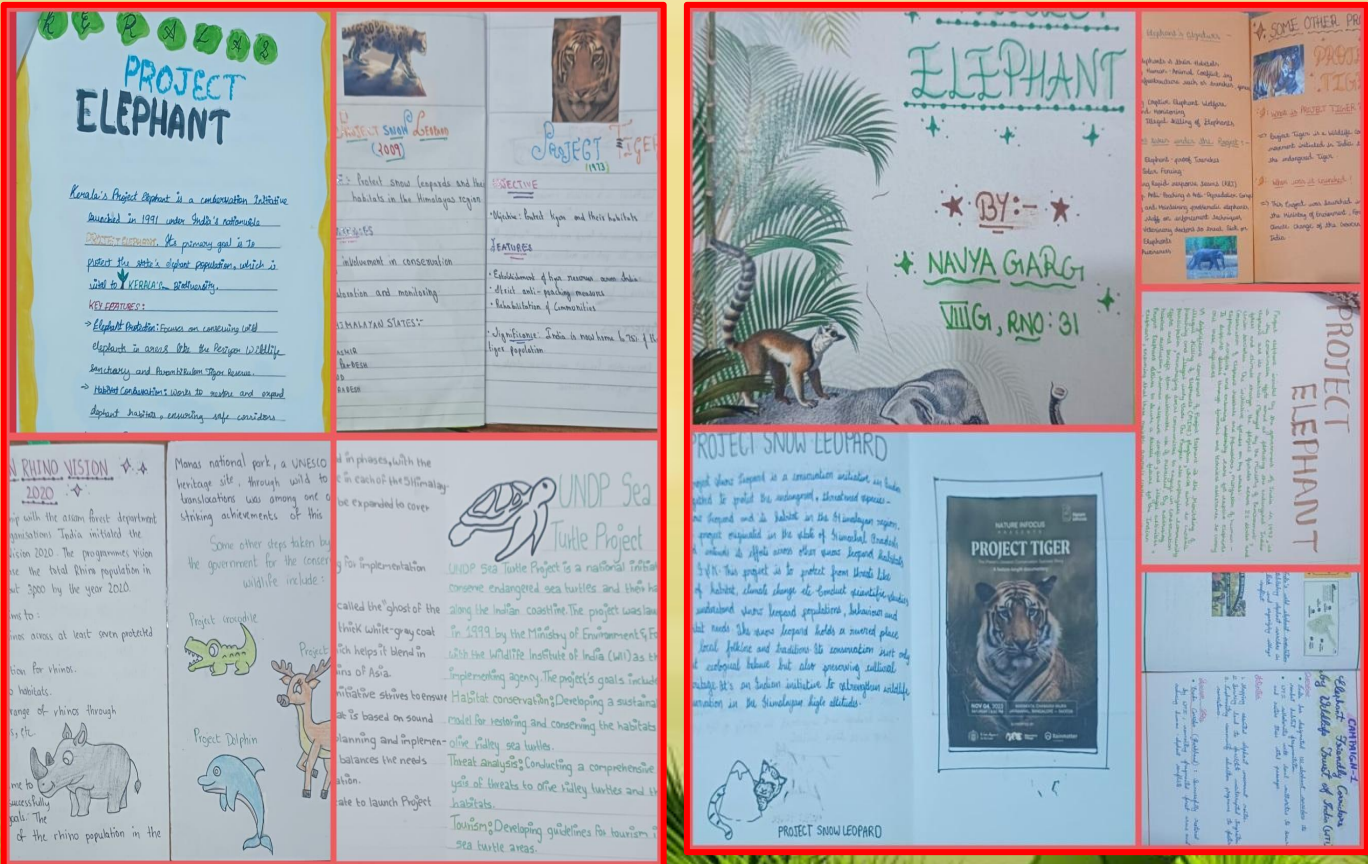
Science - Subject: BIOLOGY

SEA: Conservation projects for endangered animals.

The SEA activity was given from the chapter "Conservation of Plants and Animals". The learning objective the activity included in making students understand about threatened species and need to protect them.

The activity was an individual activity where the students made a booklet on different conservation programs initiated in many states of India for safeguarding the endangered species like Project Tiger, Project Elephant, Project Rhino, etc.

