



JANUARY - 2025

# DELHI PUBLIC SCHOOL, Miyapur

## DIPS-BUZZ

Volume.10 Issue.9

## A DECADE OF EXCELLENCE

*New Year, New Beginnings: Celebrating 10 Years of Excellence*

*"A decade of excellence is just the beginning; the future holds endless possibilities for those who dare to dream and strive together."*

As we welcome 2025, our school, DPS, Miyapur embarks on an extraordinary journey—celebrating a decade of growth, learning, and achievements. This 10th anniversary is more than a milestone; it's a testament to the dedication, passion, and hard work of our students, teachers, and staff. The DIPSBUZZ theme of "New Beginnings", feels especially fitting this year. While we honor the rich legacy of the past decade, we are also excited about the endless possibilities that lie ahead.

### **Reflecting on the Past 10 Years -**

Over the past ten years, our school has grown from a dream into a thriving community of learners and achievers. From academic milestones to cultural celebrations, from sports victories to groundbreaking initiatives, every moment has been a building block in our journey.





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As we look back, we also recognise the countless fresh starts that have shaped this institution—new students joining, innovative programs launching, and bold ideas transforming the way we learn. These beginnings remind us of the power of change and the opportunities it brings.

### **New Beginnings in 2025**

This anniversary year is the perfect time to set fresh goals for ourselves. Whether it's excelling in academics, exploring new hobbies, or participating in activities that enrich our school's vibrant culture, there's no better moment to start anew.

### **Looking Ahead**

As we step into this new year, let's take pride in our DPS' incredible journey over the past decade. New beginnings are the essence of progress. As we celebrate 10 years of excellence, let's embrace the future with open hearts and ambitious minds. This is our opportunity to contribute to the next chapter of our school's story and make it even brighter. Here's to a year of hope, innovation, and celebration. Happy New Year and Happy 10th Anniversary to our school!

Together, let's make 2025 a year to remember.





# CARNIVAL

*"The discovery of a new dish does more for human happiness than the discovery of a new star."*  
- Jean Anthelme Brillat-Savarin

On 20.12.24, the Pre-Primary team at DPS Miyapur organized a spectacular Food Carnival in the Aakash block stage area. The event was a grand success, with parents and children coming together to create a memorable experience.

The pre-primary students celebrated the joyous occasion of carol singing on December 20th, 2024. The program began with an introduction to the significance of carols, highlighting their role in festive celebrations. The children then performed a variety of carols, showcasing their enthusiasm and joy. The event concluded with an energetic and much-loved dance performance by LKG & Pre- Nursery children of the timeless "Jingle Bells," leaving everyone in high spirits. This festive celebration was a wonderful way to bring students together, spreading happiness and fostering a sense of community and tradition during the holiday season.

Principal Ms. Gowri Sarkar, addressed the gathering and thanked the guests for their enthusiasm and also commended those who pledged to donate the income from the stalls for the school's outreach programme. Thus, setting the tone for a fun-filled afternoon. The highlight of the event was the array of delectable food stalls, meticulously managed by parents.





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The stalls offered a variety of mouth-watering treats, including popcorn, cookies and brownies, McCain smileys, spring potato, cotton candy, chocolate fountain, fresh juice, and pizza. Children enjoyed the snacks, which parents served them with enthusiasm and warmth.

The Pre-Primary Carnival was a testament to the strength of the DPS Miyapur community. The event showcased the collaborative spirit of parents, teachers, and children, coming together to create a joyous and memorable experience.

Kudos to the Pre-Primary team, parents, and children for making this event a resounding success! Here are few glimpses of the event.





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# ART TO CONNECT

December 21, 2024, was a truly gratifying day at DPS, Miyapur. We were all smiles and laughter as we boarded our buses, reminiscing about our memorable experience of the day. The day began with an early arrival at school. The air buzzed with a mix of excitement and nervous anticipation as we prepared to welcome students from Devnar School for the Blind, Begumpet. Typically, during downtime, we'd chat about after-school plans with friends. However, today was different. As we arranged chairs and tables in the school's multipurpose hall, all we could talk about was the event ahead—how it would unfold and how the students would respond. The idea of interacting with specially-abled students through art was new to us, stirring feelings of anxiety and curiosity. At 10 a.m., the students from Devnar School arrived in our buses. We eagerly rushed to greet them, and helping the first student off the bus, we were met with a radiant smile. This warm exchange continued as we assisted each student down the bus and into the lift.

Right at the entrance to the multipurpose hall was the welcome board designed by our students with the words 'We welcome you' written in braille. Each student took turns touching the board, and it was heartwarming to see their faces light up as they understood its message.





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The students from Devnar school sat down first, after which their partner from our school joined them. Before we could fully settle, the Devnar students enthusiastically initiated conversations. From movies to favourite foods and school experiences, the dialogue flowed effortlessly. We had thoughtfully crafted decorative pieces for the table which appealed to their touch and feel and enhanced our conversation. Despite our differences, we found striking similarities in our stories. This hour-long interaction felt fleeting, as if time had flown by too quickly. Our fellow Team Disha members passed around sweets and water during the conversation, adding to the friendly atmosphere.

Although we wished the conversation could continue, we looked forward to the next activity—singing and dancing. The students were divided into two groups. While one group sang in the music room, the other danced in the hall. Our initial plan was to teach them a few dance moves, but to our surprise and delight, they enthusiastically offered to teach us dance moves to popular songs like “Jhoomo Jo Pathan.” The experience of learning from them was both humbling and enriching. We came to know that one of the boys had choreographed the dance for their annual day, it left us thinking about how did he explain the moves and how did the other students of his school learn from him. It must be the language of passion and perseverance.

Together, we decided to make the next activity the group dance. Ayan (Team Disha Captain), demonstrated the steps to all of us. And it truly was a sight to behold when we danced in pairs moving in tandem with the DPS students guiding their buddies through the steps.







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By this point, any discomfort felt between us had faded away and all of us felt the joy of making a new friend.

On the other hand, the music room resonated with mellifluous solo voices sung by some students from both schools. This was just a warm-up. This was followed by all of us singing "Rahe Chalti", a song written and composed by our own Mohit Sir (music department). We had prepared the song and shared the lyrics with them, we were astounded by their memory power, as they caught on to the lyrics easily. We explained the meaning of the song to them. This song resonates with the spirit of strength and resilience that we wanted to inspire them with. While the line "Jugnu muthi mein kaid kare/Andhero ko bhi jagmagana hai" symbolises the capture of fireflies (happiness) to light up dark moments, creating a poignant yet hopeful ambience. The song developed a different hue altogether when we sang it with them. It filled our hearts with resolve that we would overcome whatever challenges come our way with fortitude.

The last activity of the day was a tour of the space lab. Our teammates worked hard and made models of satellites, telescopes, and the solar system that they could touch and feel. As they went around, they eagerly engaged in conversation about the topics. They had heard a lot about satellites but they were thrilled to touch and feel them.

This was followed by a hearty lunch. 11th graders from DPS served them a hearty lunch. We relaxed and enjoyed chitchatting with them. It was heartening to note that one of the girls wanted to pursue computer science while another student wanted to pursue law.





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They were aspirational like us and their world was not dark at all. While all of us were tired, we didn't want to say goodbye to our new friends so soon. But the day had to come to an end. So, following lunch, we helped them back to their buses but not before giving them a gift hamper and bookmarks that had 'thank you' written on them in braille designed by our friends. The Students from Devnar school and their principal shared how they thoroughly enjoyed their time here and our students did the same. Everyone hugged their friends one last hug and waved goodbye before the bus left. They asked our Principal ma'am when will we come back again.

Ten minutes later, we got on our buses too. Usually, the bus ride back is noisy and full of fun but this time all of us were quiet, reflecting on the day we had. Looking back, they must've been just as nervous as us, if not more but they still showed so much eagerness and enthusiasm throughout the day. While they were visually challenged, they never let it affect them and it was truly inspiring to see how they drew strength from it instead. Learning to work as a team was challenging at the beginning, but it taught us to never define people by their disabilities and instead take the time to get to know them. This event was supposed to be us giving them new experiences, but really, it was them that left a bigger impact on us. The trail of this impact continued when parents took the initiative to conduct a carnival.

The carnival acted as a fund-raiser, the proceeds of which were donated to the cause. As Scott Adams rightly says "Remember, there's no such thing as a small act of kindness. Every act creates a ripple with no logical end", we set the ball rolling for more such acts to continue. We will fly a long way if we unfurl our wings of philanthropy in times to come. Overall, it was a two-way teaching-learning process, boosting our confidence levels for other upcoming events.







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# MILLET - UTOPIA - AISHIKA MUKHERJEE 8E

On 4 January, 2025, a few students of grade 8 were selected to represent DPS Miyapur in 'Millet-utopia', a competition which included many activities including debate, elocution, skit, drawing, creative writing, etc, all revolving around the importance of millets, and which took place in University of Hyderabad . There were various sub- topics for each group as well . The students of grades 8,9,and 10 of various other schools took part as well. The students were warmly welcomed at the gates and were given a pen and notebook each . The students of each school took pictures at the entrance and were then taken to their respective rooms where the competitions would take place . there was one room allotted to each group from grades 8 to 10. After some time, the students were provided with breakfast which was simply lip-smacking. The competitions lasted for about 3 hours after which the students were allowed to go to the grounds and take a break.

After that, the ones who had qualified for the next level were taken to their respective rooms while the others were given the choice of either being in the grounds or going to the hall where the skit was taking place.





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After that the participants were invited to an amazing millet lunch which was good, tasty and healthy. After all the competitions ended the students were given refreshments and then taken to the main hall where the award and feedback ceremony took place. Few students from each school were allowed to give their feedback . Then everyone was collectively addressed by the chief guest who highlighted the importance of millets in everyone’s life. This was followed by the most awaited award ceremony . The day came to an end as the students boarded their buses and were taken back to their respective schools. In all the day was memorable, fun, exciting as well as informative for all the students





# SARVEJANA @ ROAD SAFETY AWARENESS

*"Your destination is important, so is getting there safely."*

Recognizing the crucial role of fostering responsible road habits among young individuals, the Sarvejana Foundation has launched a dedicated initiative to promote safer practices among school students. This activity-based initiative is designed to instill a culture of road safety from a young age, ensuring that students understand the importance of safe road practices and become advocates for road safety in their communities. By engaging students in hands-on activities and educational campaigns, the foundation aims to contribute to creating a safer environment for all road users, starting with the younger generation. A wide gamut of activities was organized across different class levels to engage students practically and interactively. These activities included:

***Traffic Rules Mock Show*** - A fun and interactive mock show on traffic rules was organized for the students to instill road safety awareness in young minds. The little ones enthusiastically brought toy cycles, scooters, and miniature jeeps to participate in event. The school grounds were transformed into a pretend road with traffic signals, crosswalks, and designated zones. The children practiced important road safety measures, including stopping at signals, , and wearing helmets while riding.





Adding to the excitement, some children dressed up as traffic police, doctors, nurses, drivers, cleaners, mechanics, and even police officers. Through their imaginative role-playing, they demonstrated their understanding of the roles various individuals play in traffic management and emergency responses.

This hands-on activity was not only educational but also a lot of fun. It emphasized the importance of safety, teamwork, and quick decision-making, leaving the children with valuable life lessons about road safety engagingly and memorably.

## **II Drawing Competition, pledge, quiz on Road Safety**

The participants enthusiastically created colorful drawings showcasing important safety rules such as wearing seatbelts, using crosswalks, and waiting for green lights before crossing the road.

To enhance their understanding, engaging videos were shown, explaining these safety tips in a fun and simple way. After the activity, all students took a meaningful Road Safety Pledge, promising always to be careful and follow traffic rules.

To reinforce their learning, a quick Q&A session was held, where the children answered simple questions about road safety. This ensured they remembered the key points for staying safe on the roads. The event was a perfect blend of creativity, education, and awareness, leaving the children inspired and informed about the importance of road safety.

## **III Slogan Writing Competition on Road Safety Awareness**

A slogan-writing competition was organized for students. The children enthusiastically participated, showcasing their creativity by coming up with impactful and thoughtful slogans on the importance of following traffic rules, wearing helmets, using seat belts, and being cautious on the roads.

The activity encouraged the students to think critically about road safety and express their ideas in a concise and meaningful way. The best slogans were appreciated and highlighted, motivating everyone to reflect on the importance of safe practices on the road. After the activity, all students took a meaningful Road Safety Pledge, promising to always be careful and follow traffic rules.







#### IV Story-Telling Activity

Students participated in an interactive and lively experience. The session featured fictional characters navigating real-life scenarios on the road, making it easier for students to connect with the lessons being shared. The stories highlighted essential road safety rules.

Through vivid narration and relatable characters, the students learned the importance of staying alert, following traffic rules, and how small, responsible actions can prevent accidents.

#### V Assembly Presentation

The Road Safety Awareness Class Assembly kicked off with a vibrant rap Performance titled "Road Safety, It's a Must!" performed by students. This energetic and catchy rap blended education with entertainment, as the performers rapped about key safety habits such as using zebra crossings, wearing helmets, and avoiding distractions while driving. The catchy beat had everyone tapping their feet, making this an unforgettable start to the event. The momentum continued with a powerful street play performed in the traditional Nukkad Natak style. The play depicted real-life situations such as jaywalking, speeding, and distracted driving, bringing humor, drama, and emotion to the stage. Through these performances, the students illustrated the devastating consequences of ignoring road safety, delivering a strong message of accountability and care for others.

Next, the students showcased a vibrant message parade, walking proudly while displaying placards featuring powerful slogans like "No Helmet, No Ride!", "Buckle up, Every Ride!", "Speed Thrills but Kills!" To conclude the assembly, the students gathered in unison with their placards and led the audience in a Road Safety Pledge, reaffirming their commitment to safe practices on the road.





A rally was organized across the school corridors. Students, equipped with colorful placards and posters bearing impactful messages, walked in an organized manner, spreading the message of road safety.

Finally, the assembly concluded with an exciting Quiz on Road Safety, testing students' knowledge of traffic rules, road signs, and emergency measures.

As a reflection of the assembly, a padlet link was shared with students. They were encouraged to upload their key takeaways from the event, as well as pictures of themselves spreading road safety awareness in their apartments. The responses and feedback shared on the Padlet demonstrated a noticeable increase in awareness about traffic rules and a strong willingness among them to adopt safer practices on the road.

#### **VI Comic Strip Competition on Road Safety**

The Comic Strip Competition was a creative and engaging event designed to help students express the importance of road safety messages through comic art.

The students creatively conveyed impactful road safety messages, focusing on various aspects such as:

- The importance of wearing helmets.
- Using pedestrian crossings safely.
- Avoiding distractions while walking or driving.

Entries were evaluated based on creativity, message clarity, and visual appeal. The winners were announced in two categories:

Individual and Group. The competition proved to be a valuable learning experience, deepening the students' understanding of road safety while offering a platform to showcase their artistic talents. The event successfully conveyed critical road safety messages and encouraged students to be more mindful of their actions on the road.





## VII Road Safety Drive

As part of Road Safety Week, a group of students conducted an impactful Road Safety Drive. The main goal of this campaign was to raise awareness about the critical importance of adhering to traffic rules, ensuring a safer and hazard-free life for everyone.

For the day, the students became Road Safety Ambassadors for their parents' transport. Armed with striking posters, the students engaged with parents to discuss key road safety rules, such as wearing helmets and seatbelts. They took an active role in encouraging safe driving by issuing challans to parents who were not following safety practices.

The students spent 20 to 25 minutes after school sensitizing the parents about essential road safety measures, both for themselves and their children. Many parents acknowledged their lapses in safety practices and readily agreed to align with road safety guidelines moving forward.

This initiative proved to be a powerful step forward in promoting road safety. The student's presence and proactive engagement left a lasting impact on the parents, making it an effective and meaningful way of making roads safer for everyone.

Overall, the initiative was met with enthusiasm and active participation from both students and teachers. By engaging students in diverse activities, the program effectively communicated the importance of road safety.

This Road Safety Awareness initiative effectively combined informative activities with interactive engagement, ensuring that students not only learned about traffic safety but also felt motivated to adopt safe practices in their daily lives. Such events play a crucial role in shaping responsible road users and promoting a culture of safety within the school community.



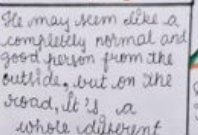


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**3H Story Telling Road Safety**

**ROAD SAFETY ACTIVITY STORY**

**Drive safe and walk carefully on roads**  
I have learnt that we should be very careful while driving on road, we should not use phone while driving. We should be careful enough to check both sides of the road.

**Reporting accidents**  
I want to report accidents by calling the police. This also gives you a badge and this will be kept a record by the police and if it is not resolved, I will also try to prevent accidents while driving by not over speeding.

**Health Enthusiasts**  
**Road safety**  
I will always wear my helmet when I ride my cycle.

**Safe bus ride**  
I never use mobile phone while driving.

**I learned**  
I have learnt to wear a helmet and warned other people to wear helmets. Not to be on the phone while driving and check both sides of the road. If I see an accident, I will report it to the police and call the Ambulance.

**go me always follow these rules**  
-Always wear a helmet always respect the lane marks & 4  
-Everyone wears seat belt My dad never uses his phone while driving.  
-Always wear a helmet always respect the lane marks & 4  
-Slowly, slowly S I

**Always wear a seat belt and a four-wheeler wear a seat belt.**

**NAZIM**  
We should be careful while driving when there is a school zone ahead.

**Madhvi 4k**  
We should be careful while driving when there is a school zone ahead.

**Pratik Patil**  
I learnt that we should always wear helmet and wear seatbelt and we should not do fast driving and I will tell same to my parents to not allow fast.  
Fast drive could be the last drive. 22  
Pratik, Patil





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# SANKRANTI CELEBRATIONS

*"Sankranti teaches us to rise high like the sun and shine bright with gratitude and joy."*

Festivals are the heart of our culture and traditions. They bring people together, spreading joy, love, and harmony. Whether it's lighting lamps during Diwali, sharing sweets during Eid, or flying kites during Sankranti, every festival teaches us something valuable.

Festivals are a time to express gratitude, strengthen relationships, and embrace our heritage. They fill our lives with colour and positivity, creating moments we cherish forever.

On 10.01.25, our school DPS celebrated Sankranti with immense joy and cultural enthusiasm, making the occasion memorable by integrating a kite-making activity into the festivities. The celebration aimed to educate students about the essence of Sankranti as a harvest festival and foster a spirit of togetherness and cultural pride.

The highlight of the celebration was bonfire. The Bhogi bonfire represents leaving behind negativity and starting a fresh. Old and unwanted items are burned, symbolizing the discarding of bad habits, worries, and past mistakes. All the students of Pre-primary gathered in the ground for bonfire and enjoyed music and dance. Students were also encouraged to make kites in the classroom under the teacher's guidance, who explained the cultural connection of kite flying with harvest celebrations in many parts of India.

The inclusion of the kite-making and bonfire activity made this year's Sankranti celebration truly unique and memorable. It was a perfect blend of cultural education, creative expression, and fun-filled activities, leaving students and teachers with cherished memories of the day.







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# REPUBLIC DAY CELEBRATIONS

*" We are Indians, firstly and lastly."*

*~ Dr. B.R. Ambedkar*

Republic Day is celebrated on January 26th every year to honour the date on which the Constitution of India came into effect. This day holds great significance as it marks the birth of the Indian Republic.

On January 25, 2025, Delhi Public School, Miyapur, commemorated India's 76th Republic Day with great enthusiasm and patriotism. The celebration, spearheaded by students from grades 3 to 5, was a grand affair that showcased the students' pride and unity. The event commenced at 8:30 a.m. with impassioned speeches by grade 4 and 5 students, highlighting the significance of Republic Day. Students also educated us by sharing the importance and the reason for celebrating the Republic day. The event continued by grade 3 students singing a song which resonated with patriotic favour and pride.

An interactive segment was introduced during the assembly, where our Grade 4 Coordinator, Ms. Ratinder asked a few questions related to Republic Day. The students participated with enthusiasm, confidently answering and demonstrating their knowledge about the importance of the day.

The students showcased their talents through patriotic songs that celebrated India's freedom and unity. A colorful and energetic dance performance highlighting the cultural diversity of our nation was also presented by grade 3 students.





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Our beloved Vice Principal, Ms. Raina Bhatt, delivered an inspiring speech emphasizing the significance of the Indian Constitution and the values of justice, equality, and liberty. Ma'am spoke about duties and rights. She encouraged students to be responsible, and disciplined, reminding them that fulfilling their duties is as important as enjoying rights.

Senior Headmistress, Ms. Sharmila Ganapathi, fascinated the audience with her explanation of the significance of the three colours in the Indian flag. She described how saffron symbolizes courage and sacrifice, white represents peace and truth, and green stands for prosperity, auspiciousness and growth. She also highlighted the importance of the Ashoka Chakra as a symbol of progress and righteousness.

The celebration concluded on a patriotic note by singing the National Anthem. It was a memorable event that instilled a deep sense of pride and unity among all.







# INTER HOUSE COMPETITION - DEFT WITH DOUGH @ UKG

The "Deft with Dough" competition for UKG children, held on January 21, 2025, during the annual Harvest Festival, was a delightful and enriching experience for both the participants and the spectators. Aimed at young children, the competition provided an opportunity for creativity, fine motor skills development, and fun, all while celebrating the spirit of the Harvest Festival. UKG children, with their boundless imagination, were encouraged to use dough to create simple, yet charming, designs related to the harvest theme.

The children had fun experimenting with different colors of dough, with some adding details like little eyes, leaves, or textured patterns. Their designs were simple but reflected the theme of harvest and nature beautifully.

The "Deft with Dough" competition was an immense source of joy for the UKG children. It was heartwarming to see their faces light up as they created their designs, and their excitement was contagious. The event was an opportunity for them to learn how to work with their hands and explore new textures, all while celebrating the harvest season. The "Deft with Dough" competition for UKG children was a resounding success, fostering creativity, fun, and learning.

The children's simple yet beautiful dough creations were a wonderful reflection of the Harvest Festival's theme, and their enthusiasm and joy made the event memorable. It was an excellent platform for young children to explore their creative potential in a supportive and festive environment. The competition not only nurtured their artistic abilities but also strengthened their connection to the themes of nature and harvest, making the event a highlight of the 2025 Harvest Festival.





S. No.	Class	House	Name	Position
1.	UKG A	PRITHVI	ATIKSH MAHESHWARI	FIRST
		AAKASH	BHAVAGNYA BORRA	SECOND
		AGNI	MIHAAN PAGAR	THIRD
2.	UKG B	AGNI	RISHAN NEELAM	FIRST
		PRITHVI	AKSHITA SHUKLA	SECOND
		AGNI	JAGANNATH GOVIND	THIRD
3.	UKG C	AAKASH	KANISHKA SALAMKAYALA	FIRST
		PRITHVI	NIHANVI SURYAVAMSHI	SECOND
		AAKASH	CHERUKURI JAITHRA	THIRD

S. No.	Class	House	Name	Position
4.	UKG D	PRITHVI	AFRAAZ SIDDIQUI	FIRST
		AGNI	VAANYA SONI ISHITA MAURYA	SECOND
		PRITHVI	MAMIDI TAHASWINI DHRUVIKA	THIRD













# INTER HOUSE COMPETITION - MATH-O-PHILE @ GRADE 1

DPS, Miyapur has organized an exciting inter-house competition based on the principle of Sustainable Development Goal SDG 4 (Quality Education); the "Math-O-Phile" which aims to foster equitable and inclusive education through engaging math challenges. This competition highlighted the real-world applications of mathematical skills, promoted teamwork, and encouraged creativity while reinforcing the importance of quality education for all students.

The prelim round was conducted on 3rd January, 2025 and the top eight students of all the four houses were selected for the final round which was conducted on 10th of January, 2025.

