



JULY - 2024

# DELHI PUBLIC SCHOOL, Miyapur

## **DIPS-BUZZ**

Volume.10 Issue.3

### *The DPS monsoon MAGIC* *Embracing the Rhythm of the Rain*





***"Life isn't about waiting for the storm to pass, it's about learning to dance in the rain."***

***- Vivian Greene***

The wait is finally over, and the wonderful monsoon season is upon us! The air is filled with the sweet scent of wet earth, and the sky is painted with hues of gray and blue. As the raindrops patter against our windows, we can't help but feel a sense of excitement and rejuvenation.

In this issue, we celebrate the beauty and wonder of the monsoon season, from the thrill of splashing in puddles to expressing amazement as to how the students have enthusiastically embraced the rains and made the best out of it. So, grab a cup of your favorite brew, snuggle up, and take a tour of the DPS Monsoon Magic together!





## **GRADE 8 SPECIAL ASSEMBLY**

### **THE TRIUMPH OF LIFE - DEFEATING DRUGS AND DEPRESSION**

**"Our Greatest Glory is not in never falling but in rising every time we fall!"**

**----- Confucius**

The grade VIII students of Delhi Public School Miyapur, conducted their Special Assembly on the theme, 'Say No to Drugs, Say Yes to Life: Work towards Mental Wellbeing', on July 19, 2024. The assembly was held at the Multipurpose Hall (2<sup>nd</sup> floor) of the school and the audience consisted of the students of grade VII. The objective of this assembly was to create an awareness among the students about the devastating consequences of drug addiction and also the mental health issues faced by adolescents. Substance abuse, especially drugs, has spiralled into a major global challenge now and it is extremely important to educate the adolescent minds about the issue.

The programme began with an introduction on mental health, emphasising upon the key issues like stress, behavioural disorders among adolescents, increasing rate of drug addiction etc. This was followed by the auspicious event of lamp lighting by the Principal, Ms. Gowri Sarkar and Headmistresses, Ms Raina Bhatt and Ms. Sharmila Ganapathi, along with the grade VIII coordinator, Ms. Swathy Panyaram. After this, everybody joined their hands for the prayer to invoke the Divine. Next, came the National Pledge, followed by the news on current affairs, both of India and the world.



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The highlight of the event was a heart-warming skit which was performed by the grade VIII students. It depicted the journey of a teenage boy, Dhruv Saxena, from becoming a victim of depression and drug addiction to eventually overcoming them to become a swimming champion who wins gold at the Commonwealth Games. The extremely realistic acting of the participants captivated the audience while the poetry and songs in the skit, struck a chord with their hearts. The skit ended with a stupendous dance performance on the song 'Unstoppable' by Sia. The skit was indeed successful in upholding the fact that any kind of adversity, no matter how grave, can always be overcome with indomitable will and a strong support system but at the same time, it is extremely important to acknowledge the issue and seek immediate help.

After this a pledge of mental health awareness was taken by everyone in the audience. Then our Principal, Ms. Gowri Sarkar, was requested to share her thoughts about the presentation. She instantly uplifted the audience by saying that Dipsites were truly "unstoppable" and that she had full faith in them about overcoming every hurdle that they face! She also asked the students for their opinions on happiness and success and explained how stress sets in if one fails to achieve one's idea of success or happiness. Lastly, she heartily appreciated the programme and that was truly rewarding for the participants and the teachers who had helped to organise and conduct this Special Assembly. Then she announced that the assembly would be conducted again for the students of grade VIII-X, near the Tamarind tree. Well, after the Principal's address, there was a big surprise waiting! Two Labrador dogs, that belonged to DPS Miyapur were brought and shown to the audience. These dogs were trained to sniff and identify narcotic substances, if any, in the school campus. After seeing them, the audience could hardly contain their excitement! Finally, the Special Assembly ended with a vote of thanks and the National Anthem.

According to Principal Ma'am's instructions, the assembly was conducted again for the students of grade VIII to X, on the stage near the Tamarind tree. This time, the presence of our Pro-Vice Chairman of the school, Mr. Ramesh Gorantla, and the Admin Head, Surya Sir, made the occasion all the more special.





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***"GRADE 2 A YEAR END AWARD Assembly"***

*"The morning sets the day and the assembly paves the way for our students to rejuvenate their spirits, remain rooted to the moral values and unleash their vitality".*

The students of Grade 2A hosted the Year End Award Ceremony for the year 2023-24 on 12th July, 2024 (Friday). The award ceremony was held to recognise students for their excellent performance in academics and co-curricular areas. The special assembly featured a class choir and news presentation by students of 2A.

All the children from Grade 1 & Grade 2 were present for the assembly along with their class teachers. The assembly started with a beautiful prayer sung by the children followed by the rendition of shlokas. The children updated everyone with the news, weather report and thought for the day.

The children highlighted the achievements of a few youngsters in different categories who received the PM Rashtriya Bal Puraskar award for the year 2023. The audience was inspired by the children who received the awards.

Some children presented a song based on the theme for the day. They rendered the song beautifully which was well liked and appreciated by the audience.



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The presentation was followed by the awards ceremony where a few children across all sections of Grade 1 & UKG received certificates in different categories, based on their last year's performance.

The teachers gave away the awards to the beaming achievers amidst joy, cheer and applause. It was a proud moment for the teachers and students alike. The different categories were smartly dressed, music, dance, golden heart etc. The award was also given for the best all round performer in academics as well.

The assembly presentation was well received by everyone present on the occasion. The children presented the assembly in a beautiful manner and were applauded by our coordinator Ma'am and Divya Ma'am, our Grade 1 coordinator. Our Grade 2 Coordinator Ms. Hema Ma'am addressed the event and congratulated the students who received the awards. She also inspired the children to come through with flying colors in the future.







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***"BAGLESS DAY - GRADE VII"***

*"Educating the mind without educating the heart is no education at all."*

*-Aristotle*

Going with the above quote and in alignment with the CBSE's initiative to inculcate skill-based activities in the curriculum, DPS, Miyapur successfully conducted its 1<sup>st</sup> Indoor Bagless Day for students of grade VII on 6<sup>th</sup> June 2024. With the persistent work of the grade VII teachers, the art team, the computer team, and the transportation team, a variety of activities were planned for the pupils. The "No Bag Day" initiative was started to help kids feel less pressure to study, discover their hidden talents through various skill-based activities, and instill in them the principles of being responsible members of society.

The main goal was to give opportunities to the students to participate in different activities, learn new skills, and explore their hidden talents. Every section was allotted various activities depending on the multiple types of skill sets ranging from arts, and crafts, digital literacy, banking literacy, simple stitching, science experiments, etc. The enthusiastic seventh-grade students completed the variety of tasks assigned to the various sections. Education is not just about knowledge acquisition, but also about fostering a love for learning and exploration."

**1) VII A and B- Science in our daily life**

Students of 7A and 7B had science activities as a part of the bagless day. Many activities (like blood grouping, lava lamp, and activities on air pressure) were performed in the class by the in-charge teachers and even students tried a few activities along with the teacher.

The students thoroughly enjoyed all the activities and also learned the scientific principles or reasoning behind each activity that we encounter in our daily lives.





## 2) VII C and D- Paper flower making and Collage making

Students were meticulously guided by their teachers on these wonderful artistic endeavors. Students actively engaged in creating colourful samples of paper flowers, and collage making, on the theme- movies. Students were asked to bring newspaper and magazine cuttings of movies a day prior. Students enthusiastically followed the guided teaching as well as came up with exclusive ideas of their own.





### 3) VII E and F- Simple Stitching, Covering books, Banking Literacy, and Usage of Simple tools-

Students were personally guided and motivated by their teachers to actively participate in the activities. PowerPoint presentations, videos, and live examples were used as instructional tools to help students understand these activities. Essential skills activities were divided into four subdivisions. Students of both sections were divided into four groups and each group took turns to learn each of the skills.

**a) Simple Stitching:** Students learned to stitch buttons, hooks, and simple hemming which are very useful essential skills. Children enjoyed learning and felt it was important for them to learn these basic skills.





**b)Banking Literacy:** To enable students to understand the usage of important banking services like cheques, withdrawals, deposit slips, passbooks, etc., and to become more responsible while dealing with banking and its services from an early age, a Banking Literacy session was conducted as part of bagless day activities. The learners were given practical experience in filling a cheque, withdrawal, and deposit slip, and reconciliation of passbook. While using the banking services the mentors also emphasized the precautions to be taken while using digital banking platforms. The participants found the session to be practical, informative, and skill-enhancing.





### c) Covering books with newspaper and plastic sheets, paper bag-making:

Students learned book covering with newspaper and later covered a few library books with plastic/transparent book cover sheets. We had a guest who was invited to show and teach children the book-binding process. It was indeed a unique learning experience for the children. Children also made paper bags using newspapers.



**d) Overhauling a bicycle using simple tools and kite Making:** Children loved these activities and participated enthusiastically. Children were shown the overhauling of a bicycle by the bus driver and mechanics and also given tips on maintaining their bicycles. Children tried their hand at fixing the chain, handle, and tires of the bicycle. Children were asked to bring the kite paper/ newspapers to make the kites. They were shown a video on the same and then they made this fun and engaging essential skill.





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#### 4)VII G and H- Digital Literacy- Poster making using Powerpoint.

The session started with the introduction of gadget addiction. Students were explained about the side effects of using gadgets in excess. Later, students researched the topic on the internet about the disadvantages and effects of excessive use of gadgets, its solutions, etc. After they were explained how to create posters in PowerPoint, students actively participated in creating posters on gadget addiction using PowerPoint, in the computer laboratory. Students were excited and created very informative and colourful posters.





### 5) VII I and J- Fireless cooking with Kitchen Hacks and Table Setting

For classes 7I and 7J, the activities included preparing fruit and vegetable salads and learning table etiquette. Students were asked to bring ingredients from home, which they used to make delightful salads with various dressings. Under the watchful guidance of their teachers, students enthusiastically participated in chopping, mixing, and tasting their creations. They learned table arrangement, etiquettes, and also napkin folding styles.

The experience not only allowed students to develop practical skills in food preparation but also offered them an opportunity to share their salads with peers and teachers, enhancing their sense of community and teamwork. The day was marked by lively interactions and a genuine interest from the students, making it a memorable and enriching event.



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For the seventh-grade kids, the "No Bag Day" campaign proved to be extremely successful and helpful since it boosted awareness of the value of skill sets in everyday life and the significance of mastering these little things that we frequently take for granted. After an exceptionally busy day at school, the students returned home smiling widely.





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### ***"BAGLESS DAY - GRADE VIII"***

"We are not a team because we work together. We are a team because we respect, trust and care for each other."

On 6th July , 2024 DPS Miyapur, observed a Bagless Day, a special initiative to explicate respect, trust and empathy in our students. The purpose of this event was to promote physical fitness, team spirit, and sportsmanship among the students, encouraging them to participate actively in various sporting events.

The day began with a House wise selection of different Sports teams for the Inter House Competition. Then a wide array of sporting events was organized to cater to the diverse interests and abilities of the students. These events included Basketball, Badminton and Pickleball.

All the students were divided into teams for these four team games. This ended with House wise competition for the House League Tournament.

Bagless day was a memorable and thrilling event that left a lasting impression on everyone involved. It not only promoted physical fitness but also instilled valuable life skills such as teamwork, discipline, and determination. The success of the event was a testament to the school's commitment to providing a holistic education to its students. As the students returned to their regular routines, they carried with them cherished memories and a renewed passion for sports, ensuring that the spirit of this event lives on their mind throughout the year.





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### "MEET THE AUTHOR"

On July 11, 2024, DPS Miyapur hosted a 'Meet the Author' programme, inviting renowned children's author, Dr Pradeep Chakravarthy, to interact with budding student authors from grades 3 to 12. The main objective of the event was to provide kids with the chance to interact with and learn from a successful author to encourage a love of writing and reading.

The programme began with a prayer song. Saplings were presented to the Chief Guest, Mr. Pradeep Chakravarthy, and Mr. Dileep, General Manager of Ample Kids Publications by Principal Ma'am, Mrs. Gowri Sarkar, after the guests were introduced to the audience. Children from grade 9 hosted the event. Subsequently, Dr. Chakravarthy took the stage to discuss his writing experience, including his sources of inspiration, obstacles faced, and the process of creating his well-known novels.

Dr Chakravarthy engaged the students in an interactive session. He used a PPT presentation to explain the contents of his book, 'A History of South India for Children'. The children as well as the teachers present in the session were captivated by his storytelling and eagerly participated in the discussion, asking insightful questions about his writing techniques and resonating with his love for history.

This was followed by a book signing session, where students had the opportunity to get their copies of Dr. Chakravarthy's books signed. The programme concluded with Principal Ma'am giving her valuable inputs to the budding authors about the history and presenting Dr. Chakravarthy with a memento and shawl as a token of appreciation.