The students showcased their creativity in the activity and as a part of learning process learnt many projects in India for conservation of different animals.



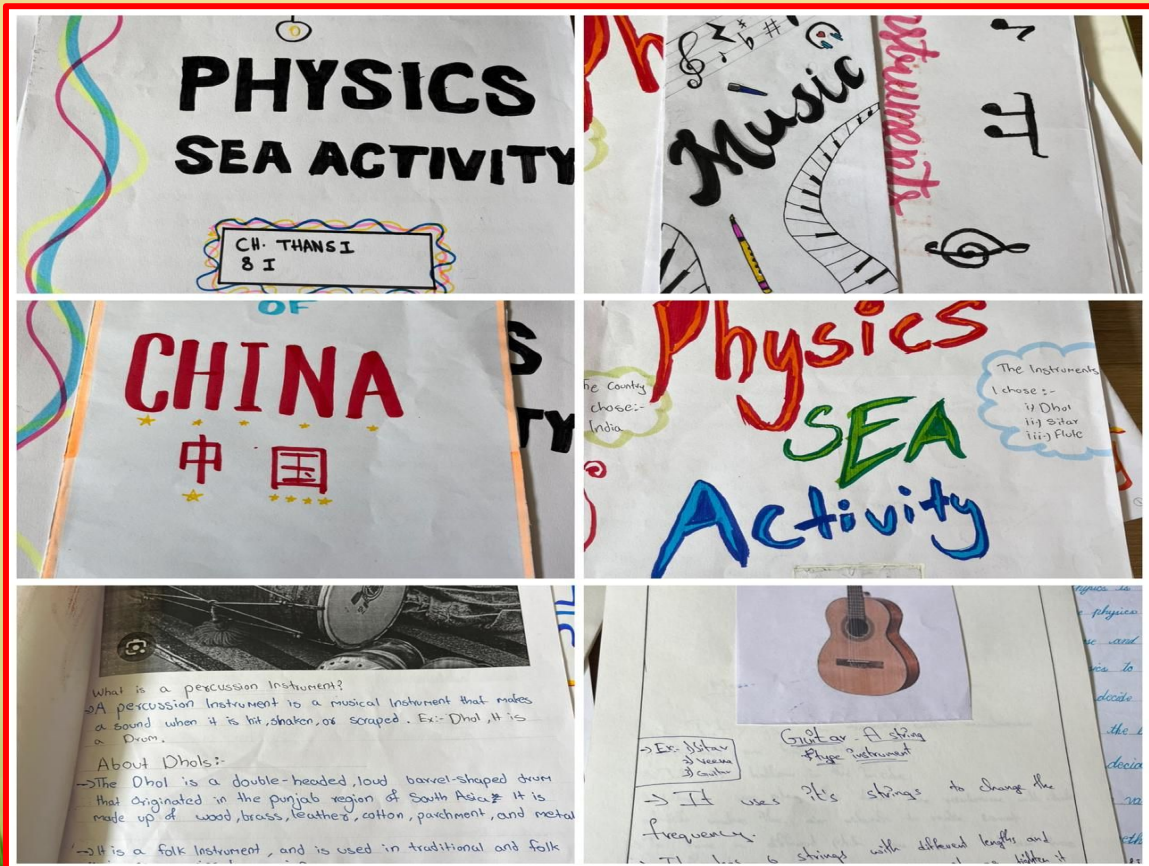


Physics

Objective: Students did research on the famous musical instruments of their chosen country and submitted the flip book.

Procedure: This is an individual activity in which students of gr-8 have been chosen a country and completed the research on the famous musical instruments of their chosen country and segregated them into percussion, stringed, and wind type instruments.

Outcome: This activity enabled the students to understand the types of instruments and the vibrating part of it.