On 10th, January, 2025, each house was divided into two groups of four students: Aakash house had groups 1 and 2, Agni house had groups 3 and 4, Jal house had groups 5 and 6, and Prithvi house had groups 7 and 8. There were four stations, and each group moved through them.

The competition started with the students at the first station, who were given a quiz to complete with the noted time. Once they finished, the next student in their group moved to the second station, followed by the third and fourth stations. The end time to complete the quiz was recorded. The final results were based on the highest scores and the fastest time to complete all four stations.

This format encouraged teamwork, critical thinking, and quick decision-making, while promoting inclusivity and fair education. By combining math challenges with the goals of sustainable development and quality education, the competition engaged students in practical learning and emphasized the importance of education for all.





POSITION	GROUP	CLASS	NAME OF THE STUDENT
FIRST	1	I J	MUKKALA NEHA SREE
Aakash house		I A	MANCHINA KARAN SAI
		I G	OUSNIKA MUKHERJEE
		I H	GOWRIRAJU ADITYA
SECOND	5	I G	SUHITH NARNUR
Jal house		I C	AEKULA DHEERAJ
		I F	VADDELLI PRANAVI
		I F	AARAV SHRIVASTAVA

POSITION	GROUP	CLASS	NAME OF THE STUDENT
THIRD	8	I D	VIRAT PHAGRE
Prithvi house		I J	RIVAAN RAHUL KIRTANIA
		I J	SAHITHI ANUSWARA BURAM
		I H	ADVIK ASHISH







# INTER HOUSE COMPETITION - KINDLING KITES @ GRADE 3

Throw your dreams into space like a kite, and you do not know what it will bring back, a new life, a new friend, a new love, a new country. A certain amount of opposition is a great help to a man. Kites rise against, not with, the wind.

## Objectives:

- Introduce the concept of making a kite using ecofriendly material as a means of creative art. Foster of imagination of making kites which centered the theme of ecofriendly kites.
- To bring out innate talents and to build confidence among children.

As we delved into 'Kindling kites' making, the classrooms buzzed with children's excitement, eager to create a colorful and creative kite making. Children actively participated in the ecofriendly kite making, using materials such as glossy paper, old bangles, clay, newspaper, etc. using their imaginative and creative skills. The competition took special turn as some children used newspaper and beautifully colored and decorated them with materials available at home. This experience of children understanding how ecofriendly kites can be so colorful and unique has been memorable for all the them

## Learning outcomes:

**Creativity and Imagination:** The kite making activity contributed to enhance their creative and imagination among students.

**Ecofriendly use of materials:** The concept of reduce, reuse, recycle allowed students to unleash their imagination, in kite designing.

**Development of Presentation Skills:** Children exemplified the maximum, by doing, learning new kite making skills and presenting their kites.





**Activity description:** We, at DPS, Miyapur, have conducted a kite making competition titled “Kindling Kites” aimed to engage and inspire for Grade 3 students, by inculcating the concept of eco-friendly kite making.

It was pure joy to witness children creating their own kite, their eyes alight with enthusiasm as they imagined the kite to fly with the beautiful colors high in the sky. The fun and frolic of creating beautiful kites of their genius minds was surely a worthy task.

**Judges' Evaluation:** The involvement of class teachers as judges added an extra layer of educational assessment to the “Kindling Kites” kite making activity.

**Winners and Recognition:** The announcement of winners added an element of recognition and achievement to the event.

**Parental involvement:**

The involvement of parents in the activity played a crucial role in enriching overall experience for children. The involvement of parents added a valuable layer of support, reinforcing the connection between classroom learning and home environments, contributing to the success of the kite making activity.

**Students' performance:**

The competition was held for all sections across Grade 3 in their respective classrooms during the IHC periods under the supervision of the teachers. All the students performed exceptionally well in the activity and showcased their creativity to the fullest. After careful consideration and evaluation of the performance, the allotted teachers selected the best three performances based on -

**Participants were judged under various parameters:**

- Appearance and Presentation
- Innovation and Creativity
- Eco-Friendly material
- Conclusion

To conclude, the ‘Kindling Kites’ a kite-making activity successfully combined educational elements with creativity and imagination leaving a lasting impact on Grade 3 students. Through this initiative, children not only learned about kites but also developed the concept of reduce, reuse and recycle in an enjoyable and interactive manner.





S.No.	Name of the student	Class/Sec	Position	House
1	VARNIKA AGRAWAL	3A	I	JAL
2	THUMMA THANUSH SAIPREM	3A	II	JAL
3	AKSHARA BACHU	3A	III	PRITHVI
4	ADVIK KUMAR AYALA	3B	I	AGNI
5	AHAN MUKHERJEE	3B	II	AAKASH
6	DEVINENI PARNITHA	3B	III	PRITHVI
7	MANTHENA PRADHYUMNA	3C	I	AGNI
8	SIDDHARTH JALNAPURKAR	3C	II	AAKASH
9	SRIYAN KRISHNA RAVINUTHALA	3C	III	JAL
10	YELCHURI GOPYA SRI	3D	I	PRITHVI
11	AYAAN KAILASA	3D	II	AGNI
12	PRATISHTA JHA	3D	III	JAL
13	ARIKAREVULA SHIV TANMAY	3E	I	AAKASH
14	SHAMBHAVI DEY	3E	II	JAL

15	VEDANT SHARMA	3E	III	AGNI
16	AARIN RAI SRIVASTAVA	3F	I	JAL
17	SHREYANSH SINGH	3F	II	PRITHVI
18	PAVITHRA LOTHUGEDDA	3F	III	PRITHVI







S.No.	Name of the student	Class/Sec	Position	House
21	MANASVI B	3G	I	AGNI
22	SWASTIKA SINGH	3G	II	JAL
23	YUVAN KUMAR SAHU	3G	III	JAL
24	VIDHI VISHAL PARMAR	3H	I	JAL
25	G SATHYA SAI SAHASSRA	3H	II	JAL
26	ADHYAYAN DUTTA	3H	III	AGNI
27	SVAKSHA REGIDI	3I	I	PRITHVI
28	VENGALA DYUTHI	3I	II	AGNI
29	TEJASREE VALIVARTHI	3I	III	AAKASH

30	EDARA LAKSHMI ANAGHA	3J	I	AGNI
31	TRISHNA SAI LAKSHIKA SRIRAMDAS	3J	II	AGNI
32	SWARA GARDE	3J	III	PRITHVI





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# INTER HOUSE COMPETITION - ELOQUENCE ELEVATED @ GRADE 4

Objective of this activity was aligned with SDG4- Promote Quality Education) teamwork and collaboration, Fostering Problem-solving skills, speed and time management.

The Inter-House Math Relay Competition was an exciting and engaging event organized for Grade 4 students. Four houses –

[House 1 AAKASH],

[House 2 AGNI],

[House 3 JAL],

[House 4 PRITHVI] – participated in this fun and educational challenge.

Each house was divided into two groups, Team A focused on Estimation and Team B Focused on Conversion. As it was a group event, the students of each group were working together in high spirits to solve mathematical problems in a relay format. The competition tested their speed, accuracy, and teamwork in solving the problem of finding the length of given objects.

Winning Criteria: The house that successfully completed all problems won the first position. The best of the three groups was selected. The Math Relay Competition highlighted the importance of collaboration and showcased the students' problem-solving skills. It was a proud moment for the participants and an inspiration for teachers. The competition was very close and a neck-to-neck event.





IV A			
S.No	Name of the Student	House	Position
1	PUCHAKAYALA VARNIKA REDDY	Agni	I
2	KADIRI SAKETH NANDAN	Agni	
3	KRITI AADRA BANTUPALLI	Agni	
4	MUDIREDDY PAADHVIK REDDY	Agni	
5	SHAIK DIYA	Agni	
6	SHRIYAN MULPURU	Agni	
7	SRIRAM PARUCHURI	Agni	
IV B			
1	AASHISH VARANASI	Aakash	I
2	ADHVAITH VIHAAN YANAMANDRA	Aakash	
3	GANDAM PRAHARSHINI	Aakash	
4	HARSHAGNA REDDY BANSWADA	Aakash	
5	HIMANSH KUNTALA	Aakash	
6	MEDHA D M	Aakash	
7	PRAHASA CHINTA	Aakash	I
8	UPANYA SHARMA	Aakash	
9	GOWDELLI TANISH	Aakash	





## IV C

S.No	Name of the Student	House	Position
1	PATHIPATI PRAGNA CHOWDARY	Prithvi	I
2	HEMA SARVANI PENTELA	Prithvi	
3	MAHADYUTH APPAVU	Prithvi	
4	MAYUKHA MANCHIRAJU	Prithvi	
5	NAGA PRANAVI KADARLA	Prithvi	
6	PRIKSHIT BEHERA	Prithvi	
7	REVURI THANVIKA REDDY	Prithvi	
8	TANGELLAPALLY AARUSH	Prithvi	
9	THATIPAMULA SAANVISRI	Prithvi	

## 4 D

1	DISHA PANDA	Prithvi	I
2	HANVITHA CHUNDRU	Prithvi	
3	RACHAPALLI HARIPRIYA	Prithvi	
4	SAI VEDASREE MOGILI	Prithvi	

5	SHAMITH KILLADA	Prithvi	I
6	SHASHI KIRAN CHENNA	Prithvi	
7	VIYANA KSHITIJ AMBADE	Prithvi	





IV E			
S.No	Name of the Student	House	Position
1	S SAATVIKA	Prithvi	I
2	HANIYAH RUMAAN PALAGIRI	Prithvi	
3	KRITHIKA VINAY DASARAPU	Prithvi	
4	MAHATH REDDY PAKALA	Prithvi	
5	MAYANK VIHAAN NADIKUDI	Prithvi	
6	PRAJITH AKURATHI	Prithvi	
7	PUNEETH SAI PASUPULETI	Prithvi	
8	SANVI BOMMU	Prithvi	
IV F			
1	THIVYAN REDDY JAGGAVARAPU	Prithvi	I
2	VEEKSHITHA PATIL	Prithvi	
3	RASHIKA VAISHNAVI	Prithvi	
4	ANANYA GURUDEV TIWARI	Prithvi	
5	CHARITH NADAKUDITI	Prithvi	
6	ISHAAN J PILLAI	Prithvi	
7	LOHIT VARMA CHEKURI	Prithvi	I
8	MANIKE KARTHIK	Prithvi	
9	NIYATI CHINMAYI VEETURI	Prithvi	





IV G			
S.No	Name of the Student	House	Position
1	AAYANSH PRASAD	Prithvi	I
2	DIVYANSH NIMMAGADDA	Prithvi	
3	JAVVAJI HEMA PRASHVITA	Prithvi	
4	MUSUNOORI SWARSHA	Prithvi	
5	RIDWAN SHAIK	Prithvi	
6	RITHWIK NANDAN ESURAJU	Prithvi	
7	RUTHVIK SAI ERUKULAPATI	Prithvi	
8	SAMANVI IRRINKI	Prithvi	
9	SAMRIDHA TEJ CHENNURI	Prithvi	
IV H			
1	NIKET SINGH	Prithvi	I
2	AAHAAN SINHA	Prithvi	
3	AKSHITA JAGADEEP	Prithvi	
4	DEVAANSH KARTHIKEYA N	Prithvi	
5	KAKILETI SRI SAI LAASYA	Prithvi	
6	LIWAMEHEK	Prithvi	I
7	SHREYAN GHOSH	Prithvi	
8	YOGYA TIBREWAL	Prithvi	







## IV I

S.No	Name of the Student	House	Position
1	AARADHYA KAPIL USGAONKAR	Agni	I
2	JHANVI TIWARI	Agni	
3	MOKSHITH TANMAY PAMBA	Agni	
4	MYRA MALIK	Agni	
5	N S KRITHIK	Agni	
6	NIGAMA TELUKUNTLA	Agni	
7	SAI VENKATA RUSHANK BANDARU	Agni	
8	SRIVISHNU ANUMANDLA	Agni	
9	BEERAM NITHYA REDDY	Agni	
10	BALAGA GEETHA SRI	Agni	

## IV J

1	ANIRUDH SREEDHAR	Agni	I
2	MOHIT KADARLA	Agni	
3	S HARDIK SAI GANGADHAR	Agni	
4	SARTHAK SATISH DESHPANDE	Agni	

5	SRINISHA PERALA	Agni	I
6	VIHANA MURABIA	Agni	
7	TIJIL SAI KATABATHUNI	Agni	





CLASS 4K			
S.No	Name of the Student	House	Position
1	AMRUTHA KOMMURI	Jal	I
2	B DURGA PRASANNA REDDY	Jal	
3	CHARVIK SALAMKAYALA	Jal	
4	GNYAATA SREE VEMULAPALLI	Jal	
5	KOTHA KARTHIK	Jal	
6	PALEPU HARINI	Jal	
7	VARNIKA SAMPATHI	Jal	
8	VIHAAN KOTHURU	Jal	







# INTER HOUSE COMPETITION - ELOQUENCE ELEVATED @GRADE 5 & 6

The "Eloquence Elevated" Inter-House Poetry Recitation Competition for Grades 5 & 6 students was held with a focus on inspiring the next generation to think critically about the environment. The theme of the competition was "Voices for a Greener Tomorrow." Students were tasked with reciting poems that highlighted the importance of environmental preservation, sustainability, and the role of individuals in creating a better future for the planet.

The event took place on 18th December 2024 in their respective classrooms and provided students with a unique opportunity to showcase their oratory skills while reflecting on a topic that is vital for the future. The competition not only encouraged students to improve their public speaking abilities but also raised awareness about environmental issues through the art of poetry.

**Objective:** The goal of the competition was to engage students in thinking critically about environmental issues while promoting self-expression, creativity, and confidence. By reciting poems, students were able to explore the importance of green initiatives, climate change, conservation, and how individual voices can make a significant impact on the world.

**Conclusion:** The students enthusiastically participated in the competition, and it was a huge success. The event achieved its purpose of fostering creativity and environmental awareness, providing a platform for students to express their thoughts on a greener future.





S.No	Name of the student	House	Class and Section	Position
1	SREEDHARSHA CHALAMALASETTI	AAKASH	5A	I
2	SRIYAN SAMAL	AGNI	5A	II
3	AARUSH NALLURI	JAL	5A	III
4	AADYA OJHA	PRITHVI	5B	I
5	SARVADNYA	PRITHVI	5B	I
6	DIVYASHA MAHARANA	AAKASH	5B	II
7	JAZYLN	AAKASH	5C	I
8	MOHAMMED RIHAAN SHAIK	JAL	5C	II
9	TRINAY ADUSUMALLI	PRITHVI	5C	III
10	NASANI AKSHARA	AGNI	5D	I
11	BYSANI JAYA SAHASRA	JAL	5D	II
12	SREYAS VELAMURI	JAL	5D	III
13	ASHWIKA MUNNUR	AAKASH	5D	III
14	CHAITRAVI KOPPAKA	PRITHVI	5E	I
15	LINGALA PRADVITHA REDDY	JAL	5E	II
16	RUTVIK KELKAR	JAL	5E	III

17	BURAGADDA DEEKSHITA	PRITHVI	5F	I
18	SHANMUKHA AMARNATH REDDY MANDEELA	AGNI	5F	II
19	ANINDITA BOSE	PRITHVI	5F	II





S.No	Name of the student	House	Class and Section	Position
20	SHRESHTA KALVA	AAKASH	5G	I
21	AASHWIK PAL	JAL	5G	II
22	DESAVATHU HARITEJ NAIK	PRITHVI	5G	II
23	AYAAN SAKSENA	JAL	5G	III
24	MAHANTH CHOWDARY KAKARLA	AAKASH	5H	I
25	BONALA SRI RUTHIKA	AGNI	5H	II
26	MAIRA AMAN SHEIKH	AAKASH	5H	III
27	DEEKSHA SITALGERE	JAL	5I	I
28	SAI NIBHISH KRISHNA PAPPALA	JAL	5I	II
29	NIDADAVOLU BAAVYESH VARMA	PRITHVI	5I	III
30	ANAICA ROY	AAKASH	5J	I
31	TANISHA GHOSH	PRITHVI	5J	II
32	NIHIT GUPTA	JAL	5J	III

33	KARTHIKEYA DOMMALA	JAL	5K	I
34	SOURISH GOYAL	PRITHVI	5K	II
35	SRIVARSHINI OBILINENI	PRITHVI	5K	III





S.No	Name of the student	House	Class and Section	Position
1	DARSH BHARDWAJ	PRITHVI	6A	I
2	CHATURIKA ANUMANDLA	AAKASH	6A	II
3	KALVACHERLA VAHNI	AGNI	6A	III
4	JAYA SHANMUKHI VELPURI	AAKASH	6B	I
5	ACHINTTYA KOMAR SINGH	AAKASH	6B	I
6	GAJULAPALLI SAI NAMISH	JAL	6B	II
7	SAI KARTIKEYA KOMARINA	AGNI	6B	III
8	ABHINAV RAGHAVENDRA	PRITHVI	6C	I
9	ADEEBA SIDDIQUI	JAL	6C	II
10	KORRAPATI ORMIKA PHANI SRI	PRITHVI	6C	III
11	ATHULYA VOTTAPU	AGNI	6D	I
12	AVANI ANAND	PRITHVI	6D	II
13	AMOLIK GUPTA	AAKASH	6D	III
14	AVISHI BANSAL	JAL	6D	III
15	DEVANSH MUNDRA	JAL	6E	I
16	V SAHASRA REDDY	JAL	6E	II
17	ADHIRAJ RAY	PRITHVI	6E	III
18	SAKSHAM SOOD	AGNI	6F	I

19	JAIADITYA CHANDRA BARDALAI	AGNI	6F	II
20	ANWITHA NATH SANAKKAYALA	AGNI	6F	II
21	GADAMSETTY SAMANVI	AGNI	6F	III





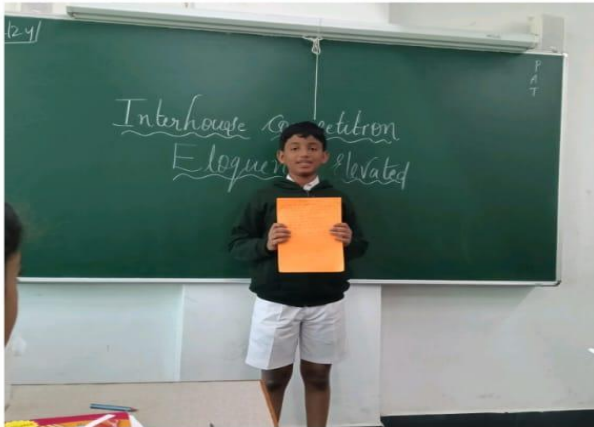
S.No	Name of the student	House	Class and Section	Position
22	SIDDHI KAUSHIK	AAKASH	6G	I
23	DIBYANSHU PRADHAN	AGNI	6G	II
24	AFSHAN SYED	PRITHVI	6G	III
25	WINONA REESE PEDDITY	AAKASH	6H	I
26	KALPESH DODDA	PRITHVI	6H	II
27	AARISH KHAN	AAKASH	6H	III
28	NAGA JAYANI MADDUKURI	AGNI	6I	I
29	VISHNU NARAHARI	AAKASH	6I	II
30	TANISHKA SINGH	AAKASH	6I	III
31	ADYA PATEL	JAL	6J	I
32	MERIKENAPALLI SASHRIK MURTHY	JAL	6J	II
33	VISMITHA CHOWDARY ACHANTA	PRITHVI	6J	III

34	NAVYA DAVULURI	AGNI	6K	I
35	CHINMAYEE AADHYA VARMA	JAL	6K	II
36	PRITISH PRAMANICK	AGNI	6K	III











# INTER HOUSE COMPETITION - ATAL NIRMAN @ GRADE 7 & 8

At DPS Miyapur, Inter-House Competitions are conducted to improve interpersonal skills, emotional intelligence, character formation which is key to success in the classroom. An inter-house competition, on the theme – “Atal Nirman- Design a Futuristic structure” was held on 20th December, 2024 for the students of Grades VII and VIII.

This competition was a group project where the students were divided as per their houses. Students were asked to complete the groundwork of the project at home and assemble it in the class on the day of the competition. Later, the project was presented to the class teachers where the students spoke about their creative models or projects for 5 minutes. This competition was judged by the class teachers.

The competition was done and presented by the students with great enthusiasm and innovativeness without losing the originality of the ideas chosen. They eagerly participated in the futuristic model or project creation, displaying their creativity, scientific temperament, team work and excitement throughout the competition.

The judgement was done by the Class Teachers of grades VII and VIII based on the following parameters.