The "Meet the Author" program was a huge success and had a long-lasting effect on the students. They were motivated to explore their writing ability in addition to being inspired to read more. The occasion served as a tribute to the ability of books to mold young brains and ignite a passion for reading and writing that lasts a lifetime.





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***"Unveiling History - A Captivating experience with  
Dr. Pradeep Chakravarthy."***

***- Vaishnav Natesh XI - C***

"Books are to be read, not heard," said our renowned South Indian Historian of 10 books, Dr. Pradeep Chakravarthy, during the launch event of his new book 'A History of South India for Children' held at DPSM. The moment Sir arrived, our respected Principal Ma'am, Ms. Gowri Sarkar, gifted him a plant, our custom to symbolize growth and sustainability.

After asking our views on history, Sir defined history not merely as "His-story," and the old sayings, but as "To know... to inquire... to question." To the surprise of the history-dislikers, Sir began to project images of his 6-generation-old ancestral house from the late 19th century, captivating the anti-history audience with traditional architecture and facilities, all in a child-humorous way, maintaining their attention.

Once Sir was sure that he had captivated the audience, he began to uncover some interesting historical facts, and the three most mind-blowing ones were:





- An ancient bronze artifact made with copper and tin imported from ancient Sri Lanka to South-East Asia.
- Roman coins were found from Sri Lanka all the way to Telangana (backed using world map).
- We were surprised to hear that the Kohinoor Diamond was from Warangal, in the heart of Telangana.

By using a live artifact, he demonstrated how the ancient oil containers were beautifully designed to not spill. Our most eagerly-awaited moment came when Sir showed us the contents of his new book in one slide.

To conclude as a history-loving student, Dr. Pradeep's presentation was very interactive, humorous, engaging, and remarkable—something distinctive from other historians who would directly jump into history. Sir's concluding request to the Telugu audience was to translate the Telugu books which are now kept in TN, and he advised us, "Be a part of the solution, not a problem". Sir's event was proven successful as a throng of curious minds lined up, excited to grab a copy signed by Sir once he left.



***"Empowering Students through KALARIPPAYATTU -  
A Cultural and Physical development Initiative ."***  
***- K Sri Moksha VIII - H***

"Kalarippayattu is more than just a martial art; it is a comprehensive practice encompassing physical, mental, and spiritual discipline that surpasses time and culture." In line with this, DPS Miyapur, in partnership with the Nitya Chaitanya Martial Arts Academy, organized an exciting martial arts event on July 9, 2024, to encourage physical fitness, self-discipline, and cultural awareness among 8th-grade students. This initiative, initiated by a request from the Nitya Chaitanya Martial Arts Academy, featured an afternoon filled with dynamic demonstrations and interactive workshops.

The event commenced with an opening ceremony at the Sohum Statue, including a speech from the school principal, Mrs Gowri Sarkar, and the representative of Nitya Chaitanya Martial Arts Academy, Mr Shiva. Following the inauguration, martial arts experts showcased various styles of the traditional Indian Kalarippayattu. Mr. Shiva spoke about the origins of Kalaripayattu, highlighting its status as one of India's ancient martial arts, originating from Travancore, Kanyakumari, on the outskirts of Kerala. Dating back over 3,000 years, it is the oldest martial art embodying physical prowess, mental agility, and spiritual enlightenment. Recognized by the Government of India, it represents India's rich cultural and historical heritage. Three children from the academy initiated the program with the Vandana, a spiritual routine of the practitioners to offer prayers and show gratitude to all forms of gods. Students watched in awe as expert trainers demonstrated complex moves and techniques. This workshop was a highlight, offering students a hands-on experience.





There was also a demonstration given by the academy members on how to protect oneself when attacked. Under the guidance of skilled instructors, participants learned basic self-defence manoeuvres and the importance of discipline and focus in martial arts.

During the afternoon, the students engaged themselves with experts through various activities. The trainers demonstrated techniques for defending against small stick and knife attacks, showcasing their skills in martial arts tactics and weapon use.

Throughout the event, the engaging activities allowed the students to interact with experts, while informational booths on social media provided resources on martial arts training.

The event concluded with a reflection session, during which participants and organizers shared their positive experiences. The students in 8th grade were given three key points on how to defend themselves against an attacker:

1. Be brave and look into the attacker's eyes.
2. Move away from the attacker by changing direction.
3. Initiate physical contact with the attacker through arm movements to divert their attacking power.

The feedback was overwhelmingly positive. Students expressed newfound interest in martial arts and noted the event's educational value, while the Nitya Chaitanya Martial Arts Academy commended the school for its excellent organization and student participation.

Overall, the martial arts event at DPS Miyapur was a resounding success, leaving a lasting impact on students. Such events are crucial in providing holistic education and promoting cultural and physical development among young learners.



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### *CBSE Expression Series*

The 1st Expression Series for the academic session 2024-25 was organized on the theme NEP 2020 – A Vision for Developed India. The students expressed their ideas on the following topics as a poem/essay/paragraph or a painting. The event aimed to foster creativity and critical thinking. The young participants showcased a vibrant display of creativity and thoughtfulness, deeply engaging with the themes. Their work reflected a rich blend of imagination and insight, highlighting the importance of experiential learning and play in education. The event was a testament to the students' abilities to think critically and express themselves creatively, fulfilling the primary aim of the CBSE Expression Series. The selected entries were uploaded on the CBSE Expression Series app and each participant received a participation certificate.

Class Category	Medium	Topic
Primary (Class 3 to 5)	Paragraph (150 words) / Painting	<ul style="list-style-type: none"><li>• My experience at Mela/Haat in my village/town /city.</li><li>• I learn things when I play.</li></ul>
Middle (Class 6 to 8)	Essay (400 words) / Painting/ Poem	<ul style="list-style-type: none"><li>• My view to make exams stress-free</li><li>• 2 lessons I learnt in my class that helped me in my daily life.</li></ul>
Secondary (Class 9 to 10)	Essay (700 words) / Painting / Poem	<ul style="list-style-type: none"><li>• A nation can develop only if all are educated.</li><li>• To save environment, my suggestions are...</li></ul>
Senior Secondary (Class 11 to 12)	Essay (1000 words) / Painting / Poem	<ul style="list-style-type: none"><li>• Culture as the unifying force for the modern world.</li><li>• Holistic Education for me means...</li></ul>



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### 1ST CBSE EXPRESSION SERIES

**केन्द्रीय माध्यमिक शिक्षा बोर्ड**  
CENTRAL BOARD OF SECONDARY EDUCATION  
(An Autonomous Organisation Under the Ministry of Education, Govt. of India)

**ANNEXURE - I**  
CBSE Expression Series Submission Form

Fill all details. All fields are mandatory.

Name of the Participant: Sai Deekshat Mohan Class: 8 Gender: M/F  
Differently Abled: Yes/No (tick one)

Name of the School with complete address: Survey (no): 816/1, Bourampet village, Dandigal Mandal, Medchal - Malkajgiri Dist Hyderabad - 500043

Name of City/Village: Hyderabad State: Telangana  
Contact Number of participant/parent (whichever is applicable): 9154073338 Contact No. of School: 7331100202/103  
Email address of participant (whichever is applicable): Saideekshamohan@gmail.com

Write Here:  
The two lessons that I learnt so far:-

In school, I learned two lessons so far, they helped me in life, all the time. One was to never be afraid to ask, to seek help, when I'm in a task. The other was to always be kind to others, and to be on their mind. And when I'm kind, I feel so bright, I light up the world, with my light. Moreover, my school has taught me. The guide to life, the Bhagavad Gita. My school has helped me. Motivated me to think positive, Motivated me to be a good person, Motivated me to always explore. These two lessons, I hold dear. They help me navigate through the year.

**केन्द्रीय माध्यमिक शिक्षा बोर्ड**  
CENTRAL BOARD OF SECONDARY EDUCATION  
(An Autonomous Organisation Under the Ministry of Education, Govt. of India)

**ANNEXURE - I**  
CBSE Expression Series Submission Form

Fill all details. All fields are mandatory.

Name of the Participant: Tanaya Sumanpudy Class: VI Gender: M/F  
Differently Abled: Yes/No (tick one)

Name of the School with complete address: Delhi Public School, Miyapur - Bourampet Village, Medchal - Malkajgiri District

Name of City/Village: Hyderabad State: Telangana  
Contact Number of participant/parent (whichever is applicable): 8106972709 Contact No. of School: 7331100202  
Email address of participant (whichever is applicable): tanaya0008@gmail.com

Write Here:  
THE HARMONY OF CULTURES

In the sounds of the vast traditional sea  
Silently rose the wave of a shared release  
bringing together all the people  
of a newly emerging renaissance.

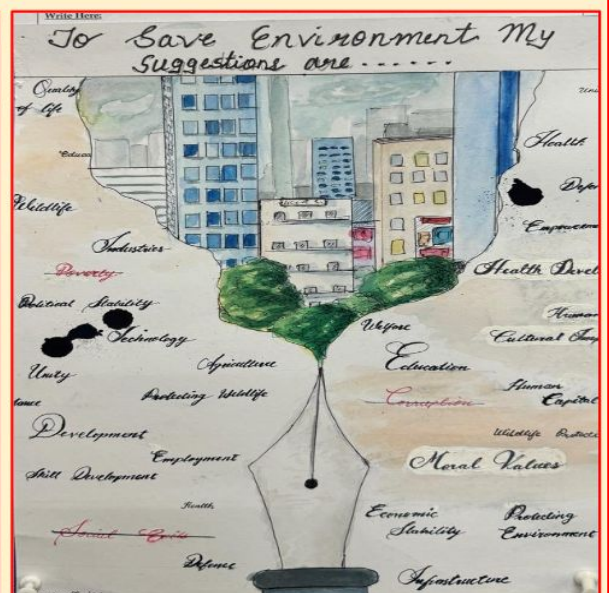
Language sings in various tones  
yet in its core, echoes  
every story, song, art and dance  
embracing the tale of every culture.

From the ancient hills to urban trails  
traditions weave through dusk and dawn  
a curtain of traditions, finely spun  
threads of history all as one.

Culture lives where nations unite  
in every temple, church, mosque and synagogue  
a binding force, both old and young  
exists in every shade, every hue.

So let us cherish, let us blend  
let us blur boundaries and break walls  
we came from diverse roots, yet transcend  
in cultures' light, our hearts unite.

### 1ST CBSE EXPRESSION SERIES







## **INTER HOUSE COMPETITION**

### **VEGIES EXPRESSION - UKG**

Children are naturally creative. Our job is to give them the freedom, material and space to let their creativity blossom. Sensory play is an integral part of children's learning journey. Vegetable printing is one of the activities that promote sensory play which plays a crucial role in a child's learning process.

The IHC - Veggies Expression event, which took place on 09.07.2024 in the students' individual classrooms, was thoroughly enjoyed by the students. They had been preparing for this competition by practicing in their craft and painting books a week prior. The young students from UKG showed great enthusiasm and actively participated by getting Vegetable cut-outs (Lady Finger, Carrot, Onion, Capsicum, Cauliflower, Potato etc.) for this activity.

The teachers carefully instructed the students on the process of vegetable printing. The students imprinted various vegetables on the given scenery sheet. They demonstrated their creativity by using a variety of colors in their vegetable prints, showcasing that each child possesses artistic abilities.



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Serial No.	Name of the student	Class/ Sec	Position	House
1	Nagamandala Sahasra	UKG A	I	Agni
2	Aadya Koganti	UKG A	II	Jal
3	Atiksh Maheshwari	UKG A	III	Prithvi
4	Gopireddy Gopika Yashashvi Reddy	UKG B	I	Jal
5	Bhavigna Reddy Golamari	UKG B	II	Jal
6	Pothamsetty Venkata Sai Thanvika	UKG B	III	Aakash
7	Dappu Ayaan	UKG C	I	Jal
8	Atyutha Karunya	UKG C	II	Aakash
9	Shrihan Rai	UKG C	III	Agni
10	Chiliveru Bruhati Reddy	UKG D	I	Jal
11	Yadavalli Vishnu Karthikeya	UKG D	II	Jal
12	Agastyaa	UKG D	III	Aakash





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### IHC - VEGGIES EXPRESS - UKG-A







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## **INTER HOUSE COMPETITION**

### **SHAPE TO SHAPES - GRADE I**

**"The beautiful thing about learning is that no one can take it from you. "**  
**B.B.King**

**Date:** 19.07.2024 (Friday)

**Conducted by:** Agni House

#### **Introduction:**

The Grade 1 competition focused on creativity and geometry. Its purpose was to encourage young students to explore their imagination and artistic skills. The challenge was to create scenery or toys using various cut-outs of shapes. This activity aimed to enhance their understanding of shapes, improve fine motor skills, and foster creativity.