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Telugu (L1) - విద్యార్థులచే నీతి కథ చెప్పించే కృత్యం

- ఈ కృత్యం ద్వారా విద్యార్థులు చదవడం, అలాగే చదివిన కథను అర్థం చేసుకోవడం జరుగుతుంది.
- ఈ కృత్యం ద్వారా విద్యార్థులు నీతి కథను తరగతి గది లో అందరి ముందు చెప్పడం ద్వారా పదాల ఉచ్చారణలో స్పష్టత, అలాగే ఎలా చదవాలో, ఎక్కడెక్కడ పదాలను ఆపి చదవాలో తెలుసుకుంటారు.
- ఈ కృత్యం ద్వారా విద్యార్థులు నీతి కథలోని నీతిని అర్థము చేసుకొని, అందరికీ చెబుతారు. అది విని మిగతా విద్యార్థులు నీతిని అర్థము చేసుకొని, వారి నిజ జీవితంలో ఎలా ప్రవర్తించాలో తెలుసుకొని, మనులుకుంటారు.





Sanskrit -

गीतमायन प्रतियोगिता - अस्य प्रतियोगितायाः मुख्योद्देश्य छात्रेषु गतिलयेन सह गायन कौशलस्य विकासः, स्मरण क्षमताया विकासः, संस्कृत विषये रुच्योत्पादनं च अस्ति ।

स्वतन्त्रता सेनान्यः चित्रेण सह वर्णनम् - अस्य प्रतियोगितायाः मुख्योद्देश्य छात्रेषु, चित्रकला क्षमताया विकासः, लेखन कौशलस्य विकासः, इतिहास विषये अवधानम् च अस्ति



**Social - Chapter 7: Social Justice and the Marginalised**

Topic: "Exploring child labour through visual media" (Collage Work)