- Creativity and Innovativeness
- Scientific thought
- Originality and Ingenuity
- Problem solving
- Team work





VII A			
SI No	Name of the student	House	Rank
1	AADHYA ALUR	AAKASH	I
2	ALETI PRATHIK REDDY		
3	ARIC DEY		
4	AVANIGADDA NIKHIL		
5	DHRUV KALA		
6	GNANA HARSHINI IKKURTHY		
7	HASWITHA MEDIKONDA		
8	JAVVAJI PRASANTH GUPTA		
9	PALUKURU HEMA HARSHITH REDDY		
10	TANVEE SANANDA BODDU		
1	ANVIKA RAI SRIVASTAVA	AGNI	II
2	DANDALA ESHITA		
3	K. HEMANYA		
4	KALVAKOTA ARNAV SAI		
5	KUMARA KARTHIKEYA GURIGINJAKUNTA		
6	MUKKA KAUSHIK KRISHNA		
7	SHRIHAN SHATAMRAJ		
8	SHUBHANKAR SANDEEP SAWALE		
9	TRISHIKA TAMMANA		

1	SRI RISHVIK CHENNURI	JAL	III
2	CHAITRA NANDANA DEVARAKONDA		
3	GANJI JASHVIKAA REDDY		
4	HUMAI ALVI		
5	JITESH DANGETI		
6	VIDHAN KUMAR		





VII B			
SI No	Name of the student	House	Rank
1	AKSHARA PARACHURI	PRITHVI	I
2	ARNAV SAVITH MARUVADA		
3	ARYAN PAL		
4	CHIPPA SATVIK MOURYA		
5	DAKSH SITALGERE		
6	GOWTHAM REDDY GANGAVARAPU		
7	LAVU JASVI MADHURA		
8	NANDAGIRI SAHASRA ARUNIMA		
9	RISHYANTH VARMA PINNAMRAJU		
10	SHASHWAT BANERJEE		
11	KHYATHI TIMMASARTHY		
1	ASHWADHSAI NEMALIPURI	AGNI	II
2	DARAPUREDDI HRISHITHA		
3	IRA HIRWANI		
4	ISHAAN BEHERA		
5	PARAMANAND BHAND		
6	PHALAKSHA HUNNUR		
7	SAARA LAVANIA		
8	V. CHARAN REDDY		
9	VISWANADHA NAGA TRIPURA SREE PRIYA		

1	ALLAMRAJU ANAND HARSHA	AAKASH	II
2	R. SAMANTHA		
3	RUDHVIK REDDY MANDA		
4	SAATVIK KUSHAWAHA		
5	VIDUSHI BHALA		





VII C			
SI No	Name of the student	House	Rank
1	AARJAV JAIN	AAKASH	I
2	ARJUN ABILASH		
3	AVANTIKA SAI		
4	DASARI NITHIKA REDDY		
5	MUSUNURI LOHITH		
6	NIHAL SAI SREERAM		
7	NOMESH MANNAY		
8	PRATHAAM JAISWAL		
9	SHREEHAAS NALAMOLU		
10	SUSHUMNA REDDY PATLOLLA		
1	AKSHITHA MAMUNURU	AGNI	II
2	ARSHITH MITTAPALLI		
3	GATIK PRAVEEN KUMAR JHA		
4	KEERTANA BANASHANKARI SHETTY		
5	KIKKISSETTY SHANMITH KALIYAN		
6	KONE YESHASWI		
7	SAIANSHUMAN MOHANTY		
8	SHREE RADHIKA TRIPATHI		

1	AADYA CHINTHA	JAL	III
2	AKSHIT CHAND		
3	DASARI ANAGHA		
4	GAUREEK REDDY MOGULAL		
5	HANSINI MAMILLAPALLI		
6	N V S RITESH VARMA		
7	SANGATI LAKSHMI GEETH REDDY		
8	SRIHANA REDDY DAGGULA		





VII D			
SI No	Name of the student	House	Rank
1	ABHISHAI PALAPARTHI	AAKASH	I
2	ARABELLI ROHAN		
3	KRITHIKA MADISHETTY		
4	MANASWINI REDDY DOMMATA		
5	MANDA SATYA AEKANSH		
6	PALIKA TARUN		
7	PHANI PRABHAV MANGIPUDI		
8	SOHA AMREEN FATHIMA		
9	V SIRI VENNELA		
10	YETUKURI ROHAN TEJ		
1	ARNAV KOTHAPALLY	JAL	II
2	JANITH PATURI		
3	KALIKIRI RITESH		
4	KANDIVALASA KARTHIKEYA SAI SRINIVAS		
5	KAMMA PUJYA SRIHITTHA CHOWDARY		
6	SANDADI KARTHIKA		
7	SHRIYA		
8	YETUKURI VED VIRAT		

1	DISHA SINGAL	AGNI	III
2	IKSHWANK KAUSHIK		
3	LINGINENI SREE MANOGNA		
4	MANAN JANAK NAIK		
5	MANVITH BYSANI		
6	P AARNAV		
7	PAWAN KOTAKALA		
8	SOHINI RAO		
9	URVI THAKUR		





VII E			
SI No	Name of the student	House	Rank
1	AARUSHI SIDDHI MARUVADA	JAL	I
2	ADITYA RAJ BHARDWAJ		
3	CHILLARA SREE LAASYA PRIYA		
4	DANDU SRI VIGNESH VIHAN VARMA		
5	DIVIJA MANTHA		
6	KINSHUK AYITHAM		
7	PANGA VIBHOR		
8	SAGI LALITADITYA NAGA VARMA		
1	ADVAITH DHAR	PRITHVI	II
2	ARJUN KANDWAL		
3	KOLLI SUDI KSHA		
4	KUSUMA SRI SAI AKSHITA CHAMARTHI		
5	MANAS KALADI		
6	PENDLI VIHAAN REDDY		
7	PONNADA DHIRENSAI NIKHIL		
8	PRALASYA REDDY GANDRA		
9	SAHASRA MADISHETTI		

1	ADITI ENUGANTI	AAKASH	III
2	ANISH GOUD KADEM		
3	KUNISSETTY JAYEESH		
4	MALOTH SRAVANI		
5	PEDAPUDI DEVESWAR SAI		
6	SURYA SANSKAR BOMMAKANTI		
7	UNGARALA DAKSHITH		
8	YAKSHITHA MAKKAPATI		
9	RAJANALA SATVIKA SHANMUKHI		







VII F			
SI No	Name of the student	House	Rank
1	ADITYA AGARWAL	JAL	I
2	DAKA CHAITANYA REDDY		
3	SANJAN SRI VENKAT SATTINEEDI		
4	SINGAMSETTY DHANANJAI		
5	SNITHIK CHANDRAGIRI		
6	SUBHANGI BHATTACHARJEE		
7	VAISHNAVI POLIREDDY		
8	VARSHITH SAI VIGNESH REDDY VIPPALA		
9	ELURI JNANESWARA SATHYA NAGA VAMSHI		
1	A ISHAAN	AGNI	II
2	AVIKA PRIYA		
3	SRIHITH CHENNURU		
4	DRUTHI MADISHETTY		
5	PARIKSHIT SHUKLA		
6	ROHAN NAALLA		
7	V SAI SRINIKA		
8	VIBHA KAPA		
9	CHITTALA VINAY PRAJWAL		

1	AADHYA NARRA	AAKASH	III
2	AKSHIT SHRIVASTAVA		
3	ANVITHA RAO PAATIMEEDI		
4	AVIRAL BHARDWAJ		
5	MADHAV JANAK NAIK		
6	SAHASRA TALLAPRAGADA		





VII G			
SI No	Name of the student	House	Rank
1	PARIMELLA HAMSINI	JAL	I
2	B. CHAKRADHAR REDDY		
3	DIKSHAN CHOWDARY KOPPULA		
4	EMANI VAIBHAV SATYA SAI		
5	GUNAGNYA SRILAKSHMI ANSHITA LINGATHOTI		
6	MITHUNA REDDY SIRIPURAM		
7	NIHARIKA DONEPUDI		
8	RUKMINI DEVINENI		
9	SEELABOYINA SMARAN SAINAADH		
1	ANIKA SINGH	AGNI	II
2	DAMARA NAGA GODA JEETESHI		
3	JASTHI TEJASVI		
4	MANDURU ANU SAMPREETHI		
5	NEHANTH MARUPUTI		
6	PADAVALA GAGAN SAI DEEP		
7	SONAKSHI DHANUKA		
8	SOUMYA CHAUHAN		
9	SUJAL REDDY GUDDETI		
10	VARIMADUGU DARSHAK REDDY		

1	AKASH T	AAKASH	III
2	AYUSH KUMAR SWAIN		
3	GORANTLA NEEHARIKA		
4	KURVA PRANAVI		
5	RUDRA BHARIDE		
6	VUYYURU ADITYA PAVAN KUMAR		





VII H			
SI No	Name of the student	House	Rank
1	B VISHNU VARDHAN REDDY	AAKASH	I
2	BOMMU JUHITHA		
3	BONGUNOORI SNIGDHA REDDY		
4	KASHAMENA SAI ISHAAN		
5	MADAN MANOHARR VUPPALA		
6	SONAKSHI SAHOO		
7	TANISHKA		
8	KELLA VENKATA NIKHILESH		
1	AARADHAYA TOMAR	JAL	II
2	ARUSH KOTHAPALLY		
3	ATHARVA PRATAP JITHUKA		
4	DABBARA SUHRITHA MOHAN		
5	G. KARTIKEYA GUPTA		
6	JVIKA JAYANT SANCHETI		
7	KALLAPU YASHIKA		
8	ROUTHU KRISHNA KARTHIKEYA		
9	TAKALLAPALLY SREETAN		
10	VARSHITA REDDY MOOLA		
11	DEEPSHIKA THOTA		

1	CHETAN NALAJALA	AGNI	III
2	DEETYA CHAUBEY		
3	HASINI SAHASRA JALABAGARI		
4	PRISHA NAYAK		
5	SHLOK TANTIA		
6	YASHVITHA MEDIKONDA		
7	YELCHURI HEM SRUTHIK		





SI No	Name of the student	House	Rank
1	BHUVAN BACHU	JAL	I
2	HARSHITH VANKDOTH		
3	INDURI LAKSHMI LALITHYA		
4	JAI TOMAR		
5	KARUNYASRI MEDURI		
6	NEEHARIKA PARACHURI		
7	RAMYA KUMARI		
8	RIHAN DAS		
1	A VIHAAN KADWADKAR	PRITHVI	II
2	AMRITESH ARUN		
3	BEHARA SAI BHAVYA SREE		
4	GANGARAPU JOSHITA		
5	HANSHITH REDDY KANDULA		
6	HARESHWAR NUUVUSETTY		
7	MAREDDY ROHAN SIDDHARTH REDDY		
8	PASUMARTHI SANVI DEVI		
9	SRI VARSHA CHELLAPILLA		
10	YUBASHANA NARAYANAN		
11	S AKSHARASREE		

1	ANISH VARANASI	AGNI	III
2	GUTHIKONDA RANAV ASYA		
3	JAGANNADHAM VYOMIKA		
4	KOUSTHUBH VANAMALI SESA PANCHANGAM		
5	PATLOLLA HASINI REDDY		
6	PEEYUSH SAHU		
7	SAHASRA MANUMANTHU		
8	SAI PRANAV KOTHA		
9	SAMPRITI KHANDRIKA		
10	M H SURYA		





VII J			
SI No	Name of the student	House	Rank
1	AAROHI NAGAR	AAKASH	I
2	AKKIPEDDI SREENIKA		
3	ANSHI KANAKMEADLA		
4	BISAJ MAJI		
5	CHITTUKURI SREENITHYA		
6	JITIN SHREYAS CHINTHA		
7	PRASHAM NILESH BHANDARI		
8	RACHITA YAGALLA		
9	YUKTAANWITA PAGADALA		
1	AADHYA MEGHAM	PRITHVI	II
2	ADVIK JINDAL		
3	ANTHIREDDYGARI RITHVIK REDDY		
4	KEDARISSETTI MOHNISH		
5	PASUPULETI GANAASHYAM		
6	RAAGHA SAI RITHIKA RAMAMURTHY		
7	RITHWIK KRISHNA GANJI		
8	RIYANSHI BANERJEE		
9	SIRI BOYAPATI		
10	AMARAVATHI NAGA MOKSHA ANAGHA		

1	BILLA SAI VIGNITHA	AGNI	III
2	CHITTY VARSHITH ABIJAY		
3	DISHITA REDDY BUTHALAPALLI		
4	LAASYA MALLIKARJUNA		
5	PICHIKALA BODHITA SREE		
6	SARTHAK PANDEY		
7	VAISHNAVI MISHRA		
8	VELCHURI DHRUV		
9	YASHNA JAIN		





VIII A			
SI No	Name of the student	House	Rank
1	AADHYA SAXENA	AGNI	I
2	ABHIRAM ESURAJU		
3	ANIKA		
4	HANDEBAGH ABHIJAY SIMHA		
5	KALVAKOTA AKSHITH		
6	NEHAL AFLE		
7	SANVI JAIN		
8	SNITI SAMANWITA SAHU		
9	MOKSHITHA MANYA GHANTA		
1	APPARASCHERUVU MOUKTHIKA	JAL	II
2	DHASARATH REDDY GOVINDU		
3	GANESH MALLIPUDI		
4	ISHI AGARWAL		
5	KOMMANA HARSHINI		
6	NANDURI VENKATA SAI SRI SARAN		
7	RISHIDHAR REDDY METTUPALLI		
8	SIDDHARTH KIRAN A		
9	YELAMANCHI KANISHKA		

1	AADHYA JAT	PRITHVI	III
2	CHINNAM PAVAN VENKATA NANDAN		
3	GANAVI GUTTA		
4	HARINI CITTARASU		
5	HARSHITH BABU TALASILA		
6	KOYALADA KHARTHIKEYA NAIDU		
7	MANEPALLI DEEKSHITHA		
8	P MAHADEV REDDY		





VIII B			
SI No	Name of the student	House	Rank
1	ADITYA RAJVANSH	JAL	I
2	ANSH KAUSHAL KUMAR PRAJAPATI		
3	GANDHAM SUDEEKSHA SRITHA		
4	KOMMULA MANASWI		
5	TANAY PALLERLA		
6	UDUMULA NIVEDITHA SRI REDDY		
7	VADDI JONAS SAMPRIT		
8	DUGGEMPUDI YAGNIKA REDDY		
1	GAYATRI CHITTA	AAKASH	II
2	HIMANSHU BHIMRAO GADADE		
3	MEGHASHYAM GOPISETTY		
4	SHREEYA SHARMA		
5	SIVARAMA SUHAS TUMMURI		
6	SRIJESH KUMAR REDDY ONTEDHU		
7	SUDHA SUNNIGDH		

1	HAASIBA KHALANDAR	AGNI	III
2	HARSHINI CHAKRIKA NALAGARLA		
3	MANNAN YALLA		
4	PRANISH SAHAY		
5	SAI SRIVATSA CHOWDARY GANGA		
6	T.TANISH		





VIII C			
SI No	Name of the student	House	Rank
1	ARNAV SINGH	AAKASH	I
2	B KIRUPHAHARI		
3	BELUM RAMASAHITH REDDY		
4	INTURI ANSHITHA		
5	JANGA SHARICKHA		
6	PENUMUCHU PRANAVDEEP		
7	PRIYANSHU SAINI		
8	SAMSKRUTAA JOGIPETA		
9	VIHAN CHAUHAN		
10	VISHANK REDDY CHAPARAPU		
1	ABHINAVA RAM KANDULA	JAL	II
2	DOLLA NEELESH		
3	MADDA RICKY JONATHAN		
4	NAISHA ALAHARI		
5	NAVYA ANAND		
6	PRATEEK MORUSUPALLI		
7	SHAURYA SAHAI		
8	SHRAVANI SHARMA		
9	VUNDAVALLI GNATHRIKA		

1	ANANT BANSAL	AGNI	III
2	ANUSRI SURESH		
3	AVYAN SINGH CHAUHAN		
4	CHILLA KESAVA SAI		
5	DEEKSHITA R NAIR		
6	DOPPALAPUDI KRISHNA SAI		
7	JAIRAJ KISHORE SINGH		
8	KAIVALYA PATIDAR		
9	SRESHTA CHALLA		
10	SUDEEP CHANDRA SAI ERUKULAPATI		







SI No	Name of the student	House	Rank
<b>VIII D</b>			
1	ADITYA R N	PRITHVI	I
2	BARMA KUSHAL KESHAV		
3	GOVIND BHAGAT		
4	JONNALAGADDA SREERATNA SRAVYA		
5	KAUSTUBH DAS		
6	S K VEDA PRIYA KESIRAJU		
7	TANMAYI SARAVANA		
1	AARYA	JAL	II
2	ANVITH TEJA RAMAVAJHALA		
3	BURRA BAVYESH		
4	C NAGA VARSHITHA		
5	CHALLARI SAI KSHETRAGNA		
6	DEHAN VARDHAN KUMAR CHODAVARAPU		
7	DWISHA		
8	NIHAL SUNKARA		
9	NITHYA PRANATHI MUNNUR		

1	GIRISH ARYA REDDY EMANI	AGNI	III
2	KARTHIK YEPURI		
3	MISHITA CHANNA		
4	SAANVI TANTIA		
5	SAIREDDYGARI SREEHITHA REDDY		
6	SWASTIK GHOSH		
7	TANVI AYYAGARI		





VIII E			
SI No	Name of the student	House	Rank
1	AISHIKA MUKHERJEE	PRITHVI	I
2	AVANEESH NUKALA		
3	BHUVIKA GALI		
4	CHALLAGULLA GEETANK		
5	GADI ISHITHA		
6	IDHANT KUMAR		
7	P. A. AKINDU ADEL POLPITIYA		
8	SHUBHANKAR BHATTACHARYA		
9	SNIKITHA BALUSU		
1	B OJASVI	AGNI	II
2	DINESH REDDY JAVVAJI		
3	HAMSINI PATIBANDLA		
4	KARTIKEYA MANJUNATH TUMMINAKATTI		
5	LAKSHMI KARTHEEKA		
6	NAGA LAKSHMI SAHASRA ROMPICHARLA		
7	SAHITH CHOWDARY MANUKONDA		
8	SAHITYA KATAKAM		
9	YASHWAK SAI REDDY NATALAM		

1	AADIT DESHMUKH	JAL	III
2	ADEPU SAHASRA		
3	AVNI SHARMA		
4	JALADI YASASWINI		
5	JALLURI BHAVYASHRI		
6	NITTURI KENNETH		
7	RAVULA DHRUVA TEJA		
8	TAMMAREDDY KRITHIKA CHOWDARY		





VIII F			
SI No	Name of the student	House	Rank
1	N DHRUVA MANAS	PRITHVI	I
2	DHATHRI SRI PARUCHURI		
3	DHRUV KIRAN BADINI		
4	HASIKA MITTAPELLY		
5	SAI SAMPRIT REDDY JEERU		
6	SHANVI MAHAPATRA		
7	SHIRJA KAUSHIK		
8	VALAVALA DHRUV HARSHITH		
1	KURAPATI SRI SANJANA	AGNI	II
2	MOPADA AMRITHA		
3	NANDINI MADURI		
4	SAHITH VELAGA		
5	TERESA KOLLI		
6	VIHAAN SHARMA		
7	THARUNIMA BODDU		
8	ANANYA P		

1	ADRIJA ROUTH	AAKASH	III
2	CHANDANALA THARINI		
3	GAVINI OJASVI		
4	KATURU LOHITHA		
5	N. KEERTHANA N.S.V.L.S.		
6	RISHAAN SEN		
7	KARUNYA SRIKAR		
8	ANVITHA CH		
9	SOFIYA PARVEEN FATHIMA		
10	SOURISH CHOWDARY NADENDLA		





VIII G			
SI No	Name of the student	House	Rank
1	ANNIKA SAHASRA JANAPAREDDI	PRITHVI	I
2	GATTUPALLI ASISH		
3	HRISHAV MAHAPATRA		
4	KOLLIMARLA SAI MANIKANTA ASHRITH		
5	NAVYA GARG		
6	NEDUNURI VISHRUTH		
7	SHARON CHAKRABORTY		
8	SHIVA LAASYA INDIREDDY		
1	ANSHIKA BANDARI	AGNI	II
2	ARNAV KUMAR SAHU		
3	GAURI SAMEER KALSEKAR		
4	SAANVIKA BADADA		
5	SHAIKH AKSHITHI		
6	MITUL RAGHAV SIGICHERLA		
7	SRIRANGAPU RAVINDRANATH REDDY		
8	SRIYA ANNAPRAGADA		

1	ANAHAD KAUR	AAKASH	III
2	KONNEPATI TEJASWINI NAGA SURYANSHI		
3	HARRY. S. JASAN		
4	KAKARLA JOSHITHA RAMYA		
5	PENMETSA SRI SUGEETH VARMA		
6	PENUMALLU SRI PRASASWINI		
7	SAMEEKSHA KATPELLE		
8	SANAPALA LASYA PRIYA		
9	VIBHA KIRAN SAI		
10	JOSHITHA SAI		





VIII H			
SI No	Name of the student	House	Rank
1	ANNAMANEEDU JITHIN	AAKASH	I
2	DIKSHITA MURTHY DHAVALA		
3	GUDISALA KALPAK YADAV		
4	KANCHARLA RIYA KOMAL		
5	LAXMI TEJA PRANATY BOMMEPALLI		
6	SRI MOKSHA KATKAM		
7	TALARI LAKSHITH		
8	TANYA GUNUPUDI		
1	AISHWARYA THATHIREDDY	JAL	II
2	DASYAM LAKSHYA		
3	MONALISHA DAS		
4	NEHAL KALE		
5	NIRVAAN PURI		
6	SHREYA SENGUPTA		
7	VAIBHAV KUMAR MISHRA		
8	ARUNIMA UPADHYAY		

1	CHARITA PILLALAMARRI	PRITHVI	III
2	DAMERA AKSHIT		
3	DHARSHINI VONKULU		
4	EDARA DINESH		
5	G. DHARSHANA		
6	POOJITHA LANKOJI		
7	RAVVA KARTHIKEYA		
8	SAANVI SAMALA		
9	TANAY S DHUMMANSURE		





VIII I			
SI No	Name of the student	House	Rank
1	ATHARV KISHOR MALI	AAKASH	I
2	DHANYA SREE		
3	ENUGALA NAINIKA REDDY		
4	KULALA AKSHAJ		
5	NADIMPALLI DISHIKA		
6	RAMAGIRI SAI JAISHNA		
1	ATHARVA BISHT	PRITHVI	II
2	JAY BHARGAVA		
3	MOHAMMED ZAYAN		
4	NAIMA IRRINKI		
5	RIYANSHI PANDA		
6	SHAURYA VISHVADEEP DEVNANI		
7	VARSHA		
8	SNITHIK PATIL		

1	ADITI PATRO	AGNI	III
2	AGRIMA JAISWAL		
3	AVNI SHARMA		
4	CHENNUPALLI THANSI		
5	KUCHIPUDI DHRUTI		
6	KULDEEP CHOUDHARY		
7	MARAM SAI DARAHAS		
8	PADALA LALITHA		
9	ROYYURU SIVA NRUSHIKESH		





VIII J			
SI No	Name of the student	House	Rank
1	ABHINAV SUSHIL V	AGNI	I
2	ADHYA MANGAL		
3	DUVVA SATVIK		
4	K HARSHINI REDDY		
5	NANDHITHA DIRISALA		
6	NIDEV B		
7	SAANVI MISHRA		
8	PRANJAL GOSWAMI		
1	ANMOL DEVNANI	AAKASH	II
2	CHILUKURI SRI ANVITHA		
3	CHOWDULA KARTHIKEYA		
4	KANDI VARUN VENKAT SAI		
5	MARELLA ANIRUDH KAARTIKEYA		
6	VIHAAN AARYA GRANDHI		
7	CH MOKSHA BRUNDU REDDY		

1	ANANYA AYYAGARI	JAL	III
2	ATIKSH RAJ		
3	ATMAKUR PUNITH REDDY		
4	ETAGOWNI GOUTHAM SHANDILYA GOWD		
5	KATA REYANSH RAJ REDDY		
6	PALASH MAURYA		
7	SUHAAS KANTHETI		
8	VAKACHARLA SAI SAMANVI		





# DELHI PUBLIC SCHOOL, Miyapur

## DIPS-BUZZ

Volume.10 Issue.9







# PRE PRIMARY @ TRANSPORTATION ACTIVITY

**“Victory is the beautiful, bright-colored flower. Transport is the stem without which it could never have blossomed.-Winston Churchill.”**

“Row, row, row your boat , wheels on the bus , driving in a car, traffic signals” rhyme , does that ring any bells ?Irrespective of which generation you belong to , these rhymes have had an everlasting effect and more specifically if there are any vehicles involved. This kind of activity will create awareness of traffic rules and signs. Teachers explained importance of transport, modes of transport, uses of transport, and types of transport. It went with great enthusiasm. Children were engaged in deep discussion with the questions asked by the teachers and they answered spontaneously. Tamarind area was displayed with the vehicles which were brought by children. It was shown with zebra crossing and different sign boards, traffic signals.

Children went on a joy ride covering the entire campus with excitement by using their automobiles. Children used paper to make boats. Air tub was kept and children dropped their paper boats and had fun .Children are excited to show their vehicles to their friends and shared their joy and happiness.





# DELHI PUBLIC SCHOOL, Miyapur

## DIPS-BUZZ

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# PRE NURSERY

*"It does not matter how slowly you go as long as you do not stop."*

The pre-nursery children have had an exciting and eventful month, filled with new learning experiences and preparations for the upcoming Annual Day celebrations. On 10th January, the children of Pre-Nursery celebrated Bhogi, a traditional festival marking the beginning of Sankranthi. As part of the celebrations, our pre-nursery children engaged in a fun craft activity, making colorful paper kites in class. This activity helped develop their fine motor skills and encouraged creativity and teamwork.

**Academic Achievements:** This month, the pre-nursery children have demonstrated significant growth in their gross motor skills. They have learned to walk independently, showing improved balance and coordination. This achievement is a crucial milestone, indicating their readiness to move to the next level, Lower Kindergarten (LKG). They have also shown remarkable progress in developing essential school readiness skills.

They have learned to walk in line while going to the washrooms, demonstrating their ability to follow instructions and maintain discipline. Furthermore, they have shown improvement in maintaining discipline while walking in the corridors, showcasing their growing self-awareness and ability to follow rules.





### Annual Day Preparations:

This month, the pre-nursery children began practicing for the Annual Day celebrations. They have enthusiastically participated in rehearsals, learning new actions. Their excitement and energy are palpable.

Pre-nursery children have made remarkable progress this month, demonstrating growth in their academic, social, and emotional development. We are proud of their achievements and look forward to their continued growth and success in the months to come.