**Competition Details:** The participants were given pre-cut shapes in various colors and sizes (ranging from 1 to 3 inches) including circles, squares, triangles, rectangles, and ovals. They had one hour to use these shapes to create their works of art. The students demonstrated their creativity by transforming simple shapes into imaginative scenery and toys. They showed an impressive understanding of geometry by combining different shapes to create complex designs. For example, they used triangles to form mountains and combined circles and rectangles to construct vehicles.

#### **Conclusion:**

The competition was a great success, providing an enjoyable and educational experience for the students. It was wonderful to see the enthusiasm and creativity of the young participants. The event was based on the principle of Sustainable Development Goal 4 (SDG4), which ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. The event not only highlighted the importance of understanding basic geometric shapes but also encouraged artistic expression.



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**Grade: 1A**

Sl no.	Name of the student	House	Position
1.	Challa Vihaanth	Prithvi	1 <sup>st</sup>
2.	Samanvi Alla	Agni	2 <sup>nd</sup>
3.	Manchina Karan Sai	Aakash	3 <sup>rd</sup>

**Grade: 1B**

Sl no.	Name of the student	House	Position
1.	Advit Kumar Singh	Prithvi	1 <sup>st</sup>
2.	Tirumani Bhuvan Sai	Jal	2 <sup>nd</sup>
3.	Prisha Singh Kushwaha	Aakash	3 <sup>rd</sup>

**Grade: 1C**

Sl no.	Name of the student	House	Position
1.	Achutha Jaya Sashika	Agni	1 <sup>st</sup>
2.	Balusu Nihira Chowdary	Jal	2 <sup>nd</sup>
3.	Kaja Dhruv	Jal	3 <sup>rd</sup>

**Grade: 1D**

Sl no.	Name of the student	House	Position
1.	Virat Phagre	Prithvi	1 <sup>st</sup>
2.	Gujja Viransh	Aakash	2 <sup>nd</sup>
3.	Batta Shanmukhi Samragini	Jal	3 <sup>rd</sup>

**Grade: 1F**

Sl no.	Name of the student	House	Position
1.	Saahas Akshagna Koppaka	Aakash	1 <sup>st</sup>
2.	Netik Das Gupta	Aakash	2 <sup>nd</sup>
3.	Eedupuganti Satya Parnika	Agni	3 <sup>rd</sup>





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**Grade: 1G**

Sl no.	Name of the student	House	Position
1.	Avishka Shrivastava	Aakash	1 <sup>st</sup>
2.	Avyan Agarwal	Prithvi	2 <sup>nd</sup>
3.	Boddu Saanvi	Jal	3 <sup>rd</sup>
3.	Oushnika Mukherjee	Aakash	3 <sup>rd</sup>

**Grade: 1H**

Sl no.	Name of the student	House	Position
1.	Gunturu Jahnvi Sai Sri Chowdary	Jal	1 <sup>st</sup>
2.	Sumith Vihan Tanuku	Aakash	2 <sup>nd</sup>
3.	Sahej Gautam	Agni	3 <sup>rd</sup>

**Grade: 1I**

Sl no.	Name of the student	House	Position
1.	Kanukuntla Nakul Kumar	Jal	1 <sup>st</sup>
2.	Johith Venkatesh	Prithvi	2 <sup>nd</sup>
3.	Thanvi Chilakalapudi	Prithvi	3 <sup>rd</sup>
4.	Ankit Rana	Prithvi	3 <sup>rd</sup>

**Grade: 1J**

Sl no.	Name of the student	House	Position
1.	Sapa Saanvi	Jal	1 <sup>st</sup>
2.	Sahithi Anuswara Buram	Prithvi	2 <sup>nd</sup>
3.	Parupudi Surya Ishan	Agni	3 <sup>rd</sup>



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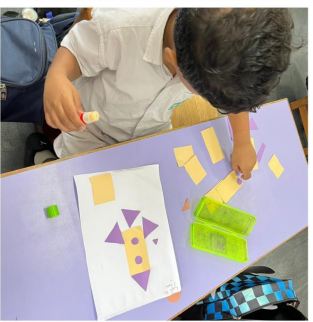
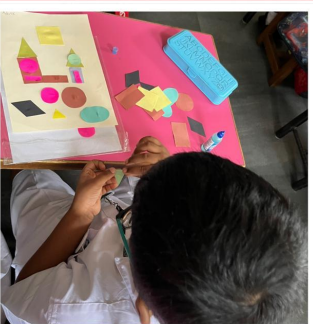
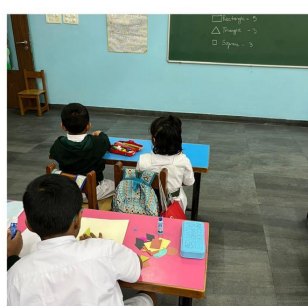
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## **INTER HOUSE COMPETITION**

### **FABLES FROM INDIA - STORY TELLING WITH STICK PUPPETS - GRADE III**

**“Storytelling is the interactive art of using words and actions to reveal the elements and images of the story while encouraging the listener’s imagination.”**

**Date:** 27.06.2024 (Friday)

**Conducted by:** Agni House

- In addition to the encouragement of expression, the school provides various platforms to the students to hone their skills, foster passion and confidence.
- The school focuses on the holistic development of the students and endeavors to involve students in different aspects of life outside the classroom so that they grow up as well-rounded personalities.
- An Inter House Story Telling Competition was conducted for the students of grade III on 27th June 2024 to enhance the confidence and speaking skills of the students. The students narrated the moral based stories.
- These young narrators used a variety of props made by them on 20<sup>th</sup> June 2024 in the name of Puppet Making Competition to make their stories interesting and expressive. Each story concluded with moral highlighting different values of life.
- Enacting various characters of the stories helped them to evolve their young minds with valuable morals and ignited their creative skills.





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Serial No.	Name of the student	Class/ Sec	Position	House
1	SHREEANSH ACHARYA	III A	I	AAKASH
2	VARNIKA AGRAWAL	III A	II	JAL
3	NIVANSHI MAHA LAKSHMI GAVINI	III A	III	PRITHVI
4	AHAN MUKHERJEE	III B	I	AAKASH
5	KAVIN R	III B	II	JAL
6	AADITY KUMAR	III B	III	PRITHVI
7	RIYAN	III C	I	AGNI
8	SHAHIRA SINGHA ROY	III C	II	PRITHVI
9	SRIYAN KRISHNA RAVINUTHALA	III C	III	JAL
10	SHANMUKH SAI SISTLA	III D	I	PRITHVI
11	SUHANI PATRO	III D	II	JAL
12	SHOBHIT PADHY	III D	III	JAL
13	VEDANT SHARMA	III E	I	AGNI
14	TANMAYI REDDY	III E	II	AGNI
15	SHAMBHAVI DEY	III E	III	JAL
16	VAVILLA SRIKARA ARJUN KARTHIKEYA	III F	I	JAL
17	AAROHI GUPTA	III F	II	JAL
18	SHREYANSH SINGH	III F	III	PRITHVI
19	RIDHARV PASWAN	III G	I	AAKASH
20	VOONNA HITHAGNYA	III G	II	AAKASH
21	PRITISH SHIT	III G	III	AGNI



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Serial No.	Name of the student	Class/ Sec	Position	House
22	VIDHI VISHAL PARMAR	III H	I	JAL
23	NAVYA CHAUHAN	III H	II	AGNI
24	YELLANTI HOTHRA CHOWDARY	III H	III	AAKASH
25	VIVAAN AGARWAL	III I	I	JAL
26	KORIPALLY CHARINITHA REDDY	III I	II	JAL
27	BHUVI SRI SARAYU GADEPALLI	III I	III	JAL
28	SAHAJA REDDY JAKKIREDDY	III J	I	JAL
29	BHUVI S BALE	III J	II	PRITHVI
30	NANDURI RITVIKA SAI	III J	III	PRITHVI







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## **INTER HOUSE COMPETITION**

### **MATHLETE- GRADE III**

*"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.*

*-Shakuntala Devi*

Mathematics is the music of reason. To ignite the music of reason, among the students of Grade 3, an Inter House Math Quiz Competition was organized within the school campus for the students of grade 3 on July 05, 2024. The first round of the competition was held in the respective classrooms under the guidance of their Mathematics teachers. The best participants from each section were selected for the second round, which happened on July 11, 2024. The adept students from the second round were selected for the final round, 8 students from each house.

The keenly-awaited final round of the Mathlete was a gripping competition held in Multipurpose Hall 2 on July 18, 2024. The event saw enthusiastic participation of the little competitors, which inspired the audience. The students had a good team spirit, wherein they gave tough time to make their team win. Judges had a challenging period finalizing the winners.

After careful consideration, the judges selected the winners. The event helped the students in identifying their potential and motivated them to learn and broaden their knowledge. The quiz magnified the inquisitiveness of the students thereby building confidence, mental prowess and learning at the same time.





Serial No.	Name of the student	Class/ Sec	Position	House
1	VARNIKA AGRAWAL	3A	I	JAL
2	VIDHI VISHAL PARMAR	3H	I	JAL
3	SRIYAN KRISHNA RAVINUTHALA	3C	I	JAL
4	SOHAAN RAJU CHILAKALAPUDI	3E	I	JAL
5	SHREEANSH ACHARYA	3A	II	AAKASH
6	JAYESH AJWANI	3D	II	AAKASH
7	RUDHI T	3E	II	AAKASH
8	AGRANI CHAVAN	3G	II	AAKASH
9	NIPUN JHA	3E	III	AGNI
10	KIAAN HEMANT SONGADWALA	3G	III	AGNI
11	NAVYA CHAUHAN	3H	III	AGNI
12	ATHARVA PATEL	3I	III	AGNI



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**INTER HOUSE COMPETITION**  
**POETRY RECITATION - GRADE IV**

**Date:** 5<sup>th</sup> जूलाई 2024 (first round)

18<sup>th</sup> जूलाई 2024 (second round)

**Topic:** हिंदी कविता गायन प्रतियोगिता ("वृक्ष भी बोलते हैं")

हिंदी भाषा के प्रचार-प्रसार व प्रगति के उद्देश्य को ध्यान में रखते हुए दिल्ली पब्लिक स्कूल मियापुर में 'हिंदी कविता गायन प्रतियोगिता' का आयोजन किया गया। इस प्रतियोगिता में सभी बच्चों ने बढ़-चढ़ कर हिस्सा लिया। इस कविता को दो राउंड में आयोजित किया गया। पहले राउंड में कक्षा के बच्चों ने व्यक्तिगत रूप से कविता का प्रदर्शन किया। प्रत्येक हाउस से दो-दो बच्चों का चयन किया गया। हाउस वाइज बच्चों को हिंदी शिक्षकों के द्वारा कविता सिखाई गयी जिसका विषय था "वृक्ष भी बोलते हैं"। चयनित बच्चों ने जजों तथा अन्य शिक्षक तथा कक्षा चार के बच्चों के सामने लयबद्ध और हाव भाव के द्वारा प्रतियोगिता को बहुत ही रोमांचकारी और अद्भुत तरीके से प्रस्तुत किया।

**Learning outcomes :**

- उपस्थित सभी बच्चों ने पेड़ पौधों के महत्व के बारे में समझा।
- आत्मविश्वास के साथ लयबद्ध तरीके से कविता बोलना सीखा।
- निर्णायकों के समक्ष पेड़ों की उपयोगिता को प्रस्तुत किया गया।
- समूह गायन कैसे एकता के साथ प्रदर्शित करते हैं यह बच्चों ने सीखा।



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The winners list of GRADE IV(HINDI) are as follows

S.No	Name of the student	CLASS /SEC	HOUSE	Position (I,II&III)
1	Shaik Diya	4 A	AGNI	I
2	Sri Ram Paruchuri	4 A	AGNI	I
3	Rishi Alaboina	4 B	AGNI	I
4	Yokshith Batchu	4 B	AGNI	I
5	Janamala Vailankanni Dhwanit	4 C	AGNI	I
6	Kaushal Kashyap Kakaraparthi	4 C	AGNI	I
7	Aarav P	4 D	AGNI	I
8	Aadrika Rajkumar	4 D	AGNI	I
9	Reet Gupta	4 E	AGNI	I
10	Sai Asrith Jabade	4 E	AGNI	I
11	Samara Maryam Shaik	4 F	AGNI	I
12	Karthikeya Reddy Pothireddy	4 F	AGNI	I
13	Kaivalya Nishant Shirbhate	4 G	AGNI	I
14	Toompati Hansuja	4 G	AGNI	I
15	Avni Jain	4 H	AGNI	I
16	Shreeya Chaudhary	4 H	AGNI	I
17	Janavi Tiwari	4 J	AGNI	I
18	Aaradhya Kapil Usgaonkar	4 J	AGNI	I
19	Mohit Kadarla	4 J	AGNI	I
20	Moshika Singh	4 J	AGNI	I
21	Srihan Mohanty	4 K	AGNI	I
22	Vihana Murabia	4 J	AGNI	I