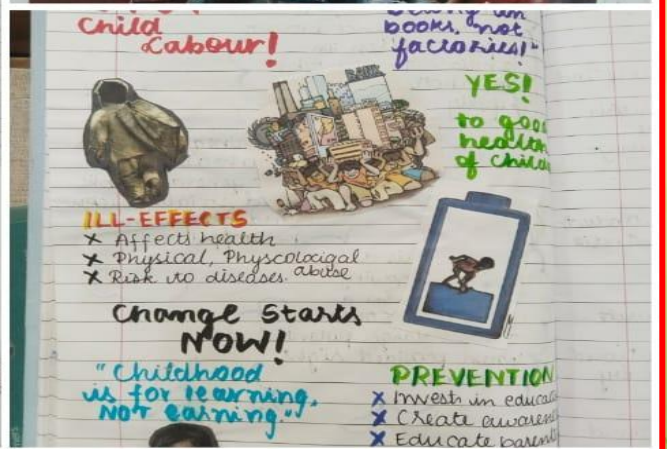
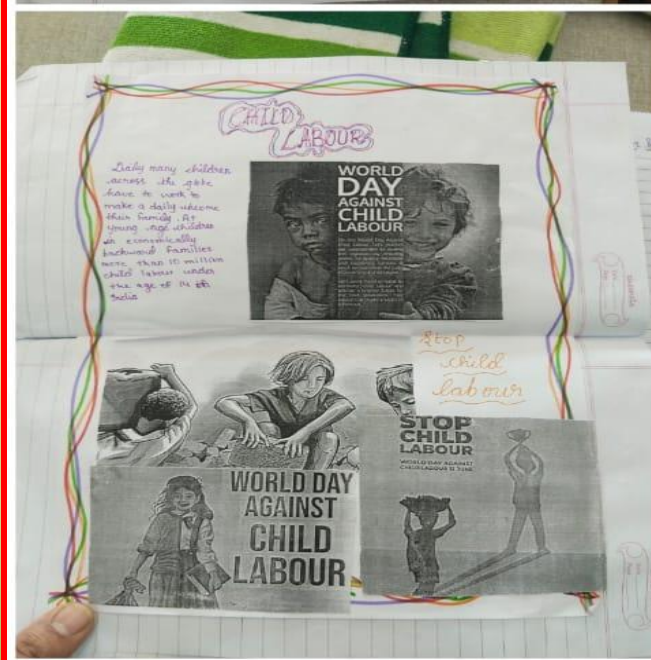
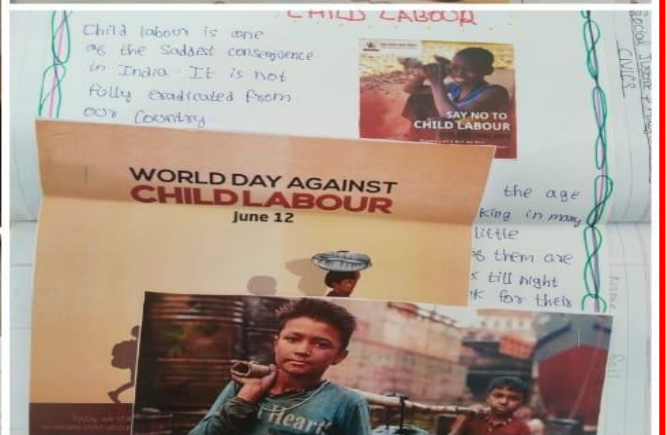
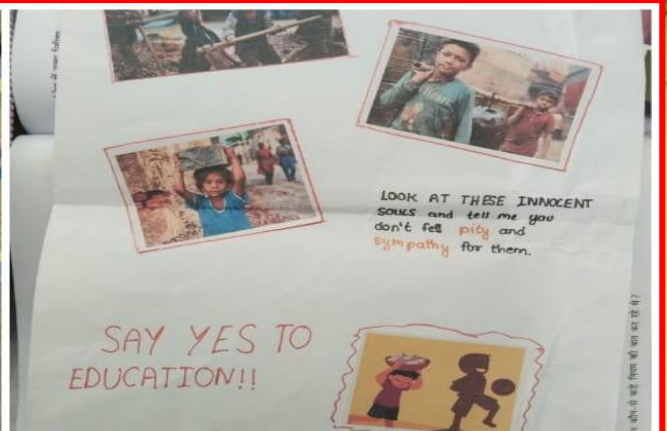
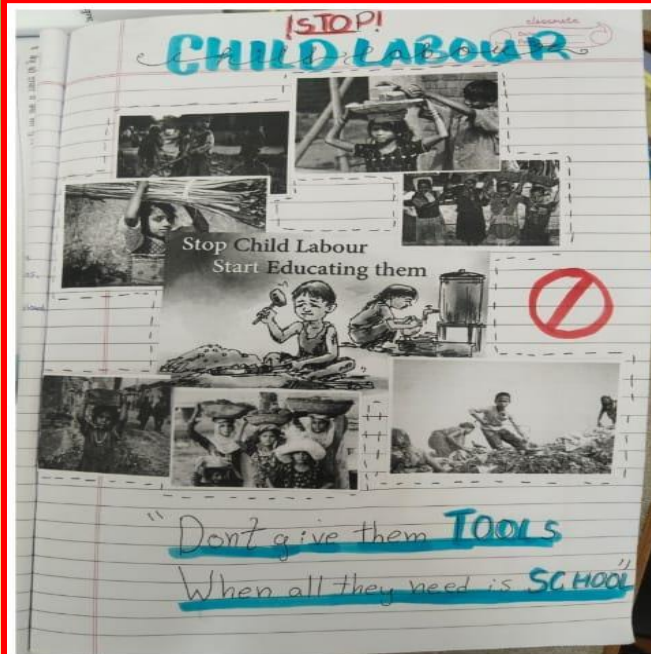
Objective: To educate participants about the issue of child labour, its causes, and consequences, and to foster discussions on ways to address it using visual media.

Learning Outcomes of the activity:

- Participants gained a deeper understanding of the causes, consequences, and prevalence of child labour globally and locally.
- By visually representing the struggles of children involved in labour, participants developed empathy and sensitivity toward the issue.
- Participants analyzed and interpreted information to identify key aspects of child labour and represented them effectively through visual media.
- The activity enhanced creativity as participants used visual elements to convey powerful messages about child labour.
- Participants learned how to use visual media as a tool to educate others and inspire action against child labour.
- The activity encouraged personal reflection on how individuals could contribute to eliminating child labour.
- Participants left with a heightened sense of responsibility to promote child rights and advocate against child labour in their communities

Students' Reaction:

The activity on "Exploring Child Labour through Visual Media" deeply moved students, fostering empathy and awareness of child labour's harsh realities. They reflected on their privileges, shared personal stories, and explored solutions like ethical consumerism. The exercise inspired responsibility, meaningful discussions, and a commitment to combating social inequalities







GRADE 9

Social - Chapter 6: Climate

Topic: Presentation on different seasons

Students divided into 4 different groups based on the seasons and to do a presentation with the help of charts and green boards.