A few glimpses of their progress are as follows:





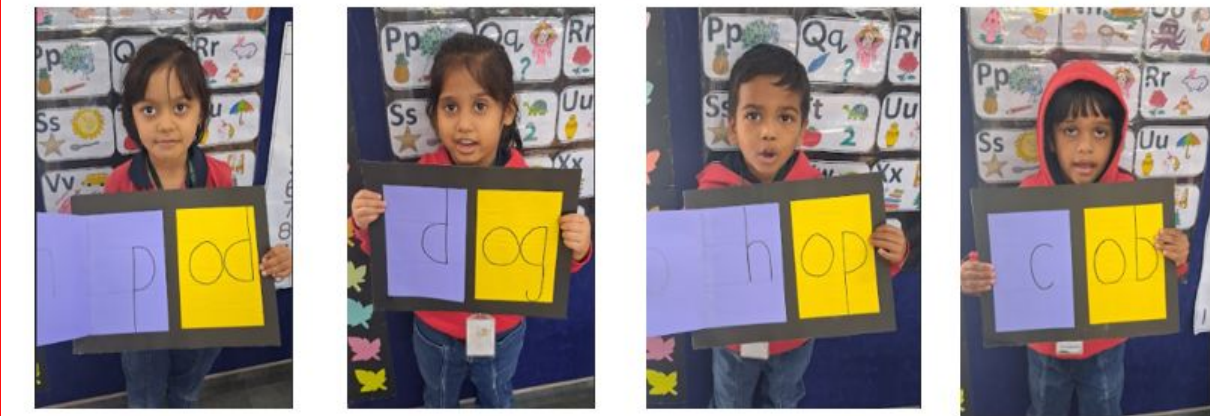
# LKG @ ENGLISH ACTIVITIES

*"The English language is so elastic that you can find another word to say the same thing."*

These families introduce children to the concept of CVC word pattern. They were introduced by

- Using flash cards for each word family eg. sit, fit, hit; hot, pot, not; cut, hut, nut.
- Using visual aids like charts and pictures to represent each word.
- Arranging letter tiles for hands-on-word building activities.
- Using rhymes or stories that include three-letter words to enhance recall.
- Playing games like 'Find the word' or 'Fill in the missing letter'.
- Teaching three-letter words in the 't', 'o' and 'u' family is a crucial step. A structured approach combining phonics, repetition and interactive activities can effectively engage students and build foundational reading skills.







# LKG @ MATH ACTIVITIES

*"Mathematics gives us hope that every problem has a solution."*

**TOPICS COVERED:** Addition and Backward Counting 20-1.

Teaching fundamental mathematical concepts, such as addition and backward counting, in Lower Kindergarten lays the foundation for numeracy skills. These activities encourage logical thinking, problem-solving, and number sense in young learners.

## Objective

- To help children understand the concept of addition through hands-on activities and visuals.
- To enable children to count backward from 20 to 1 confidently.

## Addition

Children were provided with real life objects (e.g., blocks, beads, or counters) to combine two groups of items and count the total.

Example: "If you have 2 pencils and I will give you 3 more, how many do you have?"

Flashcards with images (e.g., pictures of fruits or animals) were used to represent numbers. Short, interactive stories involving addition problems were narrated to make learning fun and relatable.

Games like "Roll and Add" (using dice) encouraged active participation.







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### Backward Counting from 20-1

Backward counting is a vital mathematical concept introduced at the foundational level. It involves counting numbers in reverse order, which helps children to understand number sequence, the concept of before numbers and descending order. Count backward from 10 or 20 and shout "Blast Off!" at 1. This fun activity reinforces both counting and the concept of sequence.

Provided number cards and asked children to arrange them in backward counting. Used stairs for counting backward as children step down, or hop on number tiles arranged on snake and ladder floor.





# GRADE - 1

## English - Pronouns

Students took a turn to use pronoun in place of a noun. The matching and fill in the blank with correct pronoun activity help the students to improve, to make it grammatically correct and clear.

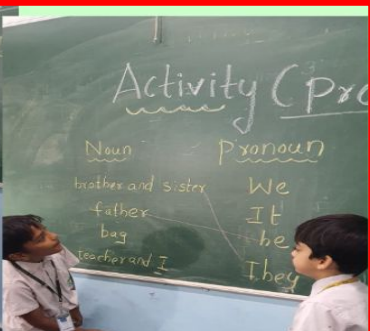
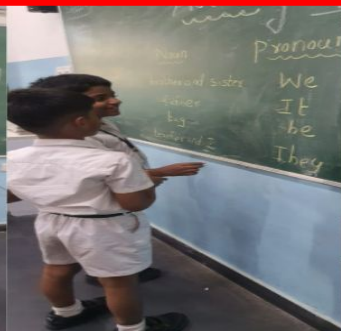
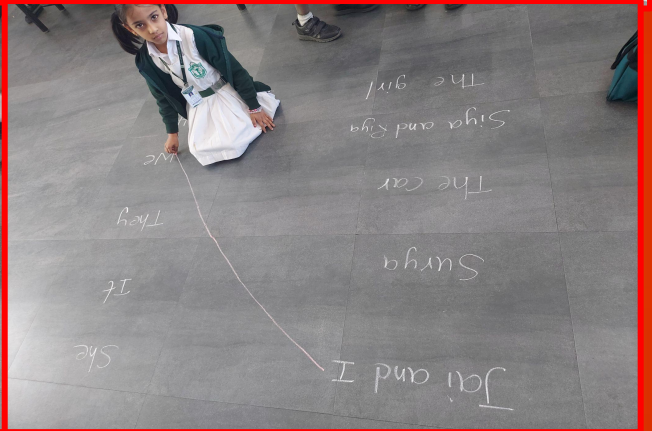
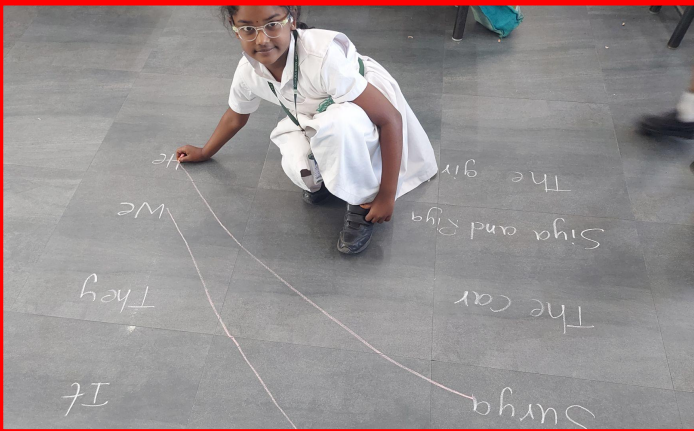
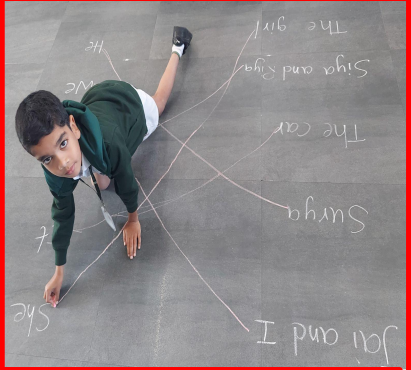
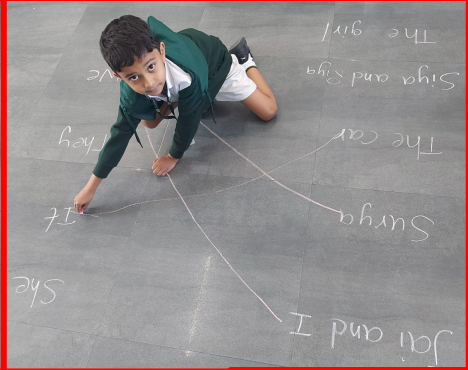
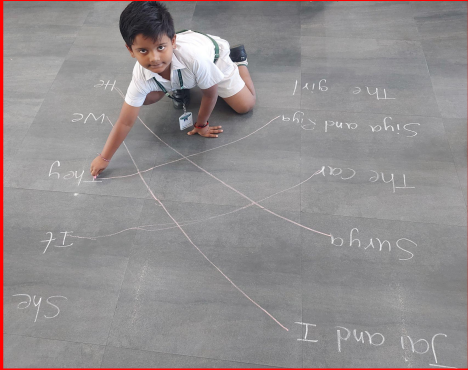
### Objectives:-

- Learn to identify the pronouns.
- Students will identify the pronouns (e.g., he, she, it, they) and understand their function as replacements for nouns.
- Students will learn use pronouns correctly in sentences to improve grammar and communication skills.

### Learning Outcomes: -

- Students will apply their knowledge of pronouns in spoken and written language to describe people, objects, and actions.







**Math - Data handling**

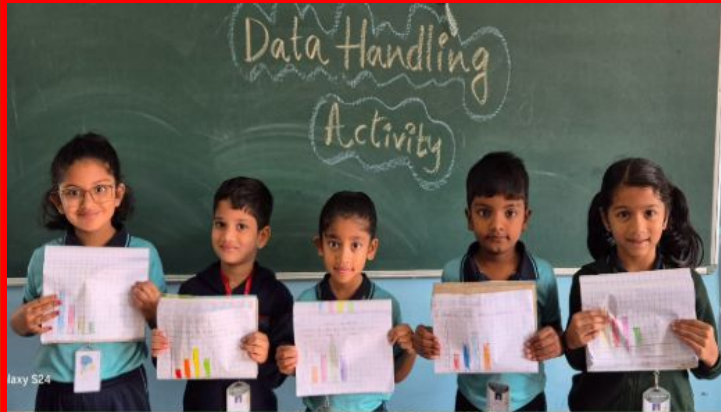
- Students drew bars for each fruit according to the number of fruits available.
- They used different colors for each bar to make the graph visually appealing based on data.

**Objectives:-** To enable students to collect, organize, and represent data visually using a bar graph.

**Learning Outcomes: -**

- Students learnt how to collect and organize data in a table.
- Students represented data visually using a bar graph.
- Students interpreted information from the bar graph to answer questions.







### Reading Skills - Asking questions

The ability to ask questions is often related to the curiosity and understanding . Children were taught to frame questions on a particular topic. Exercises were done based on their understanding. Initially they were asked to choose the correct option followed by framing their own questions for the statements given in their GG2 book. An interactive session was organised in the classroom where the students asked questions to their peer to know them better.





### Reading Skills - Time Management

An innovative way was chosen to inculcate the 'value of time in our life' to the students. The topic was integrated along with time lesson in math and always late lesson in literature. A fun cups stacking activity was played which involved their swiftness along with controlled fine motor skills. Students not only enjoyed participating but also enjoyed watching their classmates play.

A thrilling scavenger hunt team game uplifted everyone's mood. It was a great way to conclude the time management topic.





### Telugu ( L1) - Identification of bird names -

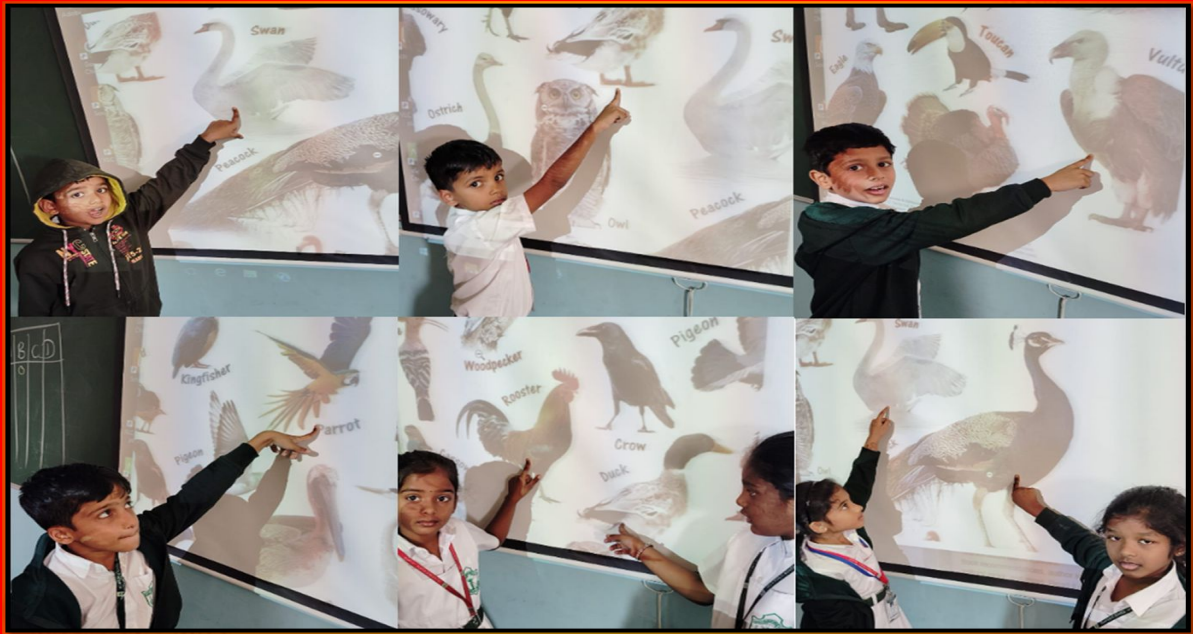
- In Grade 1, during our Telugu class, we teachers conducted an activity on identification of Birds.
- Children were able to identify the names of the birds shown from the projector and say them in English and Telugu.
- This activity allowed the children to have a better understanding of the birds and also helped them be excited to step forward to speak in front of the entire class.
- This activity has allowed the children to learned how to pronounce the names of various birds in Telugu as well as the speaking skills

**LEARNING OUTCOMES:** Identification of names of birds pictures this activity helped the students to improve their \_

- Encourages focus
- Recognition
- Reading skills
- Pronunciation
- Vocabulary
- Observation skills
- Learned different types of birds names.









# DELHI PUBLIC SCHOOL, Miyapur

## DIPS-BUZZ

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### Hindi ( L1) -

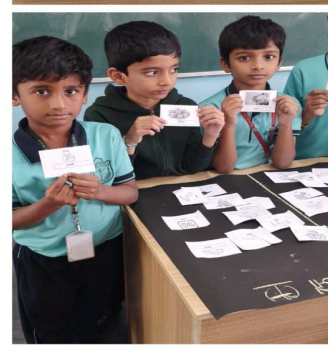
**गतिविधि** -ओ ( ो ) और औ (ौ) मात्रा शब्दों की पहचान करना एवं सही उच्चारण करना ।

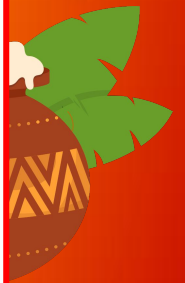
**उद्देश्य (LEARNING OBJECTIVE)**- ओ ( ो ) और औ (ौ) मात्रा शब्दों की पहचान करना एवं सही उच्चारण करना साथ ही दोनों मात्राओं के अंतर को समझना ।

### प्रक्रिया (PROCEDURE)-

- बच्चों ने ो और ौ मात्रा के चित्रों को पहचानकर और अपने चुने हुए चित्र के नाम को पढ़कर उसे सही जगह पर चिपकाया ।
- एक चार्ट पेपर को दो भाग में बाँटा गया । एक तरफ ो मात्रा वाले चित्र दूसरी तरफ ौ मात्रा वाले चित्र को चिपकाया ।
- इस गतिविधि को करने के लिए बच्चे बहुत उत्साहित दिखे ।

**परिणाम (LEARNING OUTCOME)** - छात्रों ने ो और ौ मात्रा वाले बहुत सारे शब्द सीखें साथ ही उनका शब्द भंडार बढ़ा । ो और ौ मात्रा के बीच के अंतर को समझा , साथ ही ो और ौ मात्रा वाले शब्दों के उच्चारण को सीखा ।







# GRADE - 2

## English - Topic : Tenses

### Activity:

Teacher will write a few verbs(present, past, future forms) on a piece of paper. Students have to do the action and find the other 2 team members. After that they have to stand in the sequence as past, present, future and show the piece of paper and walk in the class as a ramp walk.

**Learning Objectives:** Students will understand that tense is time and use of verbs in past, present and future. They use the vocabulary in their daily conversation.

**Learning Outcomes:** The students were able to-

- use the correct form of verb in daily conversations
- distinguish between verbs in different tenses.
- relate forms of actions to the time of happening.
- choose the correct form of verb as per the time of happening of the event
- use different forms of verbs according to time.





# DIPS-BUZZ

Volume.10 Issue.9





**English**

**Topic : Lesson-3 The North Wind and the Sun**

**Activity:** Role Play Students will make the props in one period and will enact the story in the next period

**Learning Objectives:**

- To understand the term role play.
- To make the props according to the characters in the story.
- To enact the characters in the story.
- To learn to work in groups.

**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.





**Math - Measurement of length**

Kids marked their starting point, jumped from that point, and then measured the distance they've covered using a measuring tape. It was a dynamic way to understand length and distance, all had a blast.

**Learning Objectives:**

- To understand the concept of length
- To measure objects using standard units
- To compare lengths
- To discuss why measuring length is important
- To introduce comparison terminologies (longer, shorter, etc.,)
- To apply knowledge of length measurement in real-world scenarios

**Learning Outcomes:** The students were able to-

- understand the concept of length
- learn to use the standard units and devices for accurate measurement of length
- understand that we measure the length by a metre scale or a ruler
- know that the standard unit of length is METRE.
- understand that we use CENTIMETRE as a unit for measuring small lengths
- learn to denote meters by m and centimetres by cm
- understand that the bigger unit of length is measured in KILOMETRE
- learn to denote kilometre by km









### Math - Measurement of weight -

Children were asked to get a balance from home and weigh different objects like erasers, pencils, sketch pens, colour pencils.

#### Learning Objectives:

- Students will be able to understand the concept of weight and its measurement
- Students will be able to compare and contrast weights of different objects

#### Learning Outcomes:

- Students can identify and categorize objects based on their weight
- Students can compare the weights of different objects using terms like "heavier," "lighter," "more," and "less"
- Students can make reasonable estimates of the weight of objects without using a scale
- Students can use non-standard units (e.g., balance scales, hands) to measure and compare weights
- Students can apply measurement skills to real-life situations involving weight







### Measurement of Capacity

**Procedure:** Children took a disposable water glass and a paper cup. Using the paper cup, they filled the water glass with water. They, then counted the number of cups of water, the glass can hold. They came into the conclusion that the capacity of the glass is the number of cups of water a glass can hold.

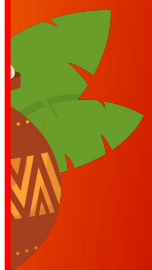
**Learning Objectives:** Students were able to:

- learn the concept of capacity
- compare the capacity of two different containers and identify that they have varying capacities
- measure and compare the capacity using non standard units (ex : paper cups, glass etc)
- apply measurement skills to real-life situations involving capacity
- communicate their measurement comparisons and findings

**Learning Outcomes:** The students were able to-

- understand the concept of capacity
- compare the capacity of two different containers and identify that they have varying capacities.
- measure and compare the capacity using non standard units (ex : paper cups, glass etc)
- apply measurement skills to real-life situations involving capacity
- communicate their measurement comparisons and findings







### Reading Skills - Making Inferences

- Making inferences is the process of drawing conclusions or understanding meanings that are not directly stated in the text, conversation, or situation.
- Students were involved into (finding evidences with prior knowledge) reading between the lines.
- It helped children in effective communication, critical thinking and Interpret hidden meanings, emotions or intentions in the text.





### Reading Skills - Elements of the nature

- The elements of nature earth, water, air, fire and space are the building blocks of life. Each element plays an important role in maintaining balance in the environment.
- The same was discussed in class where children actively participated. Children geared up and took part in panchabhutas ramp walk where they introduced themselves and spoke about nature elements.





### Reading Skills - Time management (early to bed)

- An innovative way was chosen to inculcate the 'value of time in our life' to the students . the topic was integrated along with the assembly topic done by 2G and 2H sections.
- A Circle Time class on the topic early to bed and early to rise, prioritised the importance of good sleep habits among the students.
- An open discussion on bedtime habits ensured that children understand value of sufficient rest and improved mental clarity.







### Life Skills-

Road safety education is crucial for children to develop good habits and awareness from a young age. For Grade 1 and Grade 2 students, the focus is on teaching them basic traffic safety rules and promoting responsible behaviour.

**Grade 1 Road Safety** - At the Grade 1 level, students are introduced to fundamental concepts such as:

**Understanding Traffic Signals:** Recognizing the colors and meanings of traffic lights.

**Pedestrian Safety:** Learning to walk safely near roads, using crosswalks, and holding an adult's hand.

**Basic Road Safety Rules:** Understanding simple rules like stopping at the curb and looking both ways before crossing.

### Grade 2 Road Safety

Grade 2 students build upon the foundational knowledge acquired in Grade 1, with more emphasis on:

**Advanced Traffic Safety Rules:** Learning more complex rules, such as

- understanding different types of crossings and recognizing road signs.
- Increased Independence: Encouraging students to take more responsibility for their safety while walking or biking near roads.
- Real-Life Scenarios: Discussing real-life situations to help students apply road safety rules in practical contexts.





**School Library-**

Creating a school library for Grade 1 and Grade 2 students requires careful consideration of their reading levels, interests, and learning needs.

**Library Objectives**

- Foster a love for reading and learning.
- Support curricular requirements for Grade 1 & Grade 2.
- Develops critical thinking, imagination and communication skills.

**Learning Outcomes**

- Improved Reading comprehension
- Enhanced Vocabulary
- Developed Phonic Skills
- Analytical thinking
- Creative thinking
- Self-Awareness
- Empathy and Understanding





**Telugu - L2**

**Topic: Activity Report: Jumbled Words and pictures Sentence Formation of a Sentence**

**Objective:** The objective of this activity was to help participants practice sentence formation by arranging jumbled words into meaningful sentences, based on visual cues provided in the form of pictures and word formation into a meaningful sentence.

**Materials:**A set of pictures depicting various actions, objects, or scenarios.  
A set of jumbled words corresponding to each picture.

**Activity Description:** Participants were presented with images and a list of jumbled words. Their task was to carefully observe each picture and rearrange the words into a grammatically correct sentence that accurately described the scene depicted in the image.

**Steps:**

**Introduction:** The activity began with a brief introduction explaining the importance of sentence construction and how it helps in effective communication.

**Instructions:** Participants were given a set of pictures and corresponding jumbled words. They were instructed to arrange the words into sentences based on what they observe







**Review:** Once all the sentences were formed, the instructor reviewed the answers with the group, discussing the grammatical structure and meaning of each sentence.

**Learning Outcomes:**

- **Skills Developed:** The activity helped participants improve their language skills, particularly in the areas of sentence construction, vocabulary, and grammar.
- **Engagement:** Participants actively engaged with the activity, demonstrating creativity and a good understanding of sentence structure.
- **Learning:** The activity also provided valuable insights into how visual elements can influence language comprehension and expression.
- **Conclusion:** This activity successfully achieved its goal of enhancing participants' ability to form meaningful sentences. It was an engaging way for them to apply their understanding of grammar and sentence structure while also encouraging visual literacy.