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S.No	Name of the student	CLASS /SEC	HOUSE	Position (I,II&III)
1	Arohi Jha	4 A	JAL	II
2	Vshwa Dhriti Chalamasetti	4 A	JAL	II
3	Sathvik Santhosh Iyer	4 B	JAL	II
4	Sidhiksha Srinivas Jogini	4 B	JAL	II
5	Aashrith Reddy N	4 C	JAL	II
6	Nutalapati Likhith	4 C	JAL	II
7	Jeiya Sree Deetya Manthena	4 D	JAL	II
8	Avyaan	4 D	JAL	II
9	Abhigna Taduri	4 E	JAL	II
10	Bhupathi Venkata Abhiram Samudrala	4 E	JAL	II
11	Tanush Joshi	4 F	JAL	II
12	Shiva Aaradhya Kolla	4 F	JAL	II
13	Karthikha Gavli	4 G	JAL	II
14	Sai Atharv Kandula	4 G	JAL	II
15	Ayaan Bhagat	4 H	JAL	II
16	Advika Reddy Biradar	4 H	JAL	II
17	Riyansika Dey	4 I	JAL	II
18	Ayushman Pradhan	4 I	JAL	II
19	Muthyala Aneeshwar Reddy	4 I	JAL	II
20	Kotha Karthik	4 K	JAL	II
21	Amrutha Kommuri	4 K	JAL	II
22	Varun Karthik Reddy Kovvuri	4 J	JAL	II



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S.No	Name of the student	CLASS /SEC	HOUSE	Position (I,II&III)
1	Mayank Patra	4 A	AAKASH	III
2	Gullapudi Shashank	4 A	AAKASH	III
3	Medha D M	4 B	AAKASH	III
4	Harshagna Reddy Banswada	4 B	AAKASH	III
5	Mayank Lunawath	4 C	AAKASH	III
6	Mervin Phillip John	4 C	AAKASH	III
7	Sara Ahmed	4 C	AAKASH	III
8	Melvin Mathew John	4 D	AAKASH	III
9	Swojas Ashish Kanchalwar	4 D	AAKASH	III
10	Saanvika Saha	4 E	AAKASH	III
11	Arnav Reddy Dommata	4 E	AAKASH	III
12	Tanvi Mukiri	4 F	AAKASH	III
13	Jeevisha Sheoran	4 F	AAKASH	III
14	Narra Saanvi Sri	4 G	AAKASH	III
15	Sukuru Chaitanya	4 G	AAKASH	III
16	Trisha Priyadarshini	4 H	AAKASH	III
17	Maanvitha Damireddy	4 H	AAKASH	III
18	Samridhi Bhattacharya	4 I	AAKASH	III
19	Bhatia Maher	4 I	AAKASH	III
20	Paridhi Kumar	4 I	AAKASH	III
21	Neil Karthikeya Reddi	4 I	AAKASH	III
22	Jaashritha Satti	4 J	AAKASH	III
23	Aarav Singh	4 J	AAKASH	III
24	Aadhya Medavarapu	4 K	AAKASH	III
25	Jarugula Vedansh Chowdary	4 K	AAKASH	III





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### GROUP RECITATION(సామూహిక పఠనము)

డిల్లీ పబ్లిక్ పాఠశాలలోని నాలుగవ తరగతి విద్యార్థులకు IHC( ఇంటర్ హౌస్ కాంపిటీషన్ )లో భాగముగా సామూహిక కవితా పఠన పోటీలను నిర్వహించడం జరిగింది. సామూహిక పఠన పోటీలను రెండు భాగాలుగా(రౌండ్) నిర్వహించాము. అందులో మొదటగా విద్యార్థులు వారి సొంతముగా ఒక కవితను కాని పద్యమును కాని నేర్చుకొని పాడాలి. అందులో చక్కగా పాడినవారిని రెండవ రౌండ్ కు ఎన్నుకోవడం జరుగుతుంది. రెండవ రౌండ్ కు ఎన్నికైన విద్యార్థులకు వారి హౌస్ ల వారిగా ఉపాధ్యాయులు ఒక కవితతో వారిని పోటీకి సిద్ధము చేస్తారు.

**Day-1 Date: 5-07-24 (Thursday)**

- మొదటి రోజు విద్యార్థులు వారి సొంతముగా నేర్చుకున్న కవితను తరగతి గదిలో అందరి సమక్షములో పాడటం జరిగింది. విద్యార్థులందరిలో చక్కని హావభావాలతో, ఖచ్చితత్వముతో, వాక్పటిమతో, ఆత్మవిశ్వాసముతో, ఉచ్చారణ దోషాలు లేకుండా పాడిన వారిని విజేతలుగా నిర్ణయించడం జరిగింది.

**Day-2 Thursday(18-07-24)**

- మొదటి విభాగములో ఎన్నికైన విద్యార్థులను హౌస్ ల వారిగా ఉపాధ్యాయులు ఒక కవితతో వారిని పోటీకి సిద్ధము చేశారు. ఈ ఉపాధ్యాయులు వారి వారి కవితలతో విద్యార్థులను పోటీకి సిద్ధము చేశారు.
- రెండవ రౌండ్ ను ఫోరి ఏరియా వద్ద న్యాయ నిర్ణేతలుగా విచ్చేసిన శ్రీ ధనలక్ష్మి గారు మరియు శ్రీ శ్యామల గారి సమక్షములో ఈ పోటీలను నిర్వహించడం జరిగింది.
- తెలుగు భాషలో కవితా పఠన కార్యక్రమాల ద్వారా విద్యార్థులలో వ్యక్తిగత మరియు సామూహిక వికాసం పెరుగుతుంది. భాషలో అంతర్ముద్రనం పెరుగుతుంది మరియు వాచకులకు భావాలను వ్యక్తం చేయడంలో, సాహిత్యం పట్ల అభిరుచి పెంచుకోవడములో సహాయపడుతుంది.
- విద్యార్థులలో ఆలోచనా శక్తి, ఆత్మవిశ్వాసం, దోష రహిత ఉచ్చారణ, వాక్పటిమ, భావ వ్యక్తీకరణ, భాషాపరిజ్ఞానం మరియు సృజనాత్మకత వంటి నైపుణ్యాలు పెంపొందును.



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The winners list of GRADE IV( TELUGU) are as follows

S.No	Name of the student	CLASS /SEC	HOUSE	Position (I,II&III)
1	Rithvik Soham Reddy Mannam	4 A	JAL	I
2	Pranavi Kommu	4 C	JAL	I
3	Etagowni Lakshmi Vineeksha	4 D	JAL	I
4	Mallabathula Chakrit Ayaan	4 D	JAL	I
5	Tirumalaraju SriyanVarma	4 E	JAL	I
6	Annam Pranvi	4 F	JAL	I
7	Junius Mareddy	4 H	JAL	I
8	B S Parnika	4 I	JAL	I
9	Manasvi Ganta	4 J	JAL	I
10	Vihaan Kotthuru	4 K	JAL	I

S.No	Name of the student	CLASS/ SEC	HOUSE	Position (I,II&III)
1	Palivela Vaishnavi	4 B	PRITHVI	II
2	Saanvi Bommu	4 E	PRITHVI	II
3	Veekshitha Patil	4 F	PRITHVI	II
4	Samanvi Irrinki	4 G	PRITHVI	II
5	Javvaji Hema Prashvitha	4 G	PRITHVI	II
6	Kakileti Sri SaiSrilaasya	4 H	PRITHVI	II





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S.No	Name of the student	CLASS/ SEC	HOUSE	Position (I,II&III)
1	Adhvaith Vihaan Yanamandra	4 B	AAKASH	III
2	Himansh Kuntala	4 B	AAKASH	III
3	Rishanvi Dasari	4 D	AAKASH	III
4	Veeranki Poushya Sri	4 E	AAKASH	III
5	M Adithri Reddy	4 E	AAKASH	III
6	Godavari Sri Venkata Viraj	4 G	AAKASH	III
7	Sri Druthi Pendyala	4 K	AAKASH	III







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## **INTER HOUSE COMPETITION**

### **FIRELESS COOKING, LOCAL TO GLOBAL**

### **DOSA TO PIZZA- GRADE IV**

Indian cuisine is known for its rich flavours, diverse ingredients, and a wide array of regional specialties. Each region of India has its own unique and cooking techniques, influenced by geography, culture, and history. Indian cuisine has made a significant impact on the global culinary scene, gaining widespread popularity. This has inspired us to bring up a cooking competition in which our little master chefs need to give a twist to a local recipe and turn it into a global recipe

Every child prepared an array of delectable dishes, all without the use of fire, emphasizing safety and innovation. The competition was fierce, with participants demonstrating impressive techniques and unique recipes. From colourful salads to delicious desserts, the variety of dishes was truly remarkable. This competition was educational and enjoyable. Children had practical experience in preparing food, building confidence and self sufficiency, the importance of planning and time management. One could witness the sense of achievement in children and pride in creating something delicious and innovative. Finally it turned out to be a fun and interesting experience.



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S.No	Name of the student	CLASS /SEC	HOUSE	Position (I,II&III)
1	SAI VRITHIKA HANUMANTHU	4 A	AAKASH	I
2	JIANA KIRAN K	4 A	PRITHVI	II
3	MAYANK PATRA	4 A	AAKASH	III
4	AASHISH VARANASI	4 B	AAKASH	I
5	HARSHAGNA REDDY BANSWADA	4 B	AAKASH	II
6	SATHVIK SANTHOSH IYER	4 B	JAL	III
7	SARA AHMED	4 C	AAKASH	I
8	VRITI BAPNA	4 C	AAKASH	II
9	MAYANK LUNAWAT	4 C	AAKASH	III
10	KRISHIKA REDDY PALAGATI	4 D	AGNI	I
11	AARAV P	4 D	AGNI	II
12	MISHITA VENKATA SAI SRI KUCHAPATI	4 D	AGNI	III
13	HANIYAH RUMAAN PALAGIRI	4 E	PRITHVI	I
14	VEERANKI POUSHYA SRI	4 E	AAKASH	II
15	PRAJITH AKURATHI	4 E	PRITHVI	III
16	AKSHAYA NEELAM	4 F	AGNI	I
17	ISHAAN PILLAI	4 F	PRITHVI	II
18	ANANYA GURUDEV TIWARI	4 F	PRITHVI	III





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S.No	Name of the student	CLASS /SEC	HOUSE	Position (I,II&III)
19	KAVYA SRIVASTAVA	4 G	AAKASH	I
20	SAI ATHARV KANDULA	4 G	JAL	II
21	SAMRIDDHI UPADHYAY	4 G	JAL	III
22	AYAAN BHAGAT	4 H	JAL	I
23	MANVITHA DAMIREDDY	4 H	AAKASH	II
24	MOHITHA REDDY GUDDETI	4 H	AGNI	III
25	PARIDHI KUMAR	4 I	AAKASH	I
26	RIYANSIKA DEY	4 I	JAL	II
27	AYUSHMAN PRADHAN	4 I	JAL	III
28	VIDWAN YAGALLA	4 J	PRITHVI	I
29	DWITIPRIYA ROY	4 J	PRITHVI	II
30	JAASRITHA SATTI	4 J	AAKASH	III
31	BRISA PATRA	4 K	PRITHVI	I
32	AMRUTHA KOMMURI	4 K	JAL	II
33	SMARAN SUDDAVANDA	4 K	AAKASH	III



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## **INTER HOUSE COMPETITION**

### **AD-MAD WORLD- GRADE V & VI**

**"Green Innovation Unleashed: Students Shine in Eco-Advertising Extravaganza!"**

**Date: 03-07-2024**

**Conducted by: Aakash House**

#### **Description:**

The Inter-House competition held in our school on 3rd July 2024 showcased the creativity and ingenuity of our students in promoting sustainable living through advertising. This event not only fostered innovation but also emphasised the importance of eco-friendly practices, healthy eating habits, and organic products in our daily lives. The competition featured presentations from each student in the class, selling eco-friendly items, promoting homemade healthy recipes, and advertising organic oils.

#### **Students' performance -**

Students participated enthusiastically, bringing forth their ideas and talents in marketing and communication. Students highlighted a range of eco-friendly products, emphasising their benefits to both consumers and the environment. Products included reusable shopping bags, biodegradable packaging etc. The presentations focused on the reduction of plastic waste, conservation of natural resources, and the long-term sustainability of eco-friendly products. Participants demonstrated their culinary skills by presenting easy-to-make, nutritious recipes using organic ingredients. emphasis was placed on the health benefits of each ingredient.