Learning Outcomes of the activity:

- Understood the characteristics, weather patterns, and cultural significance of each season.
- Identified seasonal changes in plants, animals, and human activities.
- Developed the ability to work effectively in groups, sharing responsibilities and contributing ideas.
- Used visual aids (charts, green boards) effectively to convey information.
- Fostered creativity in designing and organizing visual aids like charts.
- Thought critically about the impact of seasons on the environment and human life.
- Developed an interdisciplinary understanding, connecting concepts from science, geography, and culture.

Students' Reaction:

The activity on seasons was an eye-opening experience for many students. It allowed them to connect their learning with their personal lives and observations. Some students shared stories of how different seasons influenced their family traditions, like celebrating festivals during spring or preparing for the harvest in autumn. Others expressed curiosity about how their ancestors adapted to seasonal changes, such as coping with harsh winters or monsoon rains.

This shared exploration fostered a sense of appreciation for nature and its cycles, transforming the classroom into a space of collective curiosity and meaningful discussions. The activity also helped students reflect on the global impact of seasons, such as climate change, and their role in preserving the environment.



Social - History chapter Nazism & the Rise of Hitler.

The students were divided into three groups with one of the following topics:

- Scene from Jungvolk
- A classroom scene in a German school
- Treatment of women in Nazi Germany
- Time allotted was 8-10 mins.

Topics were allotted 2 days prior. They were given 1 period for discussion with their group and decide on their characters. Come up with props as required.

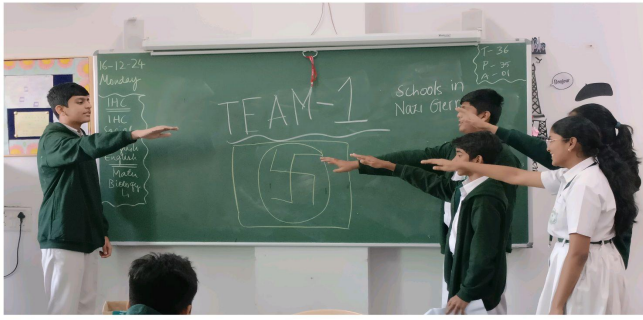
Via role play the students were able to assess the kind of discrimination exhibited and the culprits strategies used by the Nazis to brainwash the Germans against the Jews.



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Sanskrit -

श्लोकपाठः - अस्य गतिविद्या
मुख्योद्देशः छात्रेषु स्मरण क्षमताया
विकासः, सस्वरवाचनस्य विकासः च
अस्ति ।





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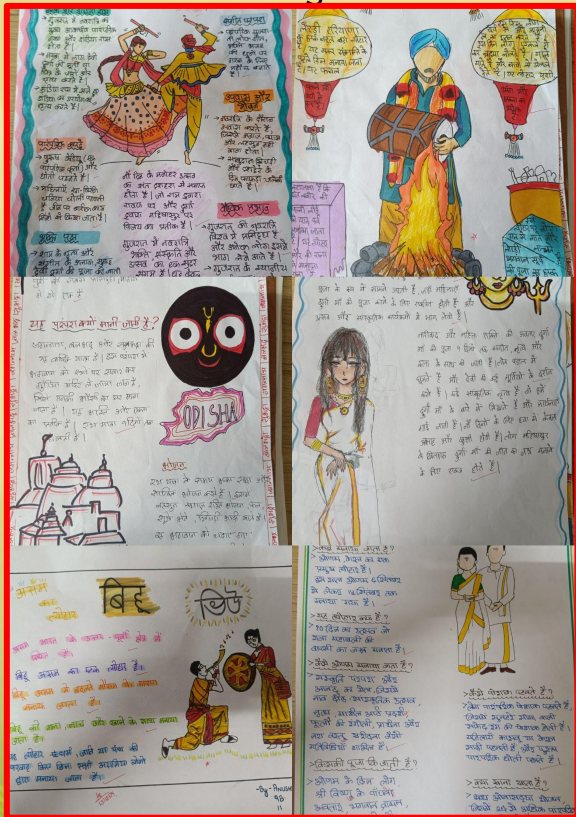
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Hindi -