**Telugu (L1) Topic Telugu Nelalau(Months)**

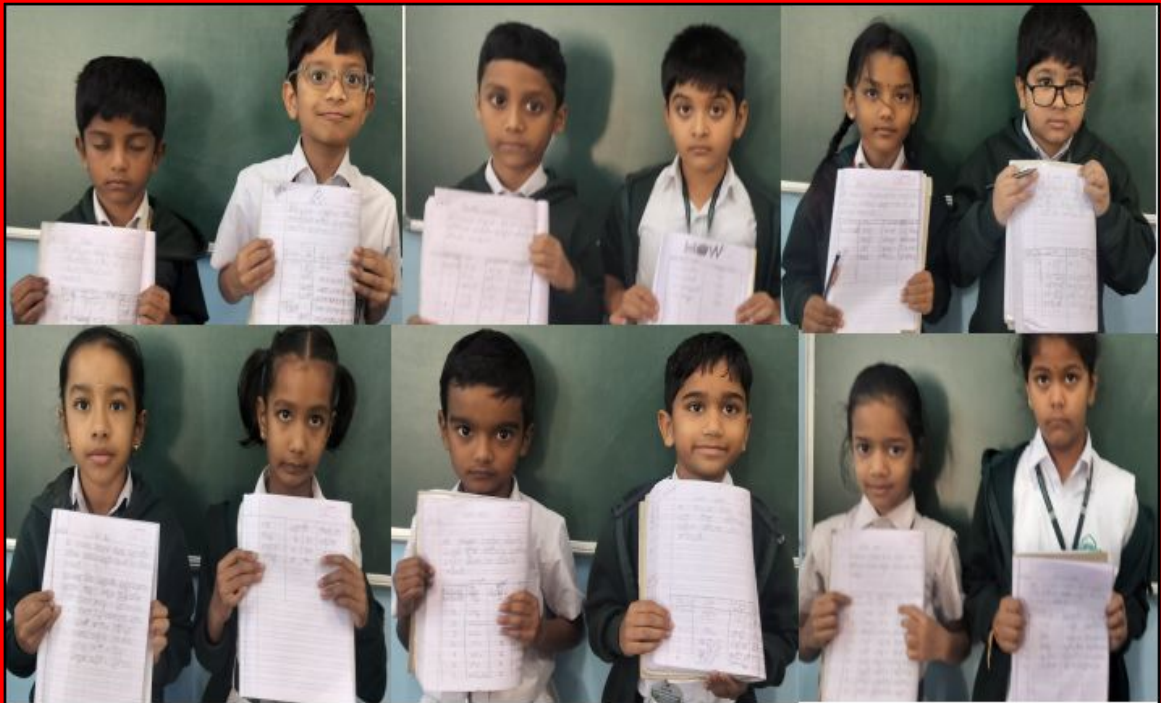
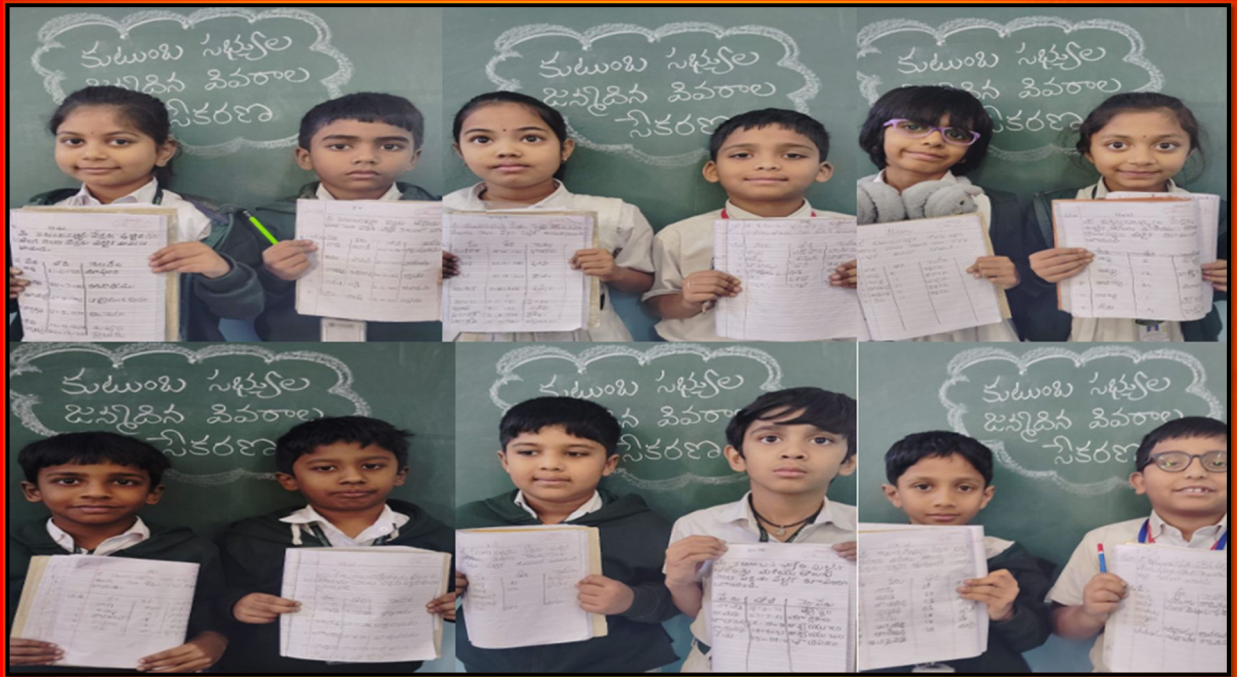
**Activity:** Collection of birthday information for family members with the Telugu months.

In the Grade 2 Telugu class, the teachers taught a lesson on "Telugu Nelalau." The students were instructed to gather date of birth and month of their family members in Telugu. They organized this information in a tabular form in their notebook and presented the same in the classroom. The students engaged in this activity with great enthusiasm. Through this exercise, they gained knowledge about the names of the Telugu months.

**Learning Out comes:**

- Identification of Telugu Months: Students will be able to recognize and name the 12 months of the Telugu calendar (e.g., Chaitra, Vaisakha, Jyestha, etc.).
- Understanding of the Telugu Calendar: Students will understand the structure of the Telugu calendar, which differs slightly from the English calendar, and its connection to the lunar cycle.
- Cultural Significance: Students will be able to identify cultural or seasonal events and festivals that correspond to each Telugu month, such as Ugadi in Chaitra, and Sankranti in Makara.
- Pronunciation Skills: Students will improve their pronunciation of the Telugu names of the months.
- Comparison : Students will learn how the Telugu months relate to the English calendar months.
- Use of Months in Context: Students will be able to use the names of the months in sentences, expressing time-related concepts such as "next month," "this month," or "during the month of..."









### हिंदी (L-1) गतिविधि – मिलकर खेलो

क्रिकेट, फुटबॉल, कबड्डी, खो-खो, पकड़म-पकड़ाई इत्यादी

**उद्देश्य (Learning Objective)-** इस गतिविधि का उद्देश्य बच्चों को घर के बाहर खेले जाने वाले खेलों के महत्व से जागरूक करना था और साथ ही यह बताना था कि इन खेलों को खेल कर शरीर को स्वस्थ रखा जा सकता है।

**प्रक्रिया (Procedure)-** इस गतिविधि के अंतर्गत बच्चों को कक्षा के बाहर विद्यालय प्राण में सभी खेलों के मैदान में ले जा कर खेल खेलने के तरीकों के बारे में बताया गया और खेल खेलवाया गया इससे बच्चों में इन खेलों की जानकारी का ज्ञान प्राप्त हुआ।

**परिणाम (Learning Outcome) –** इस गतिविधि में बच्चों ने उत्साह पूर्वक भाग लिया और बच्चों में इन खेलों के प्रति जागरूकता बढ़ी।





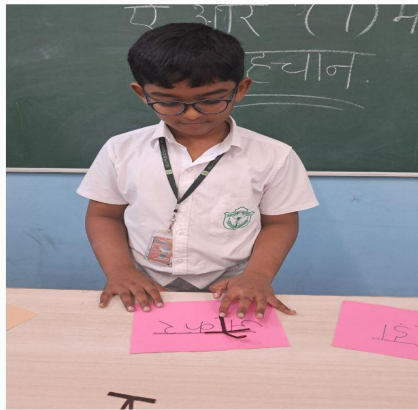
**Hindi ( L2) गतिविधि – शब्द बनाओ**

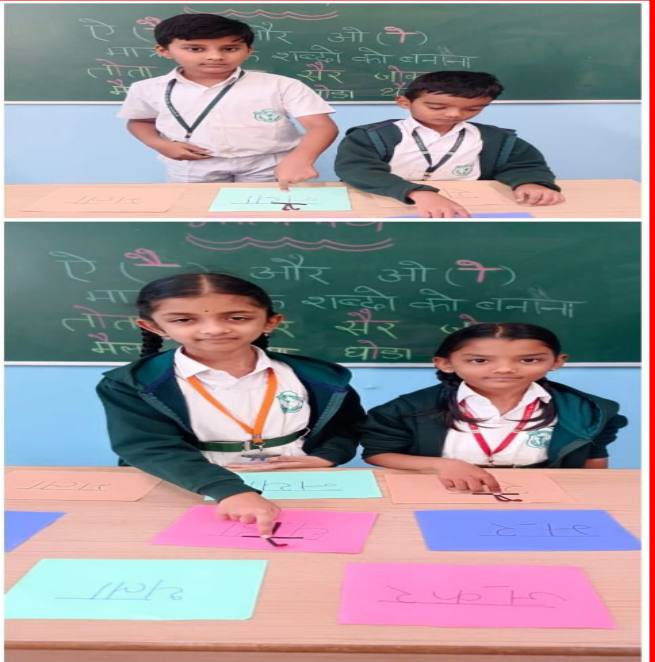
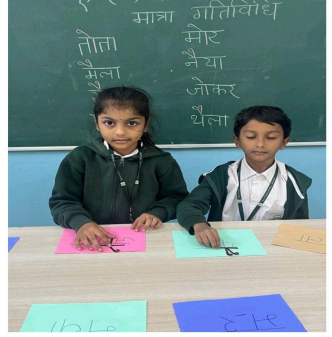
मात्राओं के साथ शब्द बनाना ( ऐ और ओ )

**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 ।

**OUTCOME** –इस गतिविधि में बच्चों ने अक्षरों और मात्राओं की सहायता से “ऐ और ओ” मात्रा के नए-नए शब्द बनाना सीखा । इस गतिविधि में बच्चों ने बढ़ चढ़ कर भाग लिया और गतिविधि के माध्यम से बच्चों के मानसिक स्तर का विकास हुआ । बच्चों की हिंदी विषय के प्रति रुचि उत्पन्न हुई ।







# GRADE - 3

## English - Autobiography

The students of Grade 3 participated in a creative and engaging activity on self-autobiographies. The objective of this activity was to encourage self-expression, improve presentation skills, and foster confidence among the students. The activity took place in the classroom as part of a post-learning session. Each student took turns to present their autobiography in front of their peers. Students shared their life stories with enthusiasm,

**The activity was a resounding success, with the following key outcomes:**

- The activity encouraged students to reflect on their lives, understand their strengths, and articulate their goals.
- By sharing personal stories, students developed a deeper connection and respect for one another.
- The self-autobiography presentation was a delightful and educational experience.
- It not only allowed students to explore and share their individuality but also fostered a sense of community within the classroom. This activity will undoubtedly serve as a foundation for future projects aimed at enhancing self-expression.





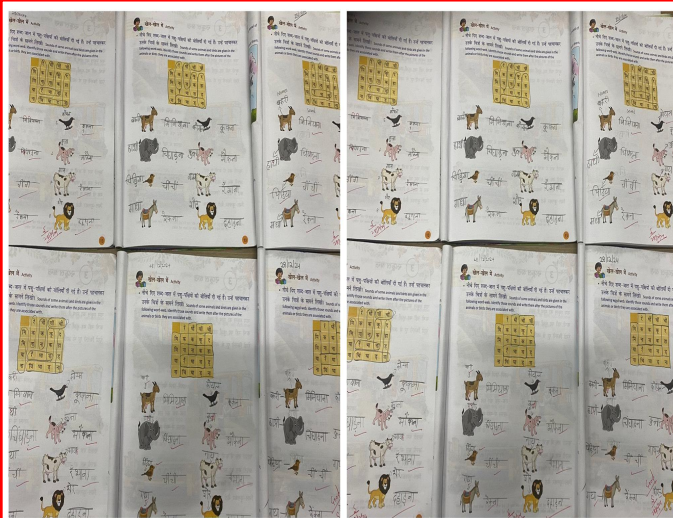


# DELHI PUBLIC SCHOOL, Miyapur DIPS-BUZZ

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## Hindi L2 पशु-पक्षियों की बोली को पहचानना

इस गतिविधि में बच्चों को पशु-पक्षियों की बोलियाँ पहली के रूप में दी गईं। जिसे बच्चों ने पहचान कर अपने किताब में लिखा। बड़े ही मनोरंजन के साथ इस गतिविधि को उन्होंने प्रस्तुत किया इससे उनके तार्किक क्षमता और सोचने की शक्ति का विकास हुआ।



**Science -**

- Students demonstrated their understanding of the different phases of the moon by using Oreo biscuits to represent each phase.
- They created a visual representation of the lunar phases on an A4 sheet of paper, correlating each Oreo bite with a specific phase of the moon.
- This activity helped students visualize and identify the progression of the moon's phases in a creative and interactive manner.

The activity was highly successful, resulting in the following key outcomes:

- Students identified and described the Moon phases including New Moon, Crescent, First Quarter, Waxing Gibbous, Full Moon.
- Students created a visual representation of the lunar phases using Oreo biscuits and an A4 sheet of paper, demonstrating the correct sequence and progression of the moon's phases.
- Students engaged in an interactive and fun activity that promoted individual learning, while encouraging collaboration through shared knowledge and discussion of the moon's phases.









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## TELUGU L1 మహాత్మాగాంధీ భావనా చిత్రం

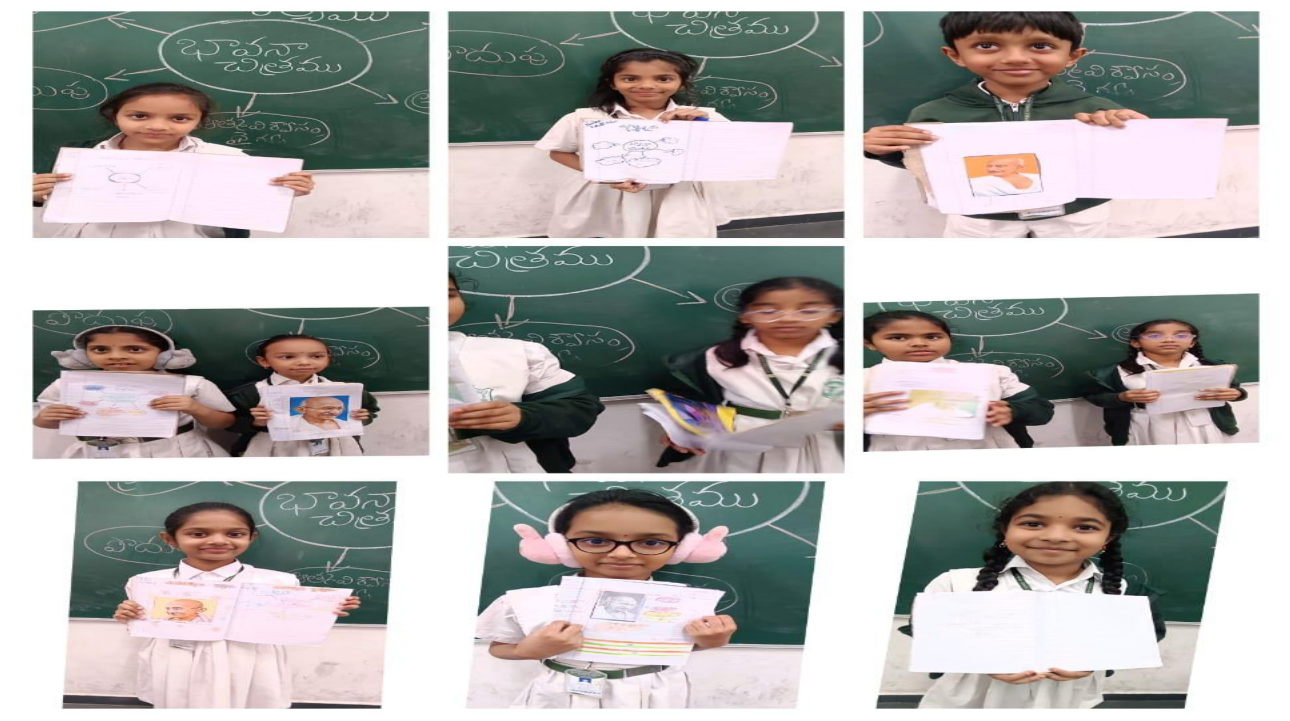
మహాత్మా గాంధీ భావనా చిత్రం ద్వారా ఆయన అనుసరించిన సిద్ధాంతాలను గురించి తెలుసుకున్నారు. ఎల్లప్పుడూ సత్యమునే మాట్లాడాలని తెలుసుకున్నారు. జీవితంలో పొదుపు ఎంత ముఖ్యమో నేర్చుకున్నారు. ప్రకృతి ప్రసాదించిన వనరులను వృధా చేయకూడదని తెలుసుకున్నారు. కృత్యంలో ఎంతో ఆసక్తిగా పాల్గొన్నారు.





# DELHI PUBLIC SCHOOL, Miyapur **DIPS-BUZZ**

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### MATH Topic: Measurement of Length

**Objective :** The objective of this activity was to understand the concept of Measurement of length using a measuring tool.

#### Activity Introduction :

The activity began with a brief introduction to the importance of measurement in our daily lives and the various tools used for measuring length.

#### Activity Description :

Children were asked to find the lengths of different objects like pencil, eraser, book...etc. They measured the length of the objects, it was hands on learning to enhance their kinesthetic skills. They were able to compare measurements of different objects.

#### Learning Outcomes :

Thus the activity provided with a comprehensive understanding of measurement of length through a combination of hands on activity, thinking challenges . children enjoyed the activity.





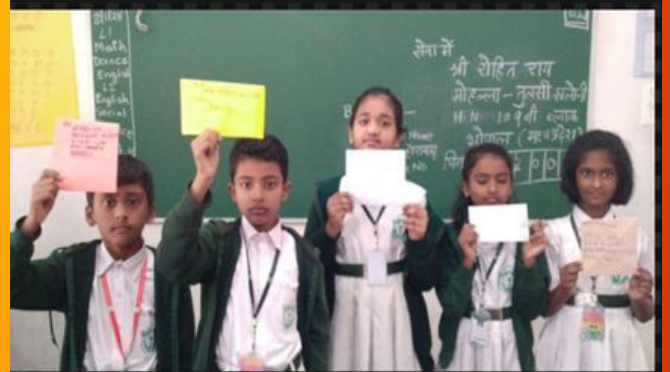


### Hindi ( L1) लिफाफे का महत्व

ग्रेड 3 एल1 के सभी छात्रों ने हिंदी गतिविधि में भाग लिया। यह गतिविधि हिंदी कक्षा में आयोजित की गई थी। कक्षा में सभी छात्रों ने कागज़ के माध्यम से लिफाफे को बनाया। सबसे पहले एक आयताकार कागज़ को लेकर उसके एक किनारे को मोड़कर एक लम्बवत रेखा बनाकर फिर दूसरी ओर किनारे को मोड़कर एक अन्य लम्बवत रेखा बनाई। दोनों रेखाओं के बीच एक त्रिभुजाकार आकर बनाकर और उस आकर को मोड़कर लिफाफा बनाया। जिसमें हर एक छात्र का योगदान अनिवार्य था।

### लिफाफे का महत्व :

- पत्र और दस्तावेज़ को सुरक्षित रूप से भेजने के लिए।
- व्यावसायिक और व्यक्तिगत संचार के लिए।
- उपहार और पैकेज को भेजने के लिए।
- सोचने और समझने की बुद्धिमत्ता का विकास।





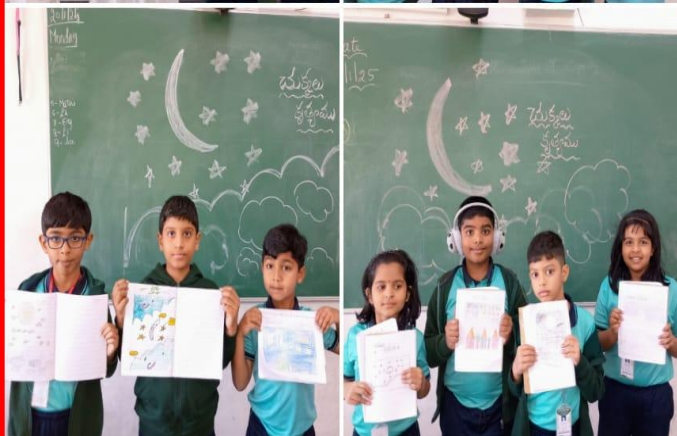


### TELUGU (L2) కృత్యము

- చుక్కలు పాఠం ద్వారా విద్యార్థులు “క్క” ఒత్తును రాయటం చక్కగా నేర్చుకోగలిగారు.
- “క్క” ఒత్తు పదాలను ఎలా ఉచ్చరించాలో విద్యార్థులలో అవగాహన కలిగింది.
- “క్క” ఒత్తు తో సొంతగా ఆలోచించి పదాలను చెప్పటం వాటిని రాయటం నేర్చుకున్నారు.
- విద్యార్థులు తమ ఆలోచన విధంగా ఆకాశంలో చుక్కల తో పాటు చందమామను ఎంతో చక్కగా గీసి తన నైపుణ్యం తెలియచేసారు.
- తోటి విద్యార్థులతో క్క ఒత్తు పదాలను చర్చించి రాయగలిగారు.







**Social -****Procedure-**

- Students need to come prepared for the given cities, according to their students are given 2 minutes each where they need to explain about the city they are allotted.
- Student can come dressed up according to the allotted city/ sing a regional song/ bring a traditional dish/ bring the information on a chart/ speak about a regional festival etc.

**Objectives -**

- Students will be able to list and describe the significance of festivals like diwali, holi, navratri, eid-al-fitr, christmas, and others.
- Students will be able to explain the cultural, historical, and mythological context of various cities in indian festivals.
- Students will be able to identify and appreciate the unique festivals and traditions of different regions and communities in indian cities.
- Students will be able to explain how festivals bring people together and promote social cohesion and community bonding.
- Students will be able to demonstrate empathy and respect for different cultural traditions and practices related to festivals in india.
- Students will be able to demonstrate national pride and unity by celebrating and appreciating the diversity of festivals in india.





# DELHI PUBLIC SCHOOL, Miyapur

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**Social - Means of Communication**

Role play- Students will be divided into 4 groups, each group will be allotted with an online shopping site, food delivery app, google maps and courier service. Each group needs to enact the process of the functionality of each category.

**Example:****Online Shopping Site:**

Demonstrate how customers browse products, add them to the cart, and proceed to checkout, highlighting features like payment options and order tracking.

**Food Delivery App:**

Show how customers select restaurants, choose dishes, place orders, and track the delivery process, emphasizing convenience and speed.

**Google Maps:**

Illustrate how Google Maps helps in locating restaurants/stores, tracking delivery vehicles, and providing real-time navigation for couriers.

**Courier Service:**

Depict the process of receiving orders from online platforms, picking up packages, and delivering them to customers, emphasizing efficiency and reliability.

**For example:**

How the food is ordered, how it reaches the food store/ restaurant and how the food gets delivered.



**Learning Objectives -**

1. Student will be able to demonstrate the concept of online food delivery and its benefits.
2. Student will be learn how to use online food delivery apps to order food.
3. Student will be understand the different payment options available on online food delivery apps.
4. Student will be developing skills to navigate and use online shopping sites. and learn how to track orders and manage accounts.
5. Student will understand how to use Google Maps to find locations, get directions, and estimate travel time.
6. Student will be understand how to use courier services to send and receive packages and the different types of courier services available.
7. Student will be know how to track packages, estimate delivery time, and manage accounts.

**Learning Outcomes -**

- Develop skills to navigate and use online food delivery apps.
- Learn how to provide feedback and ratings for food quality and delivery service. Know how to compare prices, read reviews, and check product specifications.
- Understand the different payment options and security measures available.
- Understand the importance of using technology to improve logistics and transportation.





OPPO F21s Pro 5G



OPPO F21s Pro 5G



OPPO F21s Pro 5G



OPPO F21s Pro 5G





# GRADE - 4

## ENGLISH: The Greedy Toy Clown Trial/ Courtroom

As part of the lesson "The Greedy Toy Clown," we organized a role-playing game in the respective classrooms. In the activity, a character is on trial and the students collect evidence from the lesson to decide the verdict of the case. The students explored different roles ranging from the accused, the defence team, the prosecution team, the jury, and the judge. This activity not only made learning engaging and interactive but also allowed students to practice critical thinking, public speaking, and teamwork skills. It encouraged them to analyze the story from different perspectives and draw their conclusions about the themes and characters. Plus, it's a lot of fun!