Students explored the benefits of organic oils such as coconut oil, olive oil, and avocado oil. Presentations included creative advertisements showcasing the versatility and eco-friendly nature of organic oils.





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The judgement was done by the respective class teachers based on the creativity, clarity of message, relevance to the theme, and overall presentation skills. They also considered the effectiveness of the advertising techniques used to promote eco-friendly practices, healthy eating, and organic products.

This Inter-House competition was a resounding success, showcasing the talent and dedication of our students towards sustainable living and responsible consumer choices.

Serial No.	Name of the student	Class/Sec	Position	House
1	CHANAKYA DIRISALA	V A	I	PRITHVI
2	SRI ABHIGNYA KARI	V A	II	AGNI
3	NANDANA KANCHARLA	V A	III	AAKASH
4	SAI KRISHAV GANGUMALLA	V B	I	AGNI
5	DIVYASHA MAHARANA	V B	II	AAKASH
6	SWARNA RISHITA CHAMARTHI	V B	III	JAL
7	SAMRIDDHI SAHA	V C	I	AGNI
8	JAZLYN	V C	II	AAKASH
9	ANVI SINGH	V C	III	AAKASH
10	VATTIPALLI INDEEVARA DHYYAAN	V D	I	PRITHVI
11	BYSANI JAYA SAHASRA	V D	II	JAL
12	DAIWIK SHISHODIYA	V D	III	AGNI



Serial No.	Name of the student	Class/ Sec	Position	House
13	ANAICA ADHIKARY	V E	I	AAKASH
14	ARAVEETI SHREYAS	V E	II	JAL
15	SAHAN RUDRA BEERAM	V E	III	AAKASH
16	SHANMUKHA AMARNATH REDDY MANDEELA	V F	I	AGNI
17	SRI YODHA KATKAM	V F	II	PRITHVI
18	PRANITHA DIVI	V F	III	JAL
19	SHRESHTA KALVA	V G	I	AAKASH
20	AYAAN SAKSENA	V G	II	JAL
21	A CHARANI	V G	III	AGNI
22	AARYAN MURKURI	V H	I	AGNI
23	KOKKILIGADDA PRAKETH	V H	II	PRITHVI
24	SHOURYA KADIYALA	V H	III	JAL
25	NIDADAVOLU BAAVYESH VARMA	V I	I	PRITHVI
26	JASMITHA PADAMATI	V I	II	JAL
27	PALADUGU YASHIKA	V I	III	JAL
28	ANAICA ROY	V J	I	AAKASH
29	RISHIKA GANGULY	V J	II	JAL
30	AKUL GOLLAPALLI	V J	III	JAL
31	KARTHIKEYA DOMMALA	V K	I	JAL
32	TRARITI ADUSUMALLI	V K	II	JAL
33	RYKA KATYAL	V K	III	AAKASH





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Serial No.	Name of the student	Class/ Sec	Position	House
1	ISHANI ROY	VI A	I	AAKASH
2	THUMATI SRI MANASWINI	VI A	II	JAL
3	SRI AGASTYA ACHANTA	VI A	III	JAL
4	JAYA SHANMUKHI VELPURI	VI B	I	AAKASH
5	ACHINTTYA KOMAR SINGH	VI B	II	AAKASH
6	VIDHU SAI GOULAPU	VI B	III	AGNI
7	ABHINAV RAGHAVENDRA	VI C	I	PRITHVI
8	ADEEBA SIDDIQUI	VI C	II	JAL
9	ATHARVA AGARWAL	VI C	III	AAKASH
10	ARIHAAN SANJEETH REDDY	VI D	I	PRITHVI
11	HARSHAN A N	VI D	II	AAKASH
12	AVANI ANAND	VI D	III	PRITHVI
13	B SOMASKANDAN	VI E	I	JAL
14	MIRIYAPPALLI SAI SATHWIK	VI E	II	AGNI
15	TUSHYA HANSAWAT	VI E	III	JAL
16	SAKSHAM SOOD	VI F	I	AGNI
17	ANWITHA NATH SANAKKAYALA	VI F	II	AGNI
18	GADAMSETTY SAMANVI	VI F	III	AGNI



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Serial No.	Name of the student	Class/ Sec	Position	House
19	AAROHI CHAUHAN	VI G	I	AGNI
20	PENDLI SHIVAANSH REDDY	VI G	II	PRITHVI
21	DIBYANSHU PRADHAN	VI G	III	AGNI
22	RANVEER GARG	VI H	I	PRITHVI
23	WINONA REESE PEDDITY	VI H	II	AAKASH
24	SINGITAM LALITH KRISHNA	VI H	III	AGNI
25	VISHNU NARAHARI	VI I	I	AAKASH
26	MEHWISH FATIMA	VI I	II	AAKASH
27	NAGA JAYANI MADDUKURI	VI I	III	AGNI
28	ADYA PATEL	VI J	I	JAL
29	ANANY SINGH	VI J	II	AAKASH
30	VIVEK NAYAK	VI J	III	JAL
31	PRITISH PRAMANICK	VI K	I	AGNI
32	CHINMAYEE AADHYA VARMA	VI K	II	JAL
33	SAILIVADA SAI RIKHIL SHERAN	VI K	III	AAKASH





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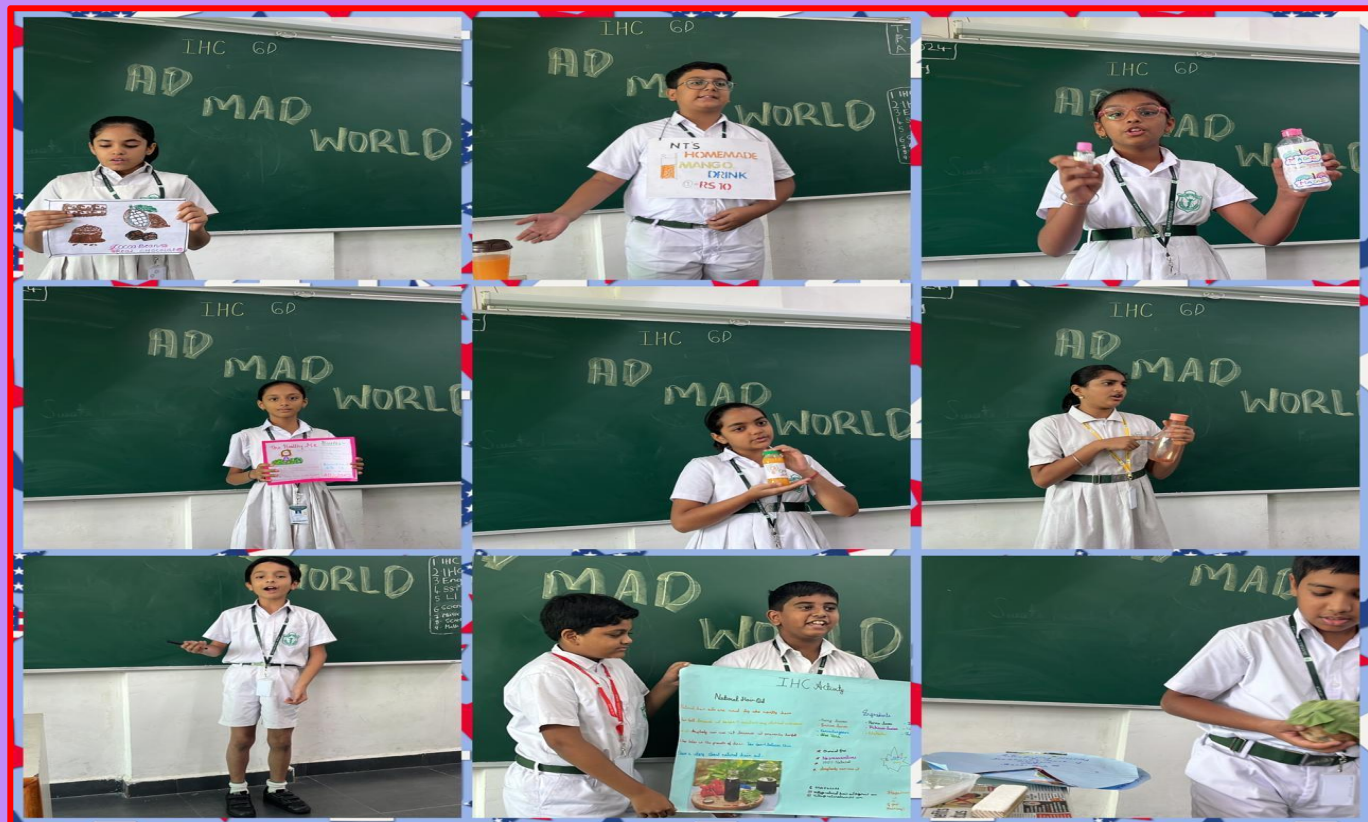
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**INTER HOUSE COMPETITION**  
**MANGO FIESTA- GRADE VII & VIII****'Life is just better with a slice of MANGO'**

The cloudy Friday morning of 28<sup>th</sup> June, 2024 were brightened by a fun filled Inter House Competition for grade 8 called 'Mango Fiesta'. The children were asked to make different recipes using mango. They were also asked to prepare a chart of its nutritional value. The excited children came with all types of mangoes to make delicious delicacies. Few of them used raw mangoes to make spicy dishes while others used ripe mangoes to make deserts, smoothies and juices. Many of them also talked about the health benefits of the dishes they had made. The interesting and soul filling recipes of the children made it a fierce competition among students.

Serial No.	Name of the student	Class/ Sec	Position	House
1	ABHIRAM ESURAJU	VIII A	I	AGNI
2	GADDE SUCHET	VIII A	II	AAKASH
3	KALVOKOTA AKSHITH	VIII A	III	AGNI
4	SHREEYA SHARMA	VIII B	I	AAKASH
5	MEGHASYAM GOPISETTY	VIII B	II	AAKASH
6	T. TANISH	VIII B	III	AGNI



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Serial No.	Name of the student	Class/ Sec	Position	House
7	VUNDAVALLI GNATHRIKA	VIII C	I	JAL
8	NAISHA ALAHARI	VIII C	II	JAL
9	ABHINAV RAM KANDULA	VIII C	III	JAL
10	MISHITA CHANNA	VIII D	I	AGNI
11	ADITYA R.N.	VIII D	II	AGNI
12	S.K. VEDA PRIYA KESIRAJu	VIII D	III	PRITHVI
13	JALADI YASASWINI	VIII E	I	JAL
14	DINESH REDDY	VIII E	II	AGNI
15	AISHIKA MUKHERJEE	VIII E	III	PRITHVI
16	CHADANALA THARINI	VIII F	I	AAKASH
17	VUNNAM KARTHIKA	VIII F	II	JAL
18	AAYUSHMAAN ROY	VIII F	III	JAL
19	ANSHIKA BANDARI	VIII G	I	AGNI
20	ANUSHKA BHARTIA	VIII G	II	PRITHVI
21	ARNAV VINOD PAAGE	VIII G	III	JAL
22	DAAMERA AKSHIT	VIII H	I	PRITHVI
23	AARAV SATISH SAWRA	VIII H	II	AGNI
24	CHARITA PILLALAMARRI	VIII H	III	PRITHVI





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Serial No.	Name of the student	Class/ Sec	Position	House
1	JIVAJ GOYAL	VIII I	I	JAL
2	ATHARVA BISHT	VIII I	II	PRITHVI
3	B R ADITI	VIII I	III	PRITHVI
4	ADHYA MANGAL	VIII J	I	AGNI
5	NANDHITHA DIRISALA	VIII J	II	AGNI
6	K HARSHINI REDDY	VIII J	III	AGNI

**GRADE 7**

Serial No.	Name of the student	Class/ Sec	Position	House
1	LANKA VENKATA SRI VIRAJITA	VII A	I	PRITHVI
2	TANVEE SANANDA BODDU	VII A	II	AAKASH
3	DHRUV KALA	VII A	III	AAKASH
4	IRA HIRWANI	VII B	I	AGNI
5	ISHAAN BEHERA	VII B	II	AGNI
6	TARINI SAI SAHASRA	VII B	III	AAKASH
7	KAVITAPU NEEHASHRI MIHIRA	VII C	I	PRITHVI
8	AVANTIKA SAI	VII C	II	AAKASH