विषय - भारत के विभिन्न राज्यों में से किसी एक राज्य का चुनाव कर उसके किसी एक प्रमुख उत्सव की जानकारी कक्षा में चित्र सहित प्रस्तुत कीजिए।

सीखने के प्रतिफल -

- इस गतिविधि के माध्यम से छात्रों ने विभिन्न राज्यों के भिन्न - भिन्न त्योहारों के बारे में जाना।
- * अपने विचारों को अपने सहपाठियों के साथ साझा किया।
- * विभिन्न राज्यों के विषय में अपनी प्रतिक्रिया दी।
- * छात्रों ने विभिन्न राज्यों की सांस्कृतिक विविधता को पहचाना।
- * कार्य को दी गई समय सीमा में करने की क्षमता का विकास हुआ एवं अपनी जिम्मेदारियों के प्रति जागरूक हुए।



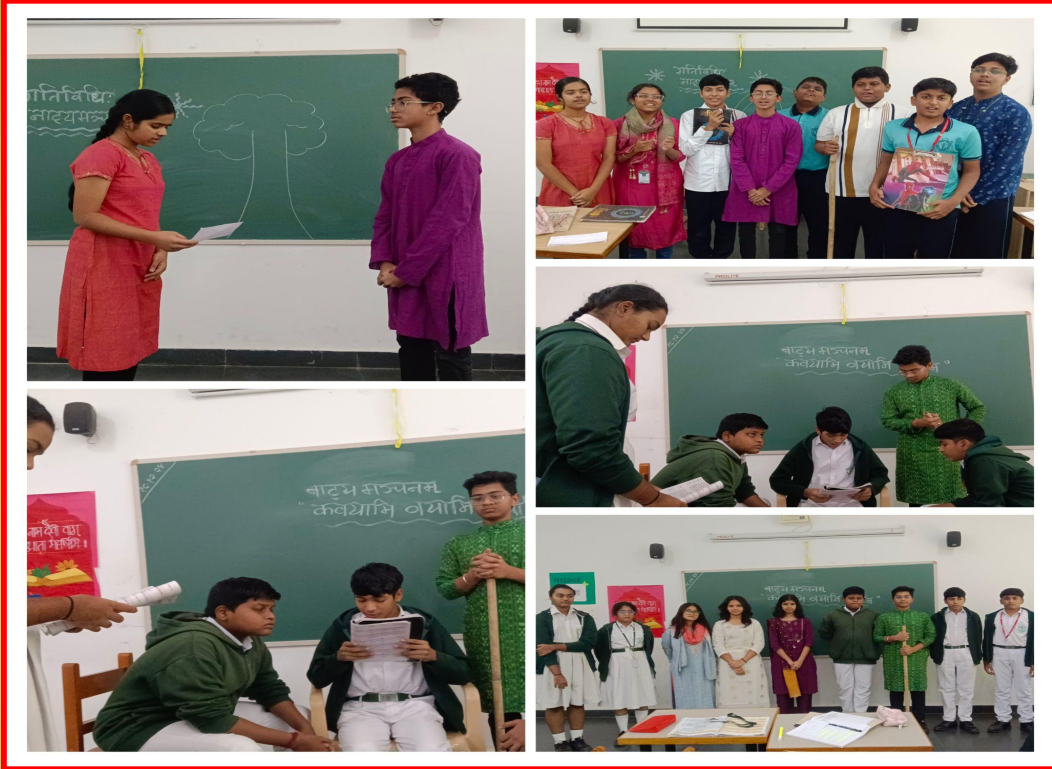


DELHI PUBLIC SCHOOL, Miyapur

DIPS-BUZZ

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Sanskrit - नाट्यमञ्चनम् - अस्य अस्य गतिविद्या मुख्योद्देशः छात्रेषु स्मरण क्षमताया विकासः अभिनय क्षमताया विकासः, दलभावनाया विकासः, च अस्ति ।



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