### Math - Inter House Math Relay Competition

#### Objective:

- The goal of this competition was to promote teamwork, collaboration, and problem-solving skills among students, in line with SDG 4 - Promote Quality Education.
- Each house was split into two teams:
- Team A: Worked on Estimation problems
- Team B: Worked on Conversion problems
- The students worked together in a relay format to solve math problems. They showed their speed, accuracy, and teamwork as they solved tasks like finding the lengths of given objects.

#### Winning

#### Criteria:

- The house that completed all the problems first was declared the winner.
- The Math Relay Competition was a great success! It showed how teamwork and problem-solving can help students succeed. Everyone who participated made their teachers and classmates proud.





**SCIENCE:**

**Activity** - Presenting the life cycle of different organisms using available materials.

**Description:**

This activity was conducted on 30th December 2024, during the regular science class. The students were informed about the material 15 days before the commencement of the activity.

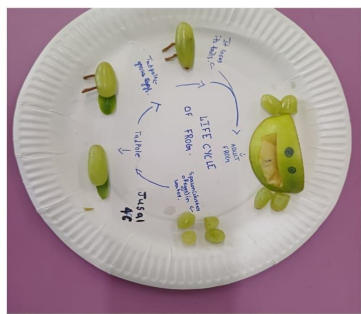
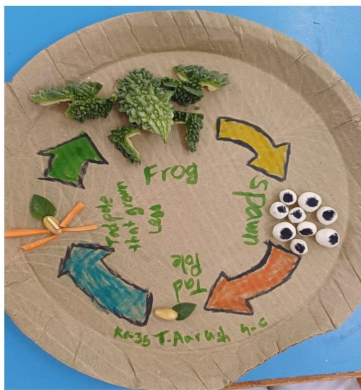
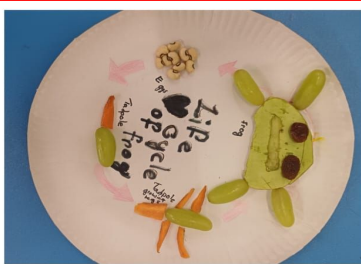
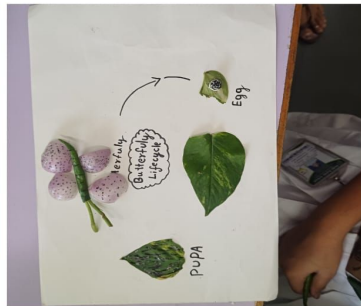
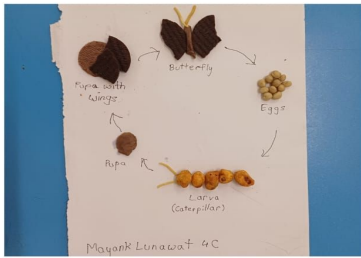
On the day of the activity, students were excited about the activity as they were free to present their creativity. They placed a disposable plate as a base and on that they presented the various stages involved in the life cycle of their desired organisms. Some students used the green peas to show the caterpillar, some used the cotton to prepare the cocoon of the caterpillar. Some prepared the shape of frog and tadpoles with the help of carrot and cucumbers, and many more different materials were used.

**Learning outcome:**

Students were able to analyze the different stages of the life cycle of an organism. The changes happening at each stage and the number of stages in each life cycle. 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.







### Social Science - Activity: Poster Making on Mineral Conservation

#### Procedure:

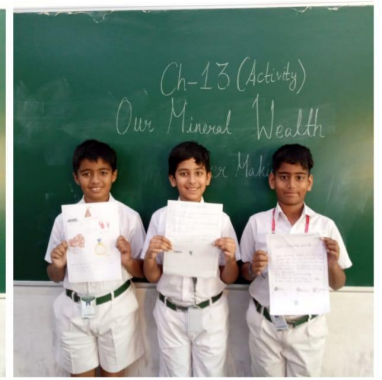
The students created colorful and creative posters to show why conserving minerals is important. They used pictures, slogans, and drawings to explain how minerals are used in our daily lives and why we should save them. They also showed different ways to conserve minerals, like reducing waste, reusing materials, and finding alternatives to overusing minerals.

#### Learning

The activity helped the students understand why minerals are important and how they are limited in nature. They learned simple ways to save and conserve minerals and realized the importance of using them wisely to protect our environment for the future.

#### Outcome:





### Social - Activity: Chart a Forest-Full Future

#### Procedure:

The students created posters showcasing the importance of conserving forests and the various ways we can protect them. They used creative drawings, slogans, and messages to highlight the role forests play in maintaining the balance of nature. After making the posters, the students held a rally in the school corridors, carrying their posters and shouting slogans about forest conservation to raise awareness among their peers.

**Learning Outcome:** The activity was fun and engaging for the students. They learned about the importance of forests in our lives, including their role in providing clean air, water, and habitat for wildlife. They also understood the need to conserve forests and adopt eco-friendly practices to ensure a sustainable future.





### MATHS: Activity report – MONEY (Bank Game)

#### Aim of the activity:

- Developing the arithmetic operations on money in a playful way.
- Inculcating the sense of money transactions in real life.

#### Objectives:

- To enhance students' understanding of basic arithmetic operations involving money (addition, subtraction)
- To make students familiar with real-life money transactions such as deposits, withdrawals, and purchases.
- To improve decision-making skills in handling money in understanding terms like Credit and Debit.





**Materials Required:**

- Fake currency notes and coins (play money).
- Account Cheque book
- Role badges (Customer, Bank Teller, Manager, etc.).

**Procedure:**

Setup: Created a mock bank setup (Deposit Counter, Withdrawal Counter)

Assigned roles to students: Bank Manager, Customer, etc.

**Gameplay:**

Deposits: Customers deposit money at the bank.

Withdrawals: Customers who withdraw money calculate the remaining balance and make entries in children’s notebooks.

Purchases: Customers use their deposited money to make purchases as of their choice

**Transactions:**

- Encouraged students to perform different types of transactions by keeping track of the balance
- Discussed concepts like Savings and Loans during the game.

**Learning Outcomes:**

- Improved arithmetic skills involving money.
- Better understanding of banking terms









### HINDI L1 हिंदी गतिविधि मटके का मुखौटा

इस गतिविधि में बच्चों को तेनालीराम की कहानी (मटके का मुखौटा) सुनाई गई और फिर बच्चों को तीन समूहों में बाँट कर उनसे तीन प्रश्न पूछे गए जो प्रश्न इस प्रकार थे –

1. यदि आप तेनालीराम की जगह होते तो क्या करते ?
2. क्या बुद्धि से हर समस्या का हल निकल सकता है ?
3. राजा तेनालीराम के कौन-कौन से गुण आपको अच्छे लगे?

इन सभी प्रश्नों के उत्तर बच्चों ने बड़े उत्साह के साथ बताया तथा इस गतिविधि में बच्चों ने काफी बढ़-चढ़ कर हिस्सा लिया ।

इस गतिविधि से बच्चों में भाषा को सुनने, समझने एवं अर्थग्रहण करने की क्षमता का विकास हुआ ।





PIC • COLLAGE





# DELHI PUBLIC SCHOOL, Miyapur

## DIPS-BUZZ

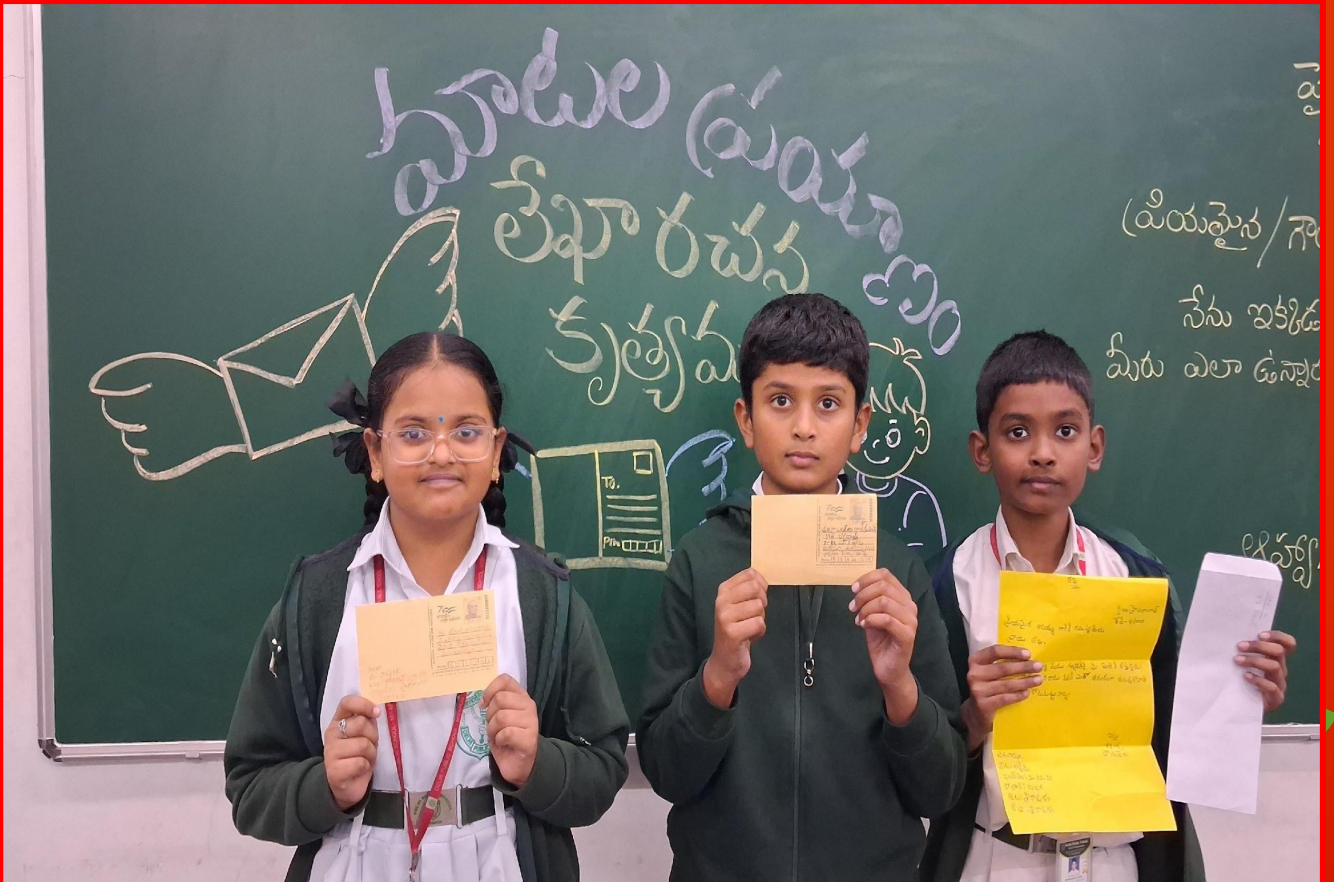
Volume.10 Issue.9

### TELUGU L1 Topic: లక్ష్యాలు

- లేఖ ఎలా రాయాలో ఆ విధానాన్ని నేర్చుకుంటారు.
- ఒకప్పుడు లేఖలకుగల ప్రాధాన్యతను తెలుసుకుంటారు.

### అభ్యాసన ఫలితాలు

- లేఖ రాసే విధానం తెలుసుకున్నారు .
- లేఖలో ఎవరి చిరునామా ఎక్కడ రాయాలో తెలుసుకున్నారు.
- పిన్ కోడ్ ప్రాముఖ్యత తెలుసుకున్నారు.
- పెద్దవారిని, స్నేహితులను లేఖ రాసేటప్పుడు ఎలా సంబోధించాలో నేర్చుకున్నారు.





**Telugu L2 - పాఠం : వానాకాలం ( Vaanaakaalam )**

Activity (కృత్యము): విద్యార్థులు తమ తరగతి పుస్తకములో వానాకాలము యొక్క చిత్రమును గీసి, కాగితపు పడవను తయారుచేసి అతికించుట.

**Learning outcomes:**

- విద్యార్థులు తమలోని సృజనాత్మక శక్తికి మరింత మెరుగులు దిద్దగలిగారు.
- విద్యార్థులు కాగితములను ఉపయోగించి పడవలను ఏ విధంగా తయారు చేయాలో నేర్చుకొనగలిగారు.
- వానల వలన ఉపయోగాలను, వానలు పడకపోతే కలిగే చర్చించగలిగారు.
- కృత్యమును పూర్తి చేయుట యందు ఆసక్తిని కనబరిచారు.



నష్టాలను గురించి

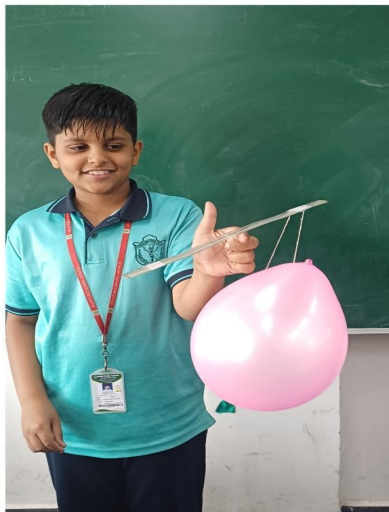




# GRADE - 5

Science - Properties of Air

Children demonstrated various experiment to show the properties of the Air.





### Science - FUN WITH SHADOWS

To understand the formation of shadow and its properties, Gr 5 students were engaged with some fun-filled indoor and outdoor activities.

Indoor activity: Children moved their hand, fingers Infront of the projector light source to cast the shadow on the projector screen which looks like different animals.

Outdoor activity: Children played a game ' Catch the Shadow ' to understand the direction of the shadow in the morning, and the conditions when they can't find the shadow of one object.

#### Outcomes:

- 1.Students are not able to identify their friends from their shadow as it doesn't show the details of the object, it only shows the outline of the object.
- 2.Theyare able to describe the properties - colour of a shadow, relationship between the distance of screen and source of light on the shadow.







# DELHI PUBLIC SCHOOL, Miyapur

## DIPS-BUZZ

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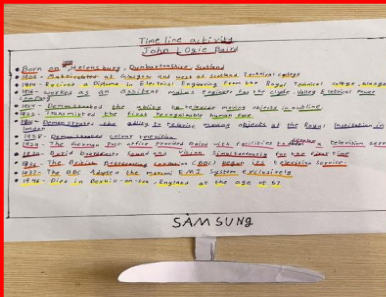
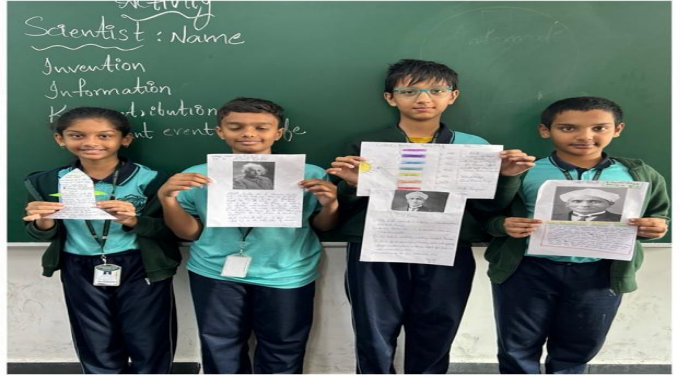
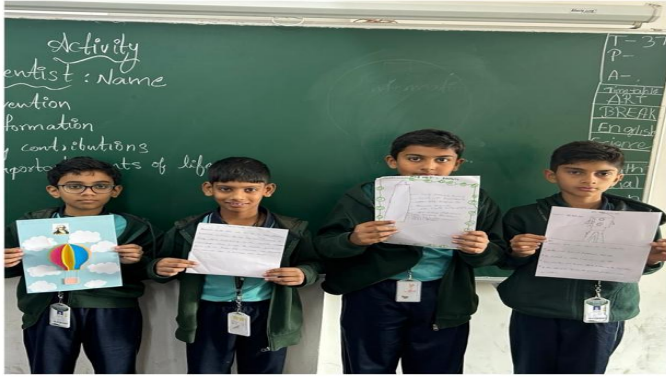
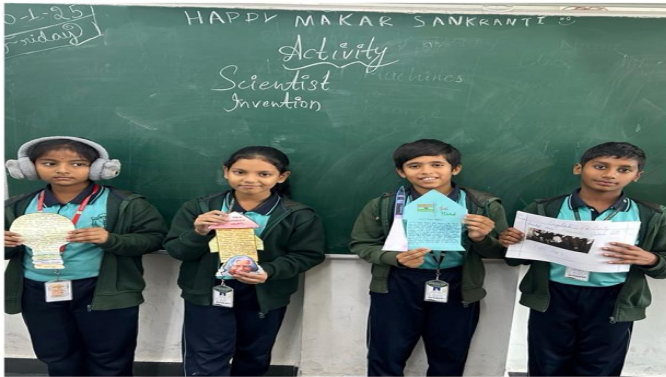




### English - The Missile Activity

Students were tasked with selecting a scientist of their choice and research their life and key contributions. They were also asked to create a timeline in the shape of one of the scientist's inventions, highlighting significant events from their life. The students actively engaged in the activity, which allowed them to learn about the scientist's life and major achievements, including their important inventions or discoveries. This task also helped them develop skills in visual organization by designing a chart that combined both artistic and factual elements, showcasing their understanding in a creative way.







# DELHI PUBLIC SCHOOL, Miyapur

## DIPS-BUZZ

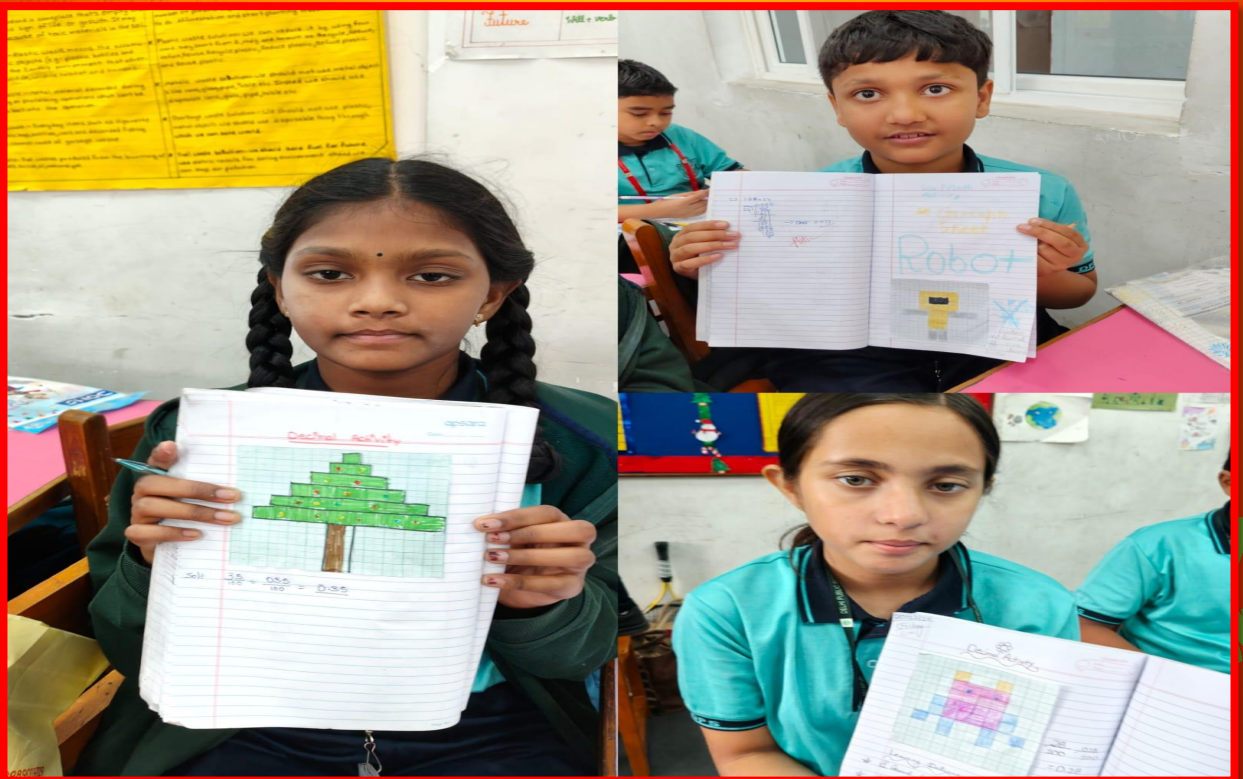
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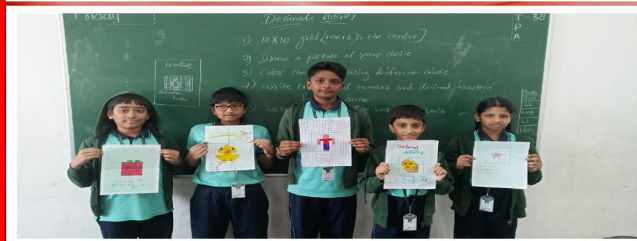
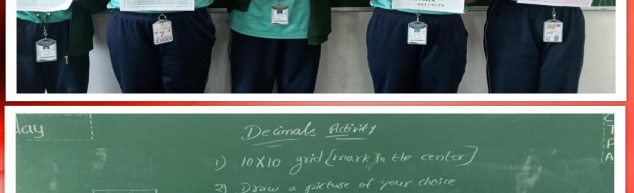
### Math -

Students engaged in a creative math activity where they combined art and mathematical concepts. Each student designed a unique figure, such as a car, robot, or flower, on a 10 x 10 grid. Using vibrant colors, they brought their designs to life, ensuring each color was distinct.

Once their artwork was complete, they counted the squares for each color and represented the data in both fractional and decimal forms. For example, if 20 squares were red, they noted it as  $\frac{20}{100}$  or 0.20. This helped reinforce concepts of fractions, decimals, and percentages in a fun, practical way.

The activity encouraged creativity, precision, and mathematical thinking, culminating in students presenting their colorful artworks along with their mathematical breakdowns to the class.





**Math - Activity Title: Measurement of Length and Mass**

**Objective:** To engage students in practical measurement tasks and teach them to organize data in ascending and descending order.

**Activity**

Conducted:

The class was divided into 5 groups, with each student participating in two tasks:

**Measuring Weights:**

- Students used a weighing machine to measure their individual weights.
- The recorded weights were arranged in ascending order within each group.

**Measuring Lengths:**

- Using measuring tape, students measured the lengths of various objects in the classroom, such as the board, a book, and a water bottle.
- The measured lengths were arranged in descending order.

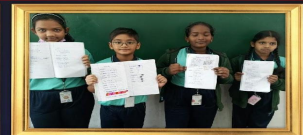
**Outcome:**

The students participated enthusiastically, learning to measure accurately and organize data systematically. This activity enhanced their observation skills, teamwork, and understanding of practical measurement concepts.