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Serial No.	Name of the student	Class/ Sec	Position	House
9	AKSHIT CHAND	VII C	III	JAL
10	P.A.EESHA SENOLEE DEHANSA	VII D	I	PRITHVI
11	YETUKURI ROHAN TEJ	VII D	II	AAKASH
12	PAWAN KOTAKALA	VII D	III	AGNI
13	CHILLARA SREE LAASYA PRIYA	VII E	I	JAL
14	AARAV CHAUDHARY	VII E	II	AGNI
15	HRIDYA	VII E	III	AGNI
16	VAISHNAVI POLIREDDY	VII F	I	JAL
17	SNIGDHA KANURI	VII F	II	AAKASH
18	SUBHANGI BHATTACHARJEE	VII F	III	JAL
19	ARMAAN KUMAR JHA	VII G	I	AAKASH
20	NIHARIKA DONEPUDI	VII G	II	JAL
21	SONAKSHI DHANUKA	VII G	III	AGNI
22	ATHARVA PRATAP JITHUKA	VII H	I	JAL
23	VARSHITA REDDY MOOLA	VII H	II	JAL
24	YASHVITHA MEDIKONDA	VII H	III	AGNI





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Serial No.	Name of the student	Class/ Sec	Position	House
25	S.AKSHARASREE	VII I	I	AAKASH
26	VEDANT A AGARWAL	VII I	II	AGNI
27	YUBASHANA NARAYAN	VII I	III	PRITHVI
28	RACHITA YAGALLA	VII J	I	AAKASH
29	PICHIKALA BODHITA SREE	VII J	II	AGNI
30	SARTHAK PANDEY	VII J	III	AGNI

*"Be as soft as a  
mango on the  
exterior and as  
strong as a seed  
on the inside".*







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### INTERHOUSE COMPETITION ADROIT POET GRADE VII & VIII

**"Poetry is when an emotion has found its thought and the thought has found words "**

**-Robert Frost**

To kindle poetic flair among the DPSites, an Inter House Poem Recitation Competition was organized within the school campus for the students of grades 7 and 8 on July 10, 2024. The first round of the competition was held in the respective classrooms under the supervision of the English teachers. The participants recited their chosen poems with great passion and expression. The best three participants from each section were selected for the final round. The much-awaited final round of the poetry recitation was a nail-biting competition held in Multipurpose Hall 2 for Grade 8 and Multipurpose Hall 3 for Grade 7 on July 12, 2024. The event saw enthusiastic participation from poetry lovers, who showcased their impressive recitation skills. The confidence, stage presence, voice modulation, and diction presented by the contestants was outstanding. Judges had a hard time finalizing the winners. After careful consideration, the judges selected the winners. The poetry recitation competition was a resounding success, showcasing the talent and love for poetry among the participants. The event concluded with a sense of accomplishment and appreciation for the art of poetry recitation.



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Serial No.	Name of the student	Class/ Sec	Position	House
1	ALLAMRAJU ANAND HARSHA	VII B	I	AAKASH
2	CH BHUVANAKRUTHI	VII F	II	AGNI
3	ARANYA VAISHNAV	VII J	III	JAL
4	SAANVI TANTIA	VIII D	I	AGNI
5	MISHITA CHANNA	VIII D	II	AGNI
6	UDUMULA NIVEDITHA SRI REDDY	VIII B	III	JAL







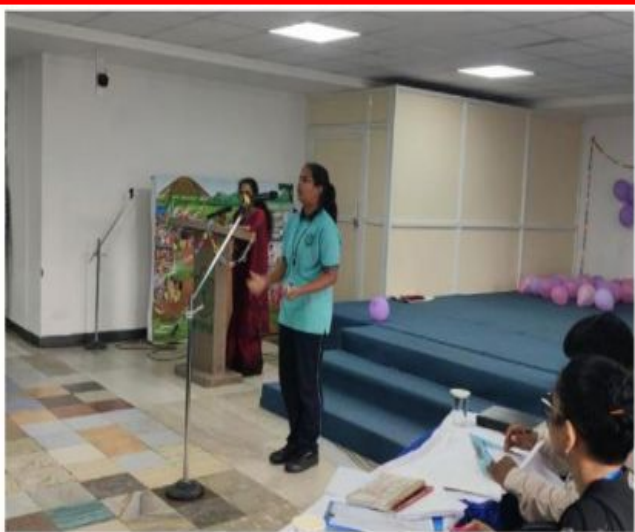
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## **INTERHOUSE COMPETITION POSTER BLITZ GRADE XI - XII**

*"Just as iron sharpens iron, healthy competition sharpens minds and refines skills in the crucible of learning."*

At DPS Miyapur, Inter-House Competitions are regularly conducted to enable the students to showcase their hidden talents and hone their 21st-century skills. An inter-house competition, on the theme - 'Quality Education (SDG 4)' was held on 24<sup>th</sup> June 2024 (First Round) and 1<sup>st</sup> July 2024 (Second Round) for the students of Grades 9-12. It was organized by Jal House, in a bid to inspire and encourage young minds to engage students from grades 9 to 12 to collaborate and analyze the root problems (lack of skill-based education, education not meeting the demand of the job market, non-technical education, lack of Indianism in education, etc.) and provide research-based solutions to achieving the goal of quality education.

Students from grades 9 to 12 enthusiastically participated in the competition. The participants were divided house-wise (3 maximum members in a team) to ensure fair competition and appropriate evaluation criteria. Each participant brought their unique perspectives and artistic talents to depict their interpretations of educational policies specifically connected to SDG goal 4.

The competition took place in the respective classes, with participants given a designated time to present their posters using a variety of artistic materials- charts, models, infographic posters, and PPT slides. The themes ranged from inclusivity in education, technology integration, curriculum reform, and teacher training, to global educational standards. The atmosphere was filled with creativity and concentration as students translated their thoughts into visual representations.



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After careful deliberation, one group was shortlisted from each section. The final day of the competition on 1st July commenced with the Multi-purpose hall crowded with grades 9 to 12. The students witnessed a lengthy array of poster presentations which posed many insightful questions. Some questions made even the teachers think and rethink the effects and consequences of the new education policies on the generations to come. It was a worthy initiative taken to bolster the novel thinking of young learners in the field of sustainable education. This event served as a testament to DPS Miyapur's commitment to nurturing holistic development and critical thinking among its students. Moving forward, similar initiatives will continue to inspire and empower students to make positive contributions to society through art and education.

Serial No.	Name of the student	Class/ Sec	Position	House
1	Bathina Yuktha	IX A	I	PRITHVI
2	Prerana Kulkarni	IX A	I	PRITHVI
3	Nidhi Rajakumara	X F	II	AAKASH
4	Naaga Vaishvik Chennuri	X F	II	AAKASH
5	Gudapati Pranav Sai	X B	III	JAL
6	Sri Kruthi Mahidhara	XB	III	JAL
7	Anurag Ganpathi	XII	I	PRITHVI
8	Manasvi Priya Reddy	XII	I	PRITHVI
9	V. Mohnish Reddy	XII	I	PRITHVI
10	M. Keerthi Srikiran	XII	I	PRITHVI





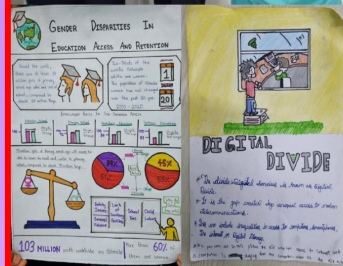
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**INTERHOUSE COMPETITION**  
**NANO NEXUS GRADE XI - XII**

As a part of SDG 4, the students of grades IX-XII of DPS Miyapur, participated in an Inter House Group Competition 'Nano Nexus- Designing Learning Kit'. The competition provided the participants an opportunity to demonstrate their talent by making innovative learning kits for a subject of their choice, for any grade.

This Competition was conducted in two Rounds. At the very onset of the Preliminary Round held on 15th July, 2024, the class was divided into four groups based on their Houses. Students worked collaboratively to select a subject and develop comprehensive learning kits during their IHC periods. The respective Class Teachers made the final judgement for the Preliminary round by selecting the best and outstanding kit of their class. The House that was selected made it to the Final round.

The Final round was held in the School Multi-Purpose Hall on 22th July, 2024. The End user (children of that particular grade for which the kit is being prepared) and the Judges decided the winners of the Final round.

The parameters for Judgement were:

- ❖ Effectiveness of the kit
- ❖ Eco-friendly resources
- ❖ Durability of the kit
- ❖ Suitability of the kit for the respective grade
- ❖ Overall presentation





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The students participated in this Competition with great enthusiasm and teamwork. The Learning Kits designed by the students integrated various subjects beyond traditional Math and Science, incorporating kits focused on Languages, Geography, and even Entrepreneurship.

The students demonstrated exceptional presentation skills, showcasing their understanding and creativity across diverse disciplines. Their enthusiasm was palpable throughout the competition, reflecting a deep engagement with the integrated curriculum and the collaborative spirit fostered by working in teams.







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### Nano Nexus Winners - SCIENCE

Serial No.	Name of the student	Class/ Sec	Position	House
1	HRIDYA	XI A	I	JAL
2	RITIKA TUNGATURI	XI A	I	JAL
3	SAI CHARITH UDAY PALLAVAJULU	XI A	I	JAL
4	ANUSHKA SINGH	XI A	I	JAL
5	VISHNU .S VARIER	XI A	I	JAL
6	SAIPRASANNA BADABHAGNI	XI A	I	JAL
7	AKANKSHYA PATEL	XI A	I	JAL
8	SANJAY GUNUPUDI	XI A	I	JAL
9	VAISHNOSHREE TALARI	XI A	I	JAL
10	SHRIKA REDDY KANAPURAM	IX G	II	AAKASH
11	C CHINMAYI ROOPA	IX G	II	AAKASH
12	DONAKONDA KRUTHIK REDDY	IX G	II	AAKASH
13	GAJAVELLI SUPRATIK ABHIGNAN	IX G	II	AAKASH



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Serial No.	Name of the student	Class/ Sec	Position	House
14	HARI SHANKAR REDDY PITCHAPATI	IX G	II	AAKASH
15	KEERTHAN KADIYALA	IX G	II	AAKASH
16	PRARTHANA DEV	IX G	II	AAKASH
17	YOHANNA JAIN	IX G	II	AAKASH
18	SAANVI RAVVA	IX G	II	AAKASH
19	BASANI C RONIT REDDY	IX A	III	AAKASH
20	HARSHIKA KUNAPAREDDY	IX A	III	AAKASH
21	LAKSHMI LASYA PRIYA REDDY MANNAM	IX A	III	AAKASH
22	M BADRI NARAYANAN	IX A	III	AAKASH
23	PARIMI ROHITH SRI SATYA VEER	IX A	III	AAKASH
24	RIGVED SIVARAMA KRISHNAN	IX A	III	AAKASH
25	SANGATI LAXMI MAYANK REDDY	IX A	III	AAKASH
26	VANGARA LAKSHMI SAHASRA	IX A	III	AAKASH



**Nano Nexus Winners - MATH**

Serial No.	Name of the student	Class/ Sec	Position	House
1	ADURI KAUSTHUBHA SHOBHIT	X C	I	JAL
2	ASHREEFA MUSKAAN SHAIK	X C	I	JAL
3	B S NITHYASHREE	X C	I	JAL
4	BONGUNOORI SHLOKA REDDY	X C	I	JAL
5	HEMCHAND KOTA	X C	I	JAL
6	JOSHITHA RUTTALA	X C	I	JAL
7	PARINITHA SHARMA ABBURI	X C	I	JAL
8	SHREYANSH SINGH	X C	I	JAL
9	AADRIT SARKAR	IX C	II	PRITHVI
10	ANURAG CHAKRAVARTY	IX C	II	PRITHVI
11	SAUMYAA DAS GUPTA	IX C	II	PRITHVI
12	CHERALA ABHINAV	IX C	II	PRITHVI
13	SANSKRUTI JINDAL	IX C	II	PRITHVI



Serial No.	Name of the student	Class/ Sec	Position	House
14	VAIDHIKYA KASOJJALA	IX C	II	PRITHVI
15	URVEESH SURAPU REDDY	IX C	II	PRITHVI
16	ALISHA PATI	IX E	III	PRITHVI
17	YATHARTH RATNAM	IX E	III	PRITHVI
18	NAKKA SRI VENKATA BALA JANANYA	IX E	III	PRITHVI
19	NIKHIL KAALUR	IX E	III	PRITHVI
20	P LIKHITH REDDY	IX E	III	PRITHVI
21	RACHEPALLI DEVANSH	IX E	III	PRITHVI
22	RITVIK BOMPADA	IX E	III	PRITHVI
23	SHITIZ SAHU	IX E	III	PRITHVI

*There are two educations. One should teach us how to make a living and the other how to live."*

*-John Adams*





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## Nano Nexus Winners - SOCIAL