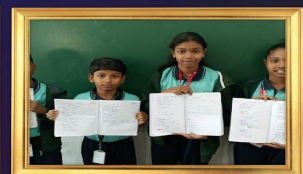
**MEASURING WEIGHT**



D.O: 41100kg, 39100kg, 32500g, 26000g  
Measurement of stationery  
Length of Long pen: 24.2cm = 242mm  
Length of Sharpener: 3.0cm = 30mm  
Length of Eraser: 3.4cm = 34mm  
Length of Brush pen: 13.5cm = 135mm  
A.O: Sharpener, Eraser, Brush pen, long pen  
2mm, 2.4cm, 13.5cm, 24.2cm



28.25 kg  
Fly weight into grams :-  
20.2 kg  
Fly weight into grams :-  
4023g  
Asian weight into grams :-  
26023g  
Lamp weight into grams :-  
2000g



D.O: 41100kg, 39100kg, 32500g, 26000g  
Measurement of stationery  
Length of long pen: 24.2cm = 242mm  
Length of sharpener: 3.0cm = 30mm  
Length of eraser: 3.4cm = 34mm  
Length of brush pen: 13.5cm = 135mm



Measuring length





# DELHI PUBLIC SCHOOL, Miyapur

## DIPS-BUZZ

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### Social - Poster making

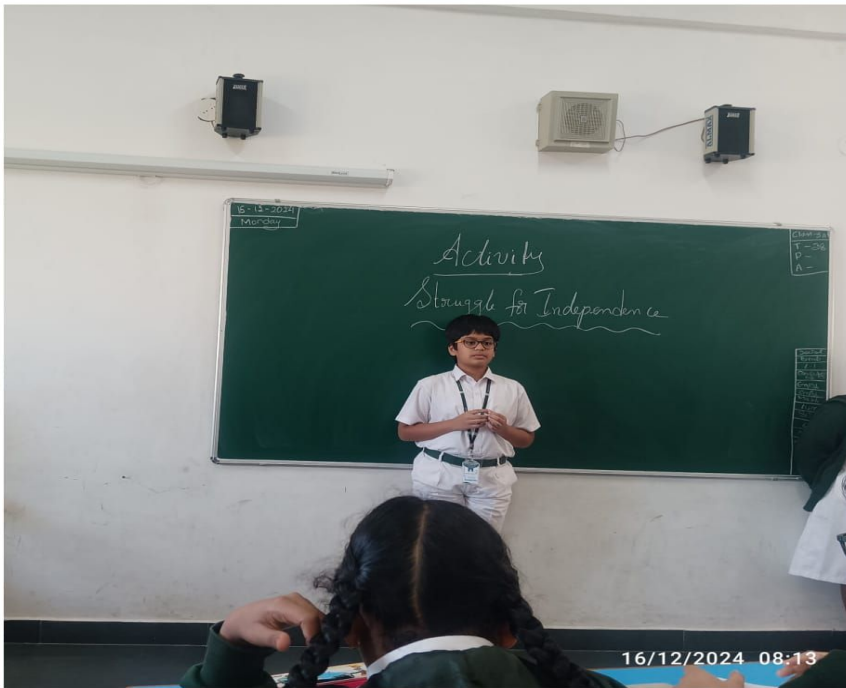
Children researched and gathered information about Gandhiji's life, achievements, and leadership qualities. They wrote quotes and messages that reflect Gandhi's principles and ideals as a national leader and designed a poster.







**Social** - The activity conducted was an individual activity in which the child had to talk about their favourite freedom fighter. The children performed well and they came out with all the different freedom fighters. Through this activity they learnt about many people who sacrificed their life for the freedom of India.





# DELHI PUBLIC SCHOOL, Miyapur

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### Telugu ( L2) -

విద్యార్థులు భారతదేశం యొక్క పటాన్ని చూపిస్తూ, భారతదేశంలో మనం పాటిస్తున్నటువంటి భిన్నత్వంలో ఏకత్వాన్ని గురించి మరియు వాతావరణ కాలుష్య నివారణ కోసం మనం ఏ ఏ పండుగలు జరుపుకుంటున్నాము. అనే విషయాలను గురించి విద్యార్థులు తెలియజేశారు. భారతదేశము యొక్క ఆచార సాంప్రదాయాలు భారతదేశానికి మనం ఏ విధంగా సేవ చేయాలి. ఎలా కలిసి మెలిసి ఉండాలి. అనే విషయాలను గురించి కూడా విద్యార్థులు తెలియజేశారు.



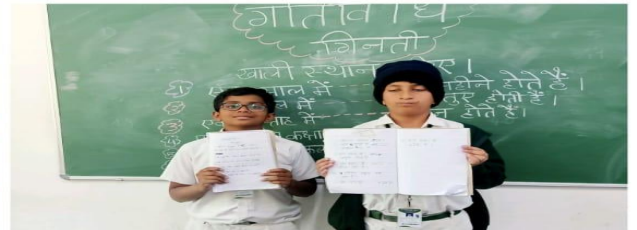
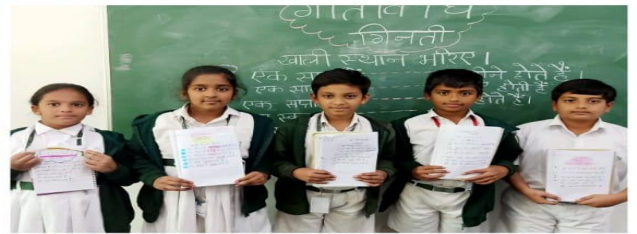
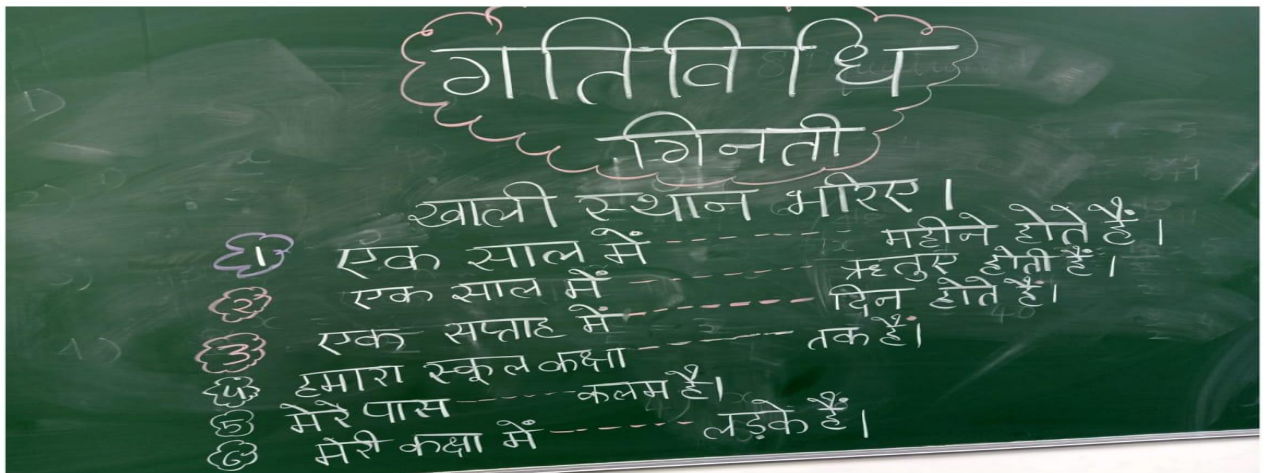


## Hindi ( L2) कक्षा देखो , वचन बदलो I गिनती के नए रूप

कक्षा कक्षा 5 के छात्रों ने यह गतिविधि कार्यपुस्तिका में की इस गतिविधि में बच्चों ने कक्षा में उपलब्ध सामानों को देख कर उन के नामों को लिखा और उन के वचन बदल कर कार्यपुस्तिका में लिखा ।

छात्रों ने वचन गतिविधि को उत्साह के साथ किया और खेल - खेल में वचन बदलना सीखा ।

गिनती के नए रूप में बच्चों ने अलग -अलग तरह के प्रश्नों में गिनती का उपयोग सीखा यह गतिविधि कार्यपुस्तिका में बच्चों द्वारा की गई ।



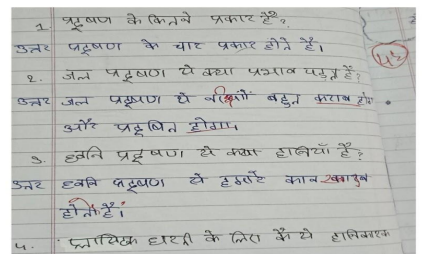
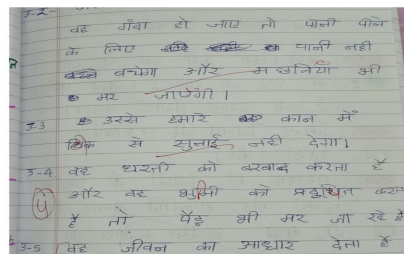
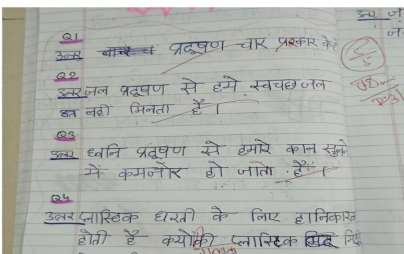


### Hindi ( L1) - श्रवण कौशल -पर्यावरण प्रदूषण

इस गतिविधि के अंतर्गत छात्रों को पर्यावरण प्रदूषण से संबंधित संवाद पढ़ कर सुनाया गया। इस गतिविधि का मुख्य उद्देश्य छात्रों में समाज और पर्यावरण के प्रति जिम्मेदारी का भाव उत्पन्न करना, सुनकर समझने के कौशल को विकसित करना था।

#### प्रतिफल -

- छात्र सुनने, समझने और मुख्य बिंदुओं को पहचानने की क्षमता को विकसित कर पाए।
- सुनने के दौरान, छात्रों को प्रदूषण से संबंधित तथ्यों और आँकड़ों के माध्यम से इसकी गंभीरता का एहसास हुआ।
- छात्रों को अपने आस-पास के पर्यावरण को बचाने और प्रदूषण को कम करने के लिए प्रेरणा मिली।





## ASSEMBLY @ GRADE - 5 I

*"Cutting food waste is a delicious way of saving money, helping to feed the world and protect the planet" – Tristram Stuart."*

A chilled morning with the warmth of the bright sun welcomed children with joy and excitement- signing towards the perfect weather to celebrate the harvest festival Makar Sankranti. While the whole country was getting ready for the Uttarayan, students of Grade 5I took an attempt to sensitize their friends about value of food and give a new meaning to this festival through their class assembly in the Multipurpose Hall, third floor on 8th January 2025. The assembly commenced with the school prayer which is believed to provide peace, strength and confidence. The charming news readers updated everyone with the happenings around us and weather reports to plan the day and work smarter. This was followed by the thought of the day, quotes by Mark Bittman, which was related to the theme of the assembly 'Sustainable Development Goal 2: ZERO HUNGER'. 'Food, cloth and shelter', these three basic needs of every individual on the earth are still out of reach for many people. In such a scenario, wasting food is not only illogical, but also deeply irresponsible.

To bring awareness, a small skit was performed by the children to show how a small change can bring out a major solution to this problem. The food thrown by most of the children can be avoided by proper guidance. The reasons behind celebrating Makar Sankranti were beautifully explained by children as festivals teach us to show gratitude to the nature and appreciate the hard work of farmers by making the food available for everyone.





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A beautiful dance based on Makar Sankranti was performed by the students which concluded the skit. Ms. Sharmila Ganapati, Sr. Head Mistress of DPS Miyapur, enlighten the students with her encouraging words and the ways to reduce the food wastage. Ms. Surya Kumari, the Telugu teacher of 5-I, highlighted the significance of the Sankranthi festival in our life and society. The assembly was concluded by vote of thanks by the students.





# ASSEMBLY @ GRADE - 5 E

## “ROAD SAFETY”

The students of class VE and grade 6 presented an assembly on ‘Road Safety.’ The assembly was presented at the school's main stage and attended by students and teachers of grades 6 and 5.

The Road Safety Class Assembly, was a lively and thought-provoking event emphasizing the critical importance of road safety. The event featured a mix of performances and activities, each designed to leave a lasting impression on everyone present.

The first highlight of the event was a vibrant rap performance titled “Road Safety, it’s a Must!” performed by students. The song blended education with entertainment, as the performers rapped about crucial safety habits like using zebra crossings, wearing helmets, and avoiding distractions while driving. The audience couldn’t help but tap their feet to the catchy beat, making this an unforgettable start.

The energy continued with a powerful street play. Performed in the nukkad natak style, the play portrayed real-life situations such as jaywalking, overspeeding, and distracted driving. Through humor, drama, and emotions, the students illustrated the devastating consequences of ignoring road rules, driving home the message of accountability and care for others.

Following the nukkad natak, a vibrant message parade was showcased with students displaying placards featuring powerful slogans like ‘No Helmet, No Ride!’, ‘Buckle up, every ride!’, ‘Speed Thrills but kills!’





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To conclude the assembly, the students stood in unison with their placards and led the audience in a Road Safety Pledge.

I pledge to follow road safety rules,  
To stay alert and use the proper tools.  
I'll wear a helmet and buckle my belt,  
I will respect the laws that ensure safety,  
I'll avoid distractions and never speed,  
I will protect lives with every deed.  
This is my promise, today and every day,  
To keep our roads safe in every way.

The Principal , Mrs.Gowri Sarkar warmly commended the students and teachers for their outstanding efforts in organizing a meaningful and impactful assembly.

**Creativity Celebrated:** She was particularly impressed by the students' innovative approach to sharing road safety messages. From the vibrant placards to the thought-provoking street play and the engaging discussion, every element showcased creativity and dedication.

**Highlighting the Good Samaritan Law:** The principal emphasized the importance of understanding and spreading awareness about the Good Samaritan Law. She encouraged everyone to step forward confidently to help accident victims, assuring them that this law protects their compassionate actions.

**A Call for Continued Advocacy:** Lastly, the principal motivated the students to keep the momentum alive. She urged them to integrate road safety awareness into their daily lives and to inspire others to do the same, emphasizing that small actions can lead to significant change.







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Language teacher, Ms.Pooja Phatak was invited to the stage to give feedback on the assembly. She appreciated the theme and the performance of children on the stage. A rally was held across the school corridors in continuation of the event. Students, equipped with colorful placards and posters bearing impactful messages, walked in a well-organized manner, spreading awareness about road safety. The students chanted these slogans with enthusiasm, capturing the attention of their peers and teachers. The rally emphasized key road safety rules, including the importance of wearing seatbelts, using pedestrian crossings, and avoiding distractions while driving or walking. Following the rally, an exciting Quiz on Road Safety was conducted. The quiz tested students' knowledge of traffic rules, road signs, and emergency measures. Winners of the quiz were presented with badges featuring titles like:

- Road Safety Trailblazers
- Road-wise Rangers
- Road safety Ambassadors

The badges were designed to motivate students to continue advocating for road safety in their daily lives.







# GRADE - 6

## Social - Chapter -The Four Realms of the Earth

**Activity:** On world map marking important countries and geographical locations like mountains,oceans etc

**Learning Outcomes:** Children learnt how to locate different countries and important mountains and oceans on world map

## Social - Chapter 9&10[History]

- Life in the villages,towns and the kingdoms of South Central India
- Contact with Distant Lands

**Activity:** Know Your Markets

**Learning Outcomes:** -Children gained knowledge about of different types of markets (e.g., local, global, consumer, business-to-business) and how they operate.





### Science - Leaf Tracing Activity

Learning Objective - Students will be able to

- Identify the parts of a leaf.
- Identify the venation in leaf.
- Differentiate between parallel and reticulate venation.

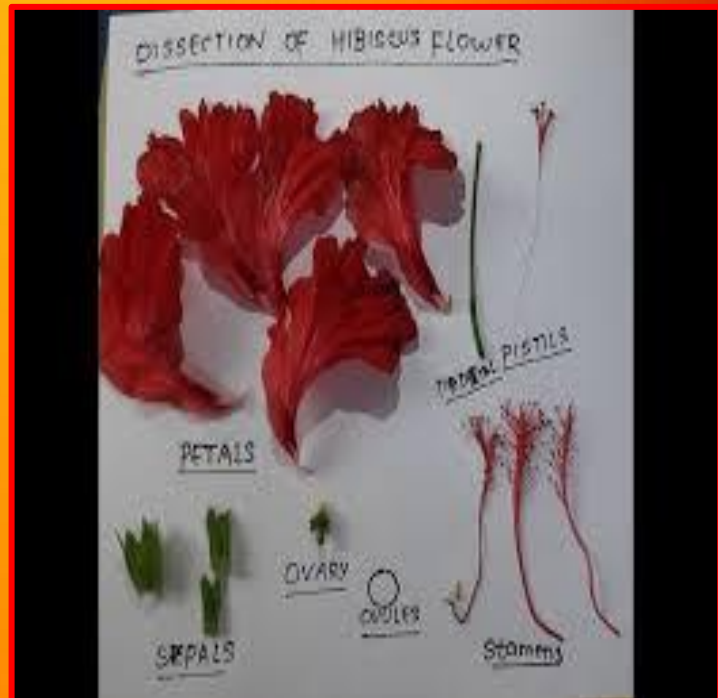




### Science - Flower Dissection -

Students will be able to

- Identify the parts of a flower.
- Identify the male and female reproductive parts of a flower.
- Understand the terms pollination and reproduction in plants.





## Hindi L1) - नाट्यमंचन (मुकदमा हवा-पानी का)

### उद्देश्य

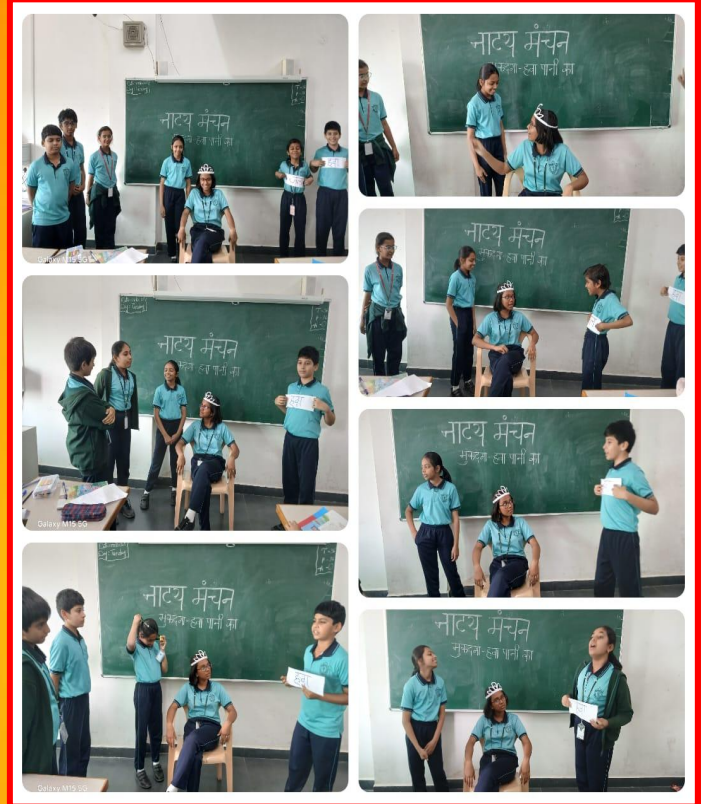
- विद्यार्थियों में संवाद कौशल और आत्मविश्वास में वृद्धि हेतु।
- कहानी को अभिनय द्वारा हाव-भाव के साथ आसानी से दूसरों को समझाने की अभिव्यक्ति का विकास।

### प्रतिफल

- विद्यार्थियों ने हाव - भाव के साथ मौखिक रूप से अभिनय द्वारा कहानी के पात्रों का संवाद दूसरों के समक्ष सरल एवं सहज रूप से अभिव्यक्त करने में सक्षम हुए।
- विद्यार्थियों ने टीमवर्क की शक्ति को पहचाना।







### Hindi ( L1) -कविता गायन (बारहमासा )

#### उद्देश्य

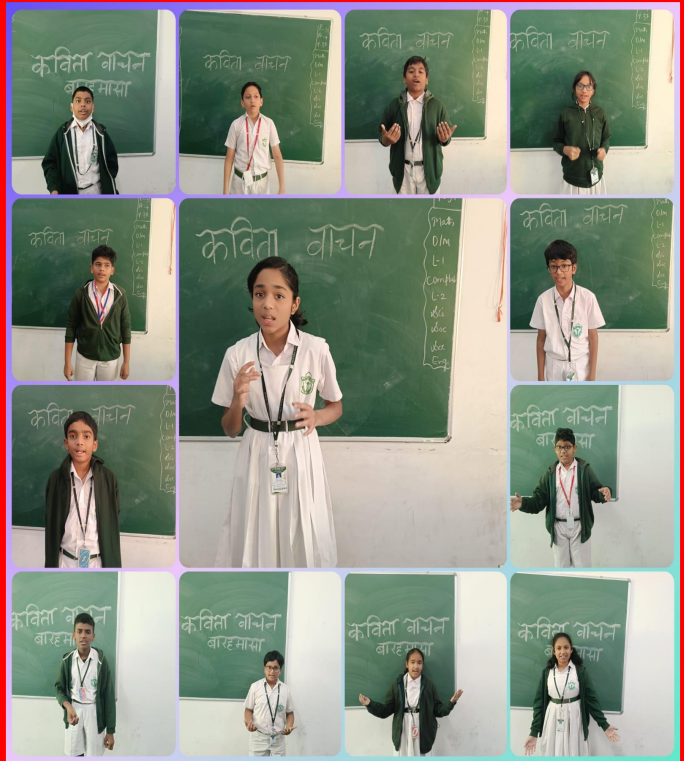
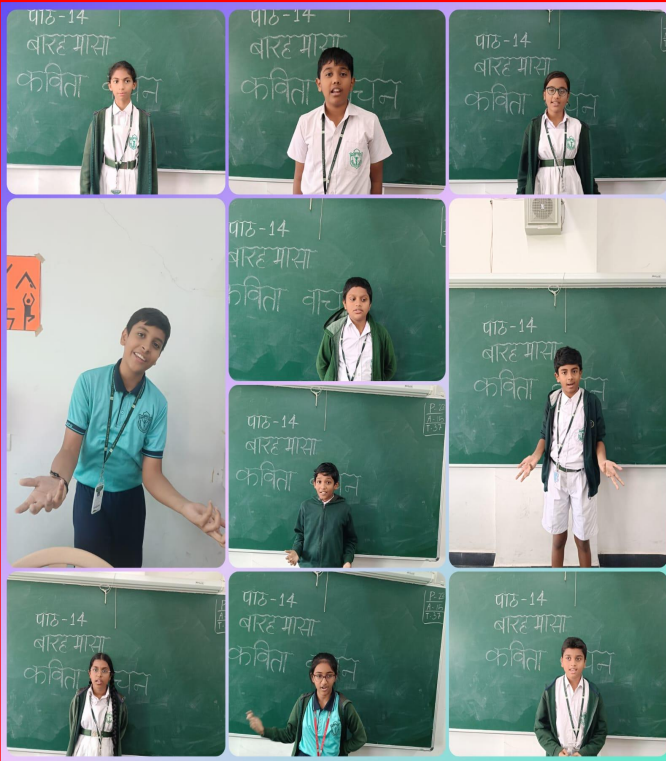
- विद्यार्थियों में आत्मविश्वास को विकसित करना।
- कविता के प्रति रुचि जाग्रत करना।
- मौखिक अभिव्यक्ति का विकास करना।
- गायन शैली का विकास करना।

#### प्रतिफल

- विद्यार्थियों ने उत्साहपूर्वक आत्मविश्वास के साथ इस गतिविधि में भाग लिया तथा शब्दों के उच्चारण पर ध्यान देते हुए लयात्मक ढंग से कविता को प्रस्तुत किया।
- उनमें गायन शैली का विकास हुआ।
- आत्मविश्वास के साथ प्रस्तुति करने में समक्ष रहें।









### Telugu - శ్రవణ నైపుణ్య కృత్యము (Listening Activity)

- నీతి కథను వినిపించిన తర్వాత బహుశ్లేచ్ఛిక ప్రశ్నల ద్వారా విద్యార్థులతో సమాధానాలను గుర్తింపజేయడం.

### Learning Out comes:

- విద్యార్థులలో శ్రవణ నైపుణ్యాన్ని, విని అర్థం చేసుకొనే సామర్థ్యాన్ని పెంపొందింప చేయడం.  
జీవితానికి ఉపయోగపడే నీతి, నియమాలను విని అర్థం చేసుకుంటారు.





Sanskrit - गतिविधि: - षष्ठी-  
विभक्ति: प्रतियोगिता  
षष्ठी-विभक्ति: प्रतियोगिता - अस्य  
प्रतियोगितायाः मुख्योद्देश्यः छात्रेषु  
कारकान्तरगते षष्ठी विभक्तिः योजयित्वा  
वाक्यनिर्माण कौशलस्य विकासः  
संस्कृतविषये रुच्योत्पादनं च अस्ति ।





### Hindi ( L2) शीर्षक -रंगों की दुनिया

**प्रारूप-** यह एक एकल गतिविधि है कक्षा में विद्यार्थियों ने चित्रों में रंग भरवाए गए ।

**उद्देश्य-**

- विद्यार्थियों में अर्थ ग्रहण करने की योग्यता का विकास करना ।
- विद्यार्थियों में कला और साहित्य के प्रति रुचि उत्पन्न करना ।
- विद्यार्थियों में भाव को अभिव्यक्त करने की समझ को विकसित करना ।
- विद्यार्थियों में रंगों की जानकारी हिंदी में करवाएगी ।

**प्रतिफल-**

- विद्यार्थियों में धैर्यपूर्वक अपनी गतिविधि को पूरा करने की क्षमता का विकास हुआ ।
- विद्यार्थियों में भाव को अभिव्यक्त करने की क्षमता का विकास हुआ ।
- विद्यार्थियों में कला और साहित्य के प्रति रुचि उत्पन्न हुई ।





### Telugu ( L2) Making of Envelope

#### Objectives of making of Envelope

- Students will identify and use appropriate materials (e.g., paper, glue, scissors) and tools for creating an envelope cover.
- Students will create a visually appealing and functional design for an envelope cover, considering elements like color, shape, and pattern.
- Students will accurately measure and cut materials to the correct size and shape for an envelope cover.
- Students will reflect on their envelope cover-making process, identifying strengths and areas for improvement.

#### Learning Outcomes

- Correct use of materials and tools to construct the envelope cover.
- Students will present their designs, explaining the thought process behind their choices.
- Evaluation of the precision and neatness of the cutting.
- The final envelope will be assessed for functionality and sturdiness.





# GRADE - 7

## Social - Geography: Markets Around Us

Activity Name: Presentation- Comparative analysis of different markets

In this group activity, students presented their assigned market and compared it with other markets as to how they function, the key players of the market, and the products available.

### Learning Outcomes:

- Students identified the different markets.
- Similarities and differences in the different types of markets.
- Consumer behaviour and different types of business strategies used.
- Role of technology in shaping the market





### Math - Activity Name: Angle Sum Property of a triangle.

#### Procedure:

For this activity Students were asked to get half a sheet of coloured A4 paper to the school. Later on, they were instructed to draw any random sized triangle and cut it out. They had to label and measure the interior of each vertex of the triangle and cut out the vertices of the triangle. Now the students had to arrange the vertices of the triangle on a straight line so that all 3 vertices meet at one point without overlapping.

Students found that all 3 vertices measures added up to 180 degrees. Students enjoyed this instructional activity with a better understanding of the property.

#### Learning Outcome:-

- Students recollected measuring of angle with protractor.
- All triangles interior angle measures add up to 180 degrees.





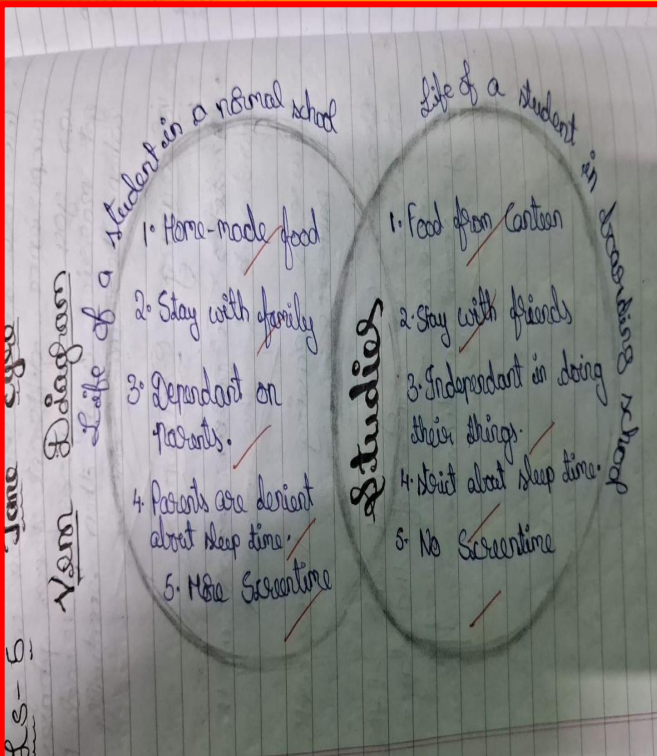
### English - JANE EYRE VENN DIAGRAM ACTIVITY

#### Learning Objective

Compare, contrast, and present their ideas on studying in a regular school and a boarding school using Venn diagram.

#### Activity

The teacher explained in short how to use Venn diagrams to compare and contrast between two ideas/concepts and as well as to find the common areas between the two. Students took turns to discuss the points. Then the teacher asked the students to use Venn diagrams to compare the life of a student who studies in a normal school and stays with family VS the life of a student who stays in a boarding school, away from family. The Venn Diagram was done in the English notebook/A4-sized sheet, which was stuck later in the notebook.







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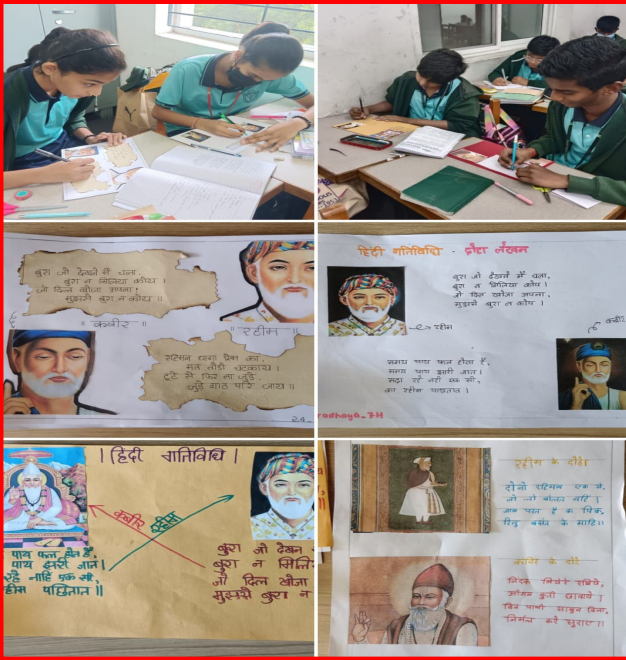
## Hindi ( L1) - गतिविधि : दोहा गायन उद्देश्य -

- विद्यार्थियों में अर्थ ग्रहण करने की योग्यता का विकास कराना।
- \*विद्यार्थियों में कला और साहित्य के प्रति रुचि उत्पन्न कराना
- भाव को अभिव्यक्त करने की क्षमता का विकास कराना ।
- प्रारूप-यह एक एकल गतिविधि है कक्षा में विद्यार्थियों ने कबीर और रहीम के दोहे लिखकर भावपूर्ण प्रस्तुत किया।

## प्रतिफल -

- विद्यार्थियों में धैर्यपूर्वक अपने-आप गतिविधि को पूरा करने की क्षमता का विकास हुआ।
- \*विद्यार्थियों में भाव को अभिव्यक्त करने की क्षमता का विकास हुआ।
- \*विद्यार्थियों में कला और साहित्य के प्रति रुचि उत्पन्न हुई।
- विद्यार्थियों में आत्म सम्मान और आत्मविश्वास का विकास हुआ।





### Telugu-L1 మన పండుగలు కృత్యము

#### కృత్యము పేరు :

మన దేశములో జరుపుకొనే ప్రధానమైన పండుగలలో హోలీ , బతుకమ్మ , సంక్రాంతి వంటి వివిధ పండుగలు జరుపుకొనే విధానమును , వాటి ప్రాధాన్యతను చిత్రముల సహాయంతో తరగతి గదిలో విద్యార్థులు వివరించుట.

#### Learning outcomes:

- విద్యార్థులు మన దేశములో జరుపుకొనే వివిధ ప్రధానమైన పండుగులును తెలుసుకున్నారు .
- పండుగలంటే కేవలం కొత్త బట్టలు , పిండివంటలు మాత్రమే కాదని పండుగలు జరుపుకొనే విధానంలో ఉన్న మన సంస్కృతి , సంప్రదాయాలుచాలా గొప్పవని నేర్చుకున్నారు .





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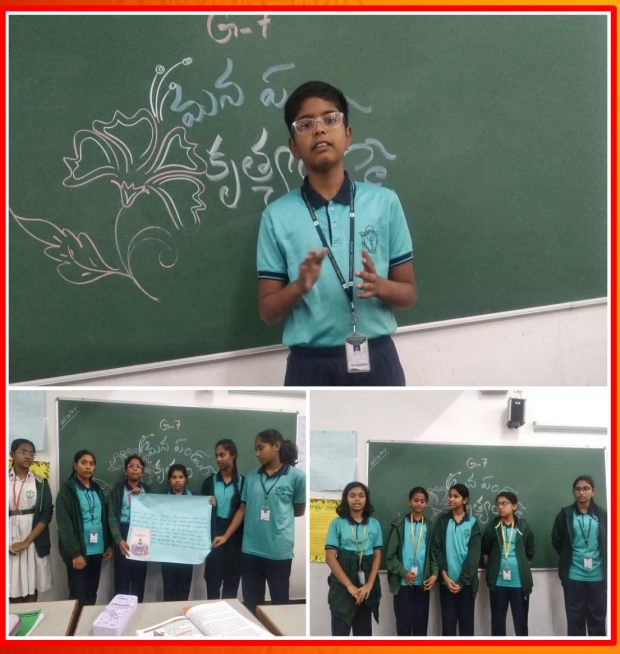
- పండుగలు కుల మత జాతి భేదము లేకుండా మతసామరస్యానికి , జాతీయ సమైక్యతకు ఎంతో దోహద పడతాయని నేర్చుకున్నారు .
- పండుగలలో మన పేదవారికి , అనాధలకు మనకు తోచిన సహాయం చేస్తామని , తమ మిత్రులకు , బంధువులకు , శేయోభిలాషులు తో ఉన్నటువంటి అనుబంధాలు , ఆప్యాయతలు , అనురాగాలు తో కలిసిన సంబంధ బాంధవ్యాల గొప్పవని తెలుసుకున్నారు .





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## ASSEMBLY @ GRADE - 7B

*"I never teach my pupils; I only provide them with conditions in which they can learn."- Albert Einstein*

DPS Miyapur students showcase their organizational and presentation skills through a comprehensive curriculum. An important learning aspect of this curriculum is Class Assembly.

Students of Grade 7B presented their ideas on the theme 'Conflict Management' on 13 December 2024. The assembly started with a devotional prayer expressing gratitude to the Almighty for all his love and care. This was followed by the pledge reminding us of our responsibilities towards our country and motherland.

The news team updated the gathering with all the latest information broadening the perspective and knowledge of Dipsites. This was followed by highlighting the core message of the assembly, i.e., Conflict Management and if there is any misunderstanding or discrimination at school, students should resolve it peacefully and talk it out among themselves, instead of fighting over it.

To make the topic more relatable to real life examples were quoted and taken from famous personalities. Role-play, Music, and Dance were an integral part of the assembly, and they held the audience's attention throughout the presentation.





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To conclude the celebration with words of wisdom, Senior Headmistress Sharmila Ma'am addressed the gathering. She reiterated the importance of 'Conflict Management' and highlighted that we should embrace diversity and treat everyone fairly. She motivated the students by mentioning that by respecting each other's opinions, even small conflicts can be resolved peacefully. She also congratulated the students and the class teacher for choosing an interesting topic and leading a wonderful assembly. Areas of Appreciation and Improvement were noted by the class.

Assembly was concluded with the National Anthem. The students of Grade 7B will forever cherish every moment spent from preparation till the execution of the assembly. This indeed brought the class together and helped to realise the importance of 'Peace'.





## ASSEMBLY @ GRADE - 7F

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

**– Nelson Mandela**

At DPS Miyapur, students are nurtured to develop organizational and presentation skills through various interactive and engaging activities. Among these, the 'Class Assembly' serves as a platform for students to showcase their creativity, teamwork, and leadership abilities while addressing meaningful themes.

On 3rd January 2025, the students of Grade 7F presented an impactful assembly on the theme 'Savitribai Phule: The Torchbearer of Education.' The assembly began with a devotional prayer, expressing gratitude for the blessings of life and seeking wisdom and strength. The pledge followed this, instilling a sense of duty and responsibility towards the nation.

The news segment provided the audience with updates on international, national, and local happenings, along with sports and weather reports, enhancing the knowledge of all present. Motivational messages were shared through the Thought for the Day and Word of the Day, emphasizing perseverance and learning from failures as the foundation of success.

The highlight of the assembly was a well-crafted skit that depicted the life and legacy of Savitribai Phule, a pioneer of women's education in India. The skit showcased her determination to overcome societal barriers, her collaboration with Jyotirao Phule, and her significant contribution to establishing the first girls' school in India.





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Through engaging scenes, the students brought out her unwavering commitment to spreading education and breaking stereotypes, inspiring the audience to value education and equality.

Shivam Sir addressed the gathering, commending the students for their enthusiastic and confident presentation. The assembly concluded with the National Anthem, leaving the audience with a sense of pride and patriotism. The event was widely appreciated for its thought-provoking content and excellent execution. The journey from planning to performance fostered collaboration, leadership, and creativity among the students of Grade 7F, making it an experience they will cherish forever.







# GRADE - 8

## HINDI - (11) शीर्षक- दोहा वाचन

**प्रारूप-** यह एक एकल गतिविधि है कक्षा में विद्यार्थियों ने दोहा लिखे और भाव पूर्वक प्रस्तुत किया।

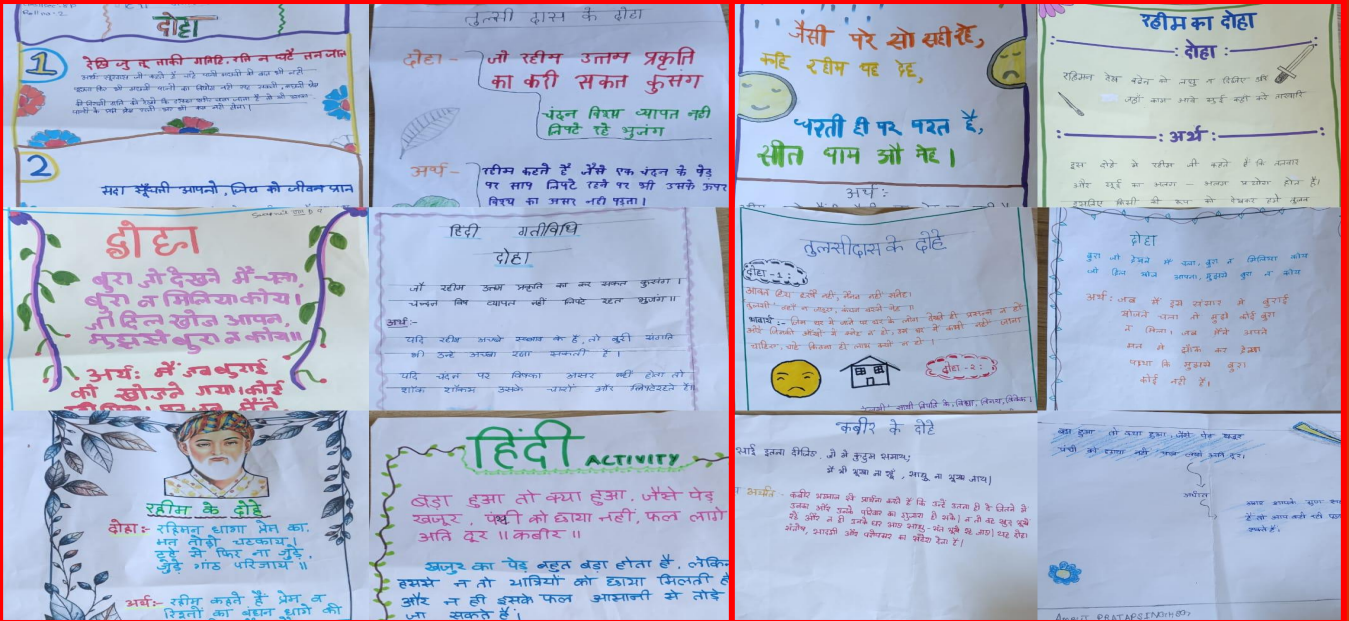
### उद्देश्य-

- विद्यार्थियों में अर्थ ग्रहण करने की योग्यता का विकास करना।
- विद्यार्थियों में कला और साहित्य के प्रति रुचि उत्पन्न करना।
- विद्यार्थियों में भाव को अभिव्यक्त करने की समझ को विकसित करना।
- विद्यार्थियों में संतों के प्रति आदर सम्मान की भावना को विकसित करना

### प्रतिफल-

- विद्यार्थियों में धैर्यपूर्वक अपनी गतिविधि को पूरा करने की क्षमता का विकास हुआ।
- विद्यार्थियों में भाव को अभिव्यक्त करने की क्षमता का विकास हुआ।
- विद्यार्थियों में कला और साहित्य के प्रति रुचि उत्पन्न हुई।
- विद्यार्थियों को दोहे से नैतिक शिक्षा मिलती है।
- दोहे से मीठी वाणी बोलने की सीख मिलती है।





**Sanskrit - नाट्यमञ्चनम् - अस्य प्रतियोगितायाः मुख्योद्देश्य छात्रेषु अभिनयस्य गुणवत्ताया , नाट्य प्रस्तुतिकरणस्य , संवाद प्रस्तुतिकरणस्य , निरन्तरताया विकासः च अस्ति ।**



**Social - Chapter – History: 13 & 14 – The Nationalist Movement and The Struggle for Independence****Activity – Role Play**

On January 2025, a role-play activity was conducted for the students of grade 8 with the goal of enhancing participants' understanding of the Indian Nationalist Movements and the struggle for Independence. The objective was to help students understand the historical significance, strategies, different aspects and impact of the different movements led by Gandhiji and different others leaders. This interactive learning approach allowed participants to step into the roles of key figures, British officials, and common citizens during the movement and representing different aspects of the movement, such as protests, boycotts, and negotiations with the British authorities. Participants were briefed on the historical context and key principles of different Movements, like - Split in the Congress, Khilafat and Civil disobedience Movement, Dandi March, Non- cooperation Movement, Quit India Movement etc. All the groups prepared a 10-minute enactment based on assigned scenarios. The activity was conducted in the classroom and students used props such as khadi cloth, Banners, and British goods for the boycott scene. Students gained a deep understanding of the objectives and methods of these Movements. They explored the importance of unity, non-violence, and self-reliance in challenging colonial rule. Also, this activity enhanced soft skills such as public speaking, teamwork, and empathy for historical struggles.

The role-play activity proved to be an effective and innovative method of teaching history. By immersing themselves in the roles of historical figures and common citizens, students gained a unique perspective on the significance of collective resistance and non-violent strategies in India's struggle for independence.







**Subject – Physics**

**Topic-Illusion**

**Learning Objectives:**

1. To understand the concept of optical illusions and how they work.
2. To develop teamwork and collaboration skills through group work.
3. To apply problem-solving skills to create optical illusions.

**Learning Outcomes:**

By participating in the Optical Illusion activity, students will be able to:

- Define and explain the concept of optical illusions.
- Design and create their own optical illusions using various materials and techniques.
- Demonstrate effective teamwork and collaboration skills, including communication, problem-solving, and decision-making.
- Apply critical thinking and problem-solving skills to overcome challenges and create innovative optical illusions.

**Assessment:**

- Participation and engagement in group work
- Quality and creativity of optical illusion designs
- Written reflection on the learning process and experience

**Skills Developed:**

- Critical thinking and problem-solving
- Teamwork and collaboration
- Communication and presentation
- Creativity and innovation





**English Topic – Story Writing**

**Learning Objective** – After the completion of the activity students were be able to –

- Collaborate and Craft a story using a given setting and character
- Present the story in the form of graphic novel/ comic strip

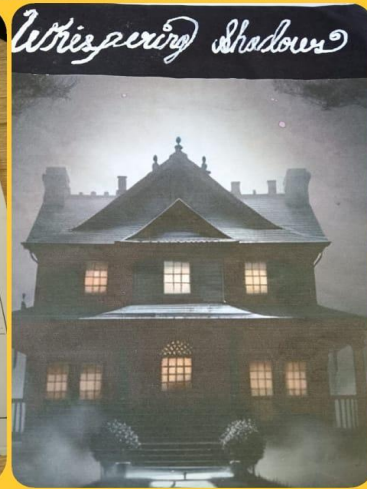
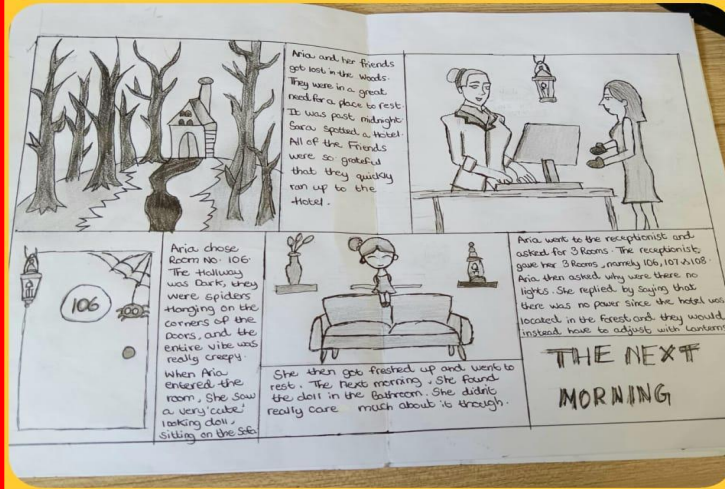
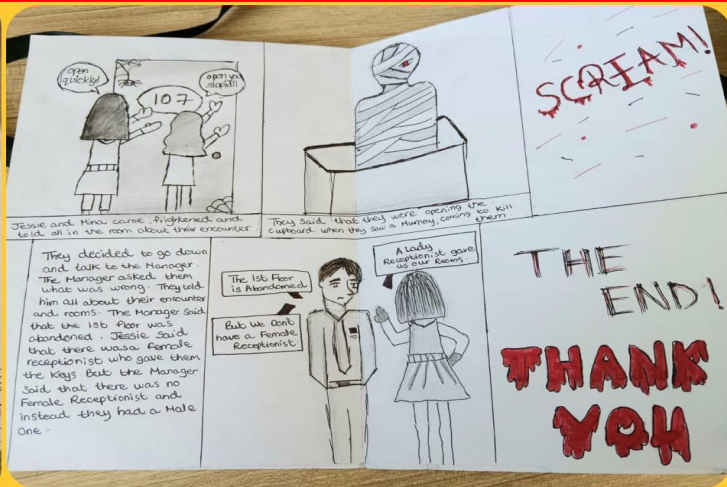
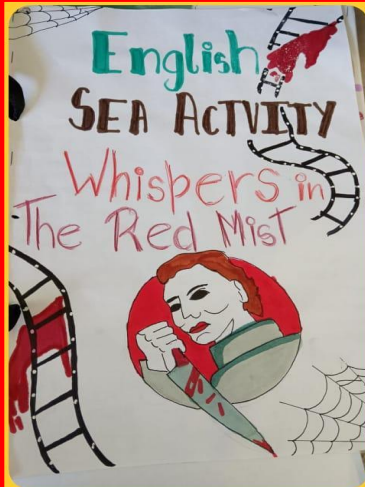
**Task Details** – Students were divided into 6-7 groups. The teacher gave settings and genres to each group using chits. Each group had to develop a story then using the chits and present the story in the form of a comic strip/ graphic novel.

Time given – 2 periods

**Learning Outcome** – Students were able to

- Develop a story in the graphic novel/ comic strip form
- Use adjectives and figurative language to describe characters and settings through vivid and carefully selected details
- Construct and produce a story within the stipulated time by collaborating with team members





UNTILL OUR NEXT ISSUE: STAY SAFE, STAY HEALTHY AND STAY HAPPY!

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