Serial No.	Name of the student	Class/ Sec	Position	House
1	BHAAVYA GARG	X A	I	AGNI
2	GUMPARTHI VENKATA NAVYA SREE	X A	I	AGNI
3	JATHIN BABU BOYAPATI	X A	I	AGNI
4	T SRESHTA	X A	I	AGNI
5	KOLLI HARSHAVARDHAN REDDY	X A	I	AGNI
6	KOMMULA MAHESH	X A	I	AGNI
7	SAI VENKATA KOUSHIK YAMANI	X A	I	AGNI
8	ANIRUDH MANDALI	X B	I	PRITHVI
9	ARISSA NOOR SHEIKH	X B	I	PRITHVI
10	BANDLAMURI LASYA SREE	X B	I	PRITHVI
11	DHEEMANTH REDDY METTUPALLI	X B	I	PRITHVI
12	KAVURI SREE VAISHNAVI	X B	I	PRITHVI
13	SHRENIK GHOSH	X B	I	PRITHVI



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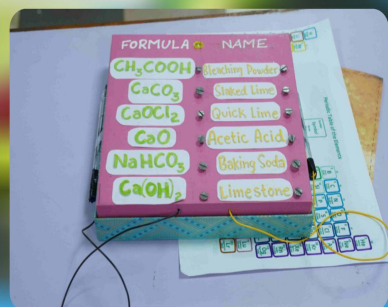
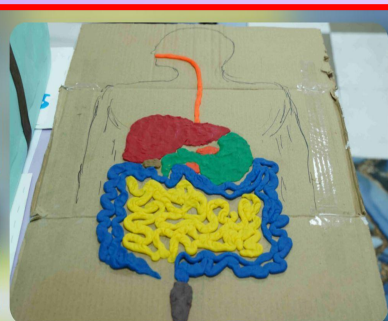
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Serial No.	Name of the student	Class/ Sec	Position	House
14	VAISHNAVI PADALA	X B	I	PRITHVI
15	VRISHIN GOLLA TELLA	X B	I	PRITHVI
16	KARTHIKEYA SATYARAM SANKU	X B	I	PRITHVI
17	MANAS SINGH	XI B	I	PRITHVI
18	SOHANA SIRI DODDI	XI B	I	PRITHVI
19	KRISHNA NIYATI	XI B	I	PRITHVI







## **PRE NURSERY**

### **BLUE AND YELLOW COLOUR DAY**

Blue is a primary color across all models of colour space. It is the colour of the ocean and the sky; it often symbolizes serenity, stability, inspiration, or wisdom. It can be a calming colour, and symbolize reliability. Yellow is the colour of happiness, cheerfulness, hope and the promise of a positive future. It also instills energy, open communication and sparks creative thoughts.

On this note, team Pre-Nursery celebrated a combination of blue and yellow colour day on 5<sup>th</sup> July 2024 in their respective classroom. All the parents of pre-nursery children have been invited for the celebrations. The day started with a wonderful shloka. Later on, blue colour and yellow colour objects were shown and explained by the class teacher followed by all the students. Next to that, all the parents along with their children were taken to the green area where they were encouraged to participate in parent and children's physical activities such as holding the ball and dropping them in the basket and ring through the child activity. Parents enjoyed the activities after which they moved to their classroom where they did a group activity. Paper crumpling on the pineapple and thumb print on the blue berries were the activities in which parents and children participated with enthusiasm and excitement. The day ended with thank you cards and feedback from parents. A few glimpses of the program are as follows.



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## **PRE NURSERY - RED COLOUR DAY**

“Red colour is significant in many cultures; it is associated with love in western culture as it symbolizes good fortune and joy in our country.”

Pre-Nursery children celebrated red colour day on 03.07.2024. All the parents of pre-nursery are invited for the colour day. Kids dressed up in RED. They brought red-colored objects. Parents came up with red colour activities, rhymes and made children repeat after them. Parents participated in palm tracing activity on red colour sheets and also ear bud activity on apple print. One of the parents demonstrated a fine motor skill activity in front of all the children and engaged them.

In addition to this, all the parents along with their children were taken to the green area where they were encouraged to participate in an activity of passing on the balloon by holding it with elbows. At the end, Thank You cards were given to the parents. Parents were requested to share their valuable feedback. All the parents have enjoyed all the activities by the end of the program.



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## *LKG - RED COLOUR DAY*

**“The colour of love and smiles illuminates the air with energy, vigour and exuberance.....”**

LKG classes celebrated 'Red colour Day' activity on 02.07.24 to introduce children into the mesmerizing realm of colors. The shades of red made our tiny tots feel bright, lively and cheerful. The tiny tots looked stunning in their red outfits.

Teachers have introduced the colour Red through story and rhyme. Children were excited to listen to the stories and brought objects that are associated with this colour and recited the red colour rhyme joyfully.

Some of the students spoke a few sentences on the red object they brought from home. Teachers discussed the theme in circle time and linked it to all subjects.

Parents also involved and encouraged their group of students to do individual activity such as palm print fish and group activity such as tearing and pasting in the kite. Every one had participated in an outdoor activity.

Parents are happy while seeing their kids following the instruction and how the classes have been organized. They also sang a rhyme and had fun with the kids.

At the end children gave Thank You cards to the parents.



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### LKG A







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### LKG B







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### UKG a - HOUSE ASSEMBLY

Assemblies in schools help the children promote good behaviour, learn new things, and showcase their abilities. It builds their confidence and communication. On July 3, 2024, the students of UKG-A from Aakash and Agni House presented the assembly on the topic "My Family". The assembly started with a greeting note and prayer. Children spoke about the different kinds of families and the value of family. They recited a beautiful rhyme with action. Assembly ended with a thank-you note."







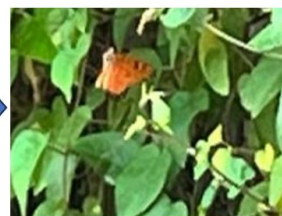
## UKG B - HOUSE ASSEMBLY

### TOPIC- Life Cycle of a Butterfly

Last month the students of UKG B were taken out on a nature walk in school campus. There in the midst of nature, apart from birds, tiny animals like calotes, squirrel and other insects they spotted all the stages of butterfly (Life cycle). That inspired the children to do the house assembly on the topic "Life Cycle of a butterfly".

On Tuesday, July 9, 2024 the students of UKG B performed in house assembly to showcase their talents and learning on their desired topic "Life cycle of butterfly". The assembly commenced with Mass PT where the invited parents for in-school program also aligned with the children. The parents appreciated the session. They all have given positive feedback.

In the assembly the students explained how eggs are hatched into larvae, the larvae grow by the process of molting. Then they enter the pupal stage. And finally beautiful butterflies emerge from pupae. They concluded the assembly with a beautiful rhyme.





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### UKG C - HOUSE ASSEMBLY

**“Speech is power: Speech is to persuade, to convert, to compel.” –  
Ralph Waldo Emerson**

#### **Topic: Yoga & fitness**

Assembly is very important for our young children. It can develop confidence in speaking and performing in front of the audience. They can learn how to articulate their lines clearly, use appropriate gestures, facial expressions and modulate their voice effectively. To enhance their skills, students of UKG C Aakash and Agni houses participated in the House assembly on 10<sup>th</sup> July 2024, Wednesday. The assembly commenced with greetings to teachers, chanting shloka, followed by theme of the day, word for the day and thought for the day. The assembly was on the topic of “Yoga and fitness”. Children had nicely spoken about the importance of yoga and fitness in our daily practices.

Finally, they concluded the assembly by showcasing a few beautiful yoga asanas and meditation. Then all the UKG children enjoyed some aerobics movements under the guidance of Ms. Somosukla ma’am.







## UKG D - HOUSE ASSEMBLY

### TOPIC-

### Signs

### and

### Symbols

UKG D hosted an assembly on "Signs and Symbols." The event aimed to educate students about the importance and meaning of various signs and symbols we encounter in daily life, emphasising their significance in communication and safety. The assembly commenced with a prayer followed by the pledge and the most recent news. Then students explained that signs and symbols are essential tools for conveying information quickly and effectively, often transcending language barriers. They demonstrated and explained the meaning of various traffic signs such as traffic signals, zebra crossing, parking, No-parking, U-turn, No U-turn and symbols such as McDonald's and DPS. They recited a beautiful rhyme on safety rules with action. The assembly concluded with a thank you note.







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## **UKG - PARENTAL INHOUSE PROGRAM**

*“Never let your sense of morals get in the way of doing what's right.”*

**Importance:** Parental involvement can be aptly described as the active and ongoing participation of a parent or primary caregiver in the education process of their child. At school, parents could contribute by volunteering in classrooms, attending parent-teacher meetings, and helping with organizing functions. Parental involvement and academic achievement are directly proportional to each other. Schools with enthusiastic parents involve, engage, and communicate with them which incorporates them in the learning process. This has a positive impact on the academic and overall achievement levels of the child.

DPS Miyapur conducted a parental in-house program in which Parents came up with some drawing and colouring activities, games, reading sessions, exercises, rhymes and stories, and arts and crafts with great motivation and enthusiasm. Attending the open house at school introduced them to the environment where their ward is going to be shown for the rest of the academic year. This will help to get acquainted with the curriculum and expectations for your child.

**Parent's feedback:** Parents were very happy to see their ward well-trained and disciplined in the class. They were happy to interact with the kids and glad to see them having breakfast independently and managing themselves very easily. Parents were grateful for the opportunity to connect with the children in the class and were thankful to the teachers for taking care of their kids with the utmost attention.



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### PARENTAL IN-SCHOOL PROGRAM – UKG-A



### UKG B







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### UKG B







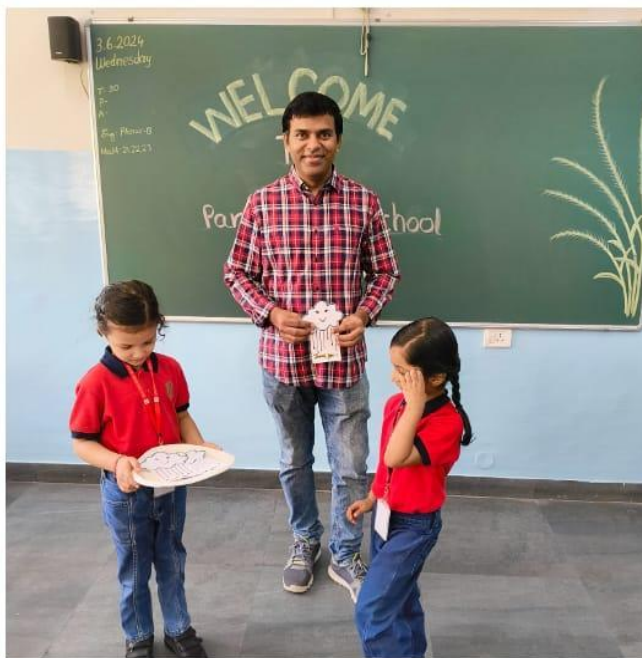
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## UKG - ENGLISH ACTIVITIES

### Topics :

- **Phonics (A to Z)**
- **Vowels and consonants**
- **CVC words (a, e family words)**
- **sight words**
- **Rhyming words**

**Phonics:** A core element of phonics for UKG is sound association, which encompasses: Single Letter Sounds: Understanding that every letter narrates to a separate sound. In phonics for UKG, letter recognition is the first step. It involves Visual Identification: Children learn to identify each letter of the alphabet visually. This includes distinguishing between uppercase and lowercase letters. Sound Correlation: Each letter is associated with its phonetic sound.

**Vowels and consonants:** Vowels are letters that represent speech sounds where air leaves the mouth without any blockage by the tongue, lips, or throat. The vowels in the alphabet are a, e, i, o, u, and sometimes y. All other letters in the English alphabet are consonants, which represent speech sounds where air is blocked somehow before leaving the mouth. Typically, vowels occur between two consonants to form a sound of speech in meaningful words.

**CVC words:** Consonant-Vowel-Consonant words, are fundamental in early literacy development. They consist of a consonant, followed by a vowel, and then another consonant. These words play a crucial role in helping young learners grasp the basics of reading and phonics. CVC words are an important part of learning to read and write.



They are made up of a consonants, vowels, and consonant sounds (such as 'cat', 'dog', and 'sun'). These words are used to help children learn the basic building blocks of reading and writing. As CVC words can be easily sounded out, children can begin to read and write simple sentences.

**Sight words:** These are high-frequency words that the children catch up with at a fast pace. These are the words that appear more frequently than others in reading and writing materials. Sight words occur so often that the kids are expected to recognise them quickly and easily. FOR EXAMPLE: is, on, in, of, it, my, me, by, that, go, do, no. High frequency: Sight words are some of the most frequently used words in English language.

### RHYMING WORDS- UKG-A







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### CVC WORDS –UKG-A



### UKG B Phonic sound of the letters A to Z







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**UKG B 'e' Family words**



**RECAP OF "e" FAMILY WORDS – UKG C**



**SIGHT WORDS- UKG C**







## **UKG - MATH ACTIVITIES**

### **Topics covered:**

1. **Numbers**
2. **Number names**
3. **Missing Numbers**
4. **Pre-Math concepts**
5. **Shapes**
6. **Comparison of numbers**

### **Numbers:**

A number is an arithmetic value used to represent quantity. Hence, a number is a mathematical concept used to count, measure, and label. Thus, numbers form the basis of mathematics. Numbers are used everywhere around us. Our birthdays have numbers that tell the day, month, and year we were born. Numbers are used to keep track of time. We use clocks that show us time. We plan our day and events according to time. Numbers are involved in buying and selling too. Numbers play an important role in our body too. We have 2 eyes, 2 ears, 1 nose, 2 hands, 2 legs, and an adult body has 206 bones.

### **Number names :**

Number words are the alphabetical form of numbers. As the name suggests, these are numbers written in words. For example:

:1 One, 2 Two, 15 Fifteen, 33 Thirty-three



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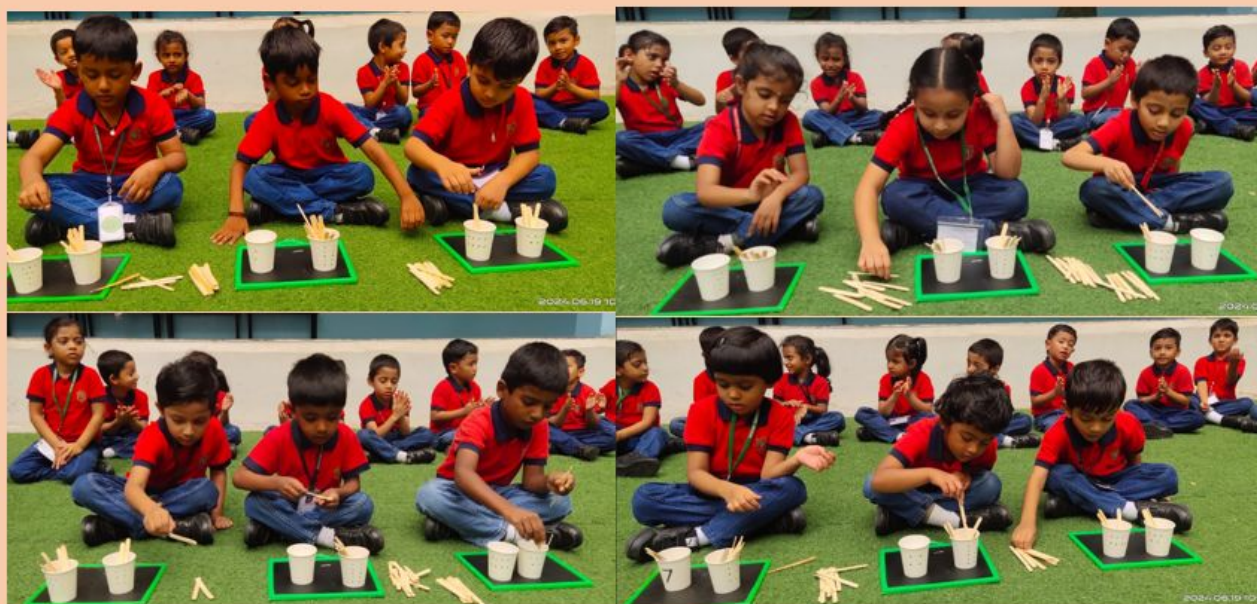
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**Pre-math Concept:** Pre-maths skills are math skills learned by preschoolers and kindergarten students, including learning to count numbers (usually from 1 to 10 but occasionally including 0), learning the proper sequencing of numbers, learning to determine which shapes are bigger or smaller, and learning to count objects on a screen or book. Pre-math skills are also tied into literacy skills to learn the correct pronunciations of numbers.

**Shapes:** In Mathematics, shapes define the outline or the boundary of an object. The shapes can be classified into different types based on their properties. In general, the shapes are closed by an outline or boundary, which is made up of points, lines and curves, and so on.

**Comparison of numbers:** Comparison of Numbers is the process that defines the similar properties between two numbers and identifies the number that is greater than, smaller than, or equal to another number. There are some basic signs or operators of comparison in Mathematics; they are greater than , less than , or equal sign .

### POPSICLE STICKS ACTIVITY- UKG-A







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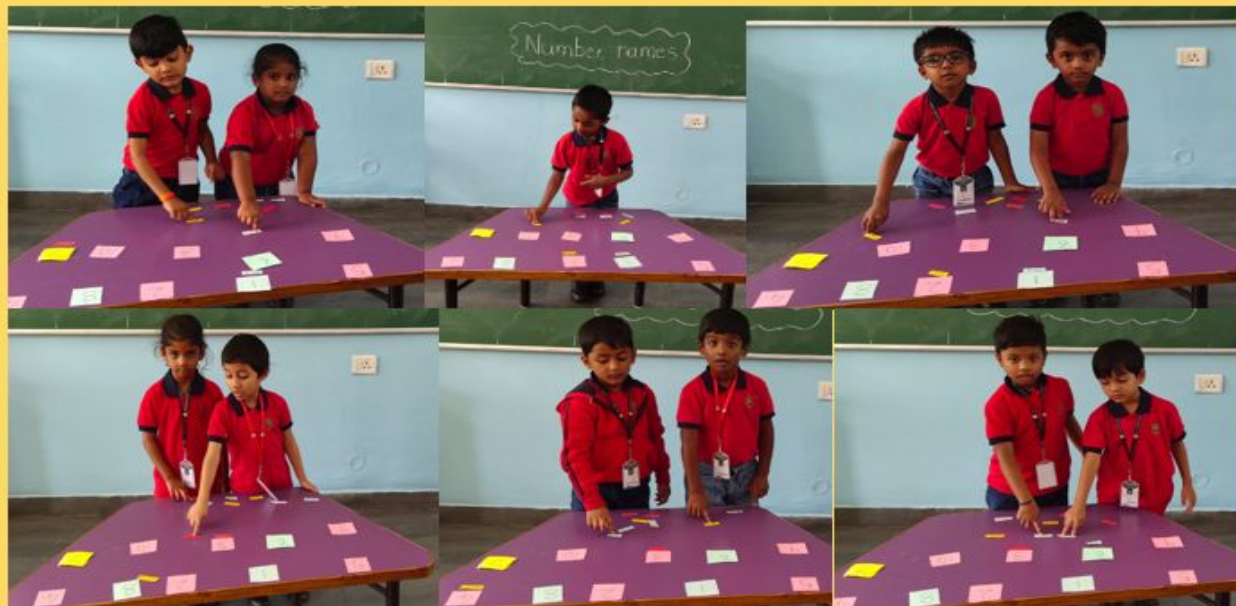
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## NUMBER NAMES- UKG-A



## PLACING BALLS ACTIVITY-UKG-A







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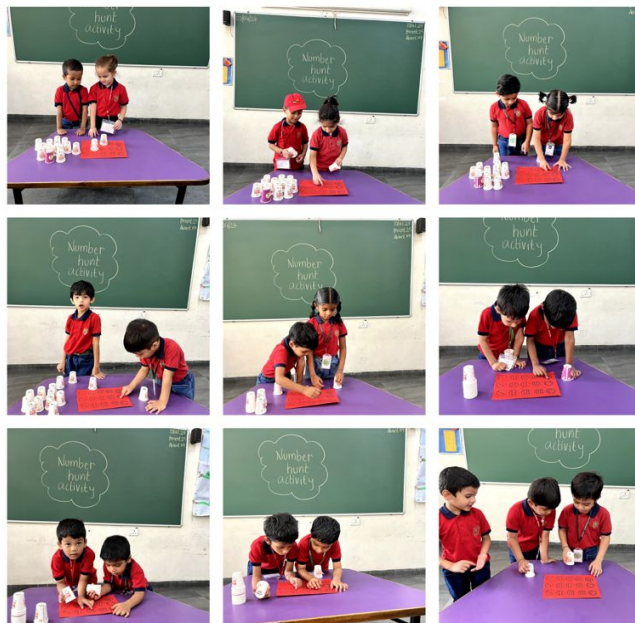
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### UKG B Hula hoop Activity



### UKG B Activity with Numbers



### POPSICLE STICKS ACTIVITY – UKG C



### Number Activity-UKG D







### UKG - TELUGU ACTIVITIES

Activities in school are essential for students because they allow them to learn about themselves and their interests. Students learned అ to య in the class, Based on this, the teachers have given letter flash cards and related picture flash cards. In this activity, one student has to pick 1 letter card and another student has to identify related pictures.





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## UKG - CIRCLE TIME ACTIVITIES

### Topics :

1. My body
2. Sense organs
3. Around me
4. Good habits

### My body:

Teaching children about their bodies helps them understand how important all the different parts are. Learning how each part of their body works together encourages kids to take care of their bodies through exercise and healthy food. Not to mention that body parts have weird and wonderful functions that preschoolers will love learning about. Through engaging sensory activities, preschoolers can learn to appreciate just how amazing their bodies are.

### Sense organs:

*"Sense organs are the organs that respond to external stimuli by conveying impulses to the sensory nervous system."*

Sense organs are specialised organs that help to perceive the world around us. They are an integral part of our lives and it is the only way that enables us to perceive the environment.

Sense organs provide the required data for interpretation through various organs and a network of nerves in response to a particular physical phenomenon. These senses govern our association and our interaction with the environment.



**Around me:** The areas around our house and the people living there comprise our neighbourhood. People and places in the neighbourhood help us avail things and make life comfortable and easy. This concept will introduce the learners to various places in their surroundings. Like:

- Playground
- Bus stop
- Place of worship

**Good habits:** Good habits are those repetitive actions or behaviors you want to repeat. They have positive physical, emotional, or psychological consequences. Good habits are powerful. Good habits are good traits that make a good person. These habits should be developed at a young age so that the kids can continue following them when they grow up. These healthy habits will make them good humans and will help them to develop life skills in the future. Good habits are considered repetitive actions that become a part of the behaviour of a child. These habits have a great impact on the physical and mental development of the kids. In fact, these habits enable the erasing of negative or bad habits and enable kids to develop a better personality.







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### UKG B School Tour



### SENSE ORGANS- UKG C







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## Sense Organs-UKG D



## Around Me(School tour)-UKG D







## **STREET SNACK EXTRAVAGANZA - BHEL PURI**

**Date: 11.07.2024**

**Venue: Under the Tamarind tree**

**"Cooking with kids is not just about ingredients, recipes, and cooking. It's about imagination, empowerment, and creativity."**

With this note, all the children of pre-primary team, DPS Miyapur have prepared bhelpuri not only with ingredients but also with gleefulness and vibrancy. All the children brought different ingredients like puffed rice, vegetables like potatoes, tomatoes, chillis, onion, Sev, chat masala, and tangy tamarind chutney to prepare Bhelpuri. Head Mistress Ms. Sharmila has addressed the healthy carnival and interacted with students about the benefits of this healthy snack. It's a balanced snack that provides energy from carbohydrates we get from puffed rice and proteins we get from sprouts or peanuts, and a mix of vitamins, and minerals which are essential for our growth and development.

Children with teacher's guidance and support added all the ingredients step by step and made the dish scrumptious one. Each one of them shared it with lot of happiness and joy. Also, children offered it to the dheedhis as a token of goodwill gesture. It was a wonderful day for everyone. A few glimpses of the celebrations are as follows.



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### GRADE 1

#### English - Activity on Silly C

##### Activity -

- The teacher explained that the letter 'c' can make two different sounds: a soft sound like /s/ (as in "city") and a hard sound like /k/ (as in "cat").
- Students were given a list of words containing the letter 'c'.
- They sorted these words into two groups: one for words where 'c' makes a soft sound (like "cent") and another for words where 'c' makes a hard sound (like "cake").
- Each student had cards with words on them and placed them into either a "soft c" or "hard c" pocket.

##### Objective -

The main goal was to teach students how to identify and differentiate between the two sounds that the letter 'c' can make.

##### Learning Outcomes:

- **Phonemic Awareness:** Students learned to recognize the different sounds of the letter 'c'.
- **Vocabulary Building:** They expanded their vocabulary by learning new words that contain the letter 'c'.
- **Critical Thinking:** They developed critical thinking skills by analyzing and sorting words based on their sounds.



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### Math - Bindi activity

**Activity-** Each student brought bindis from home. In class, students stuck the bindis in their notebooks in a creative way. After sticking the bindis, they counted the total number of bindis they used. Students wrote the number of bindis they counted in their notebooks.

**Objective-** The main goal was to practice counting and improve number writing skills in a fun and engaging way.

#### Learning Outcomes:

- Students practised and improved their ability to count objects accurately.
- They enhanced their skills in writing numbers correctly.
- Sticking the bindis helped develop fine motor skills and hand-eye coordination.
- The activity encouraged creativity and engaged students through hands-on learning experiences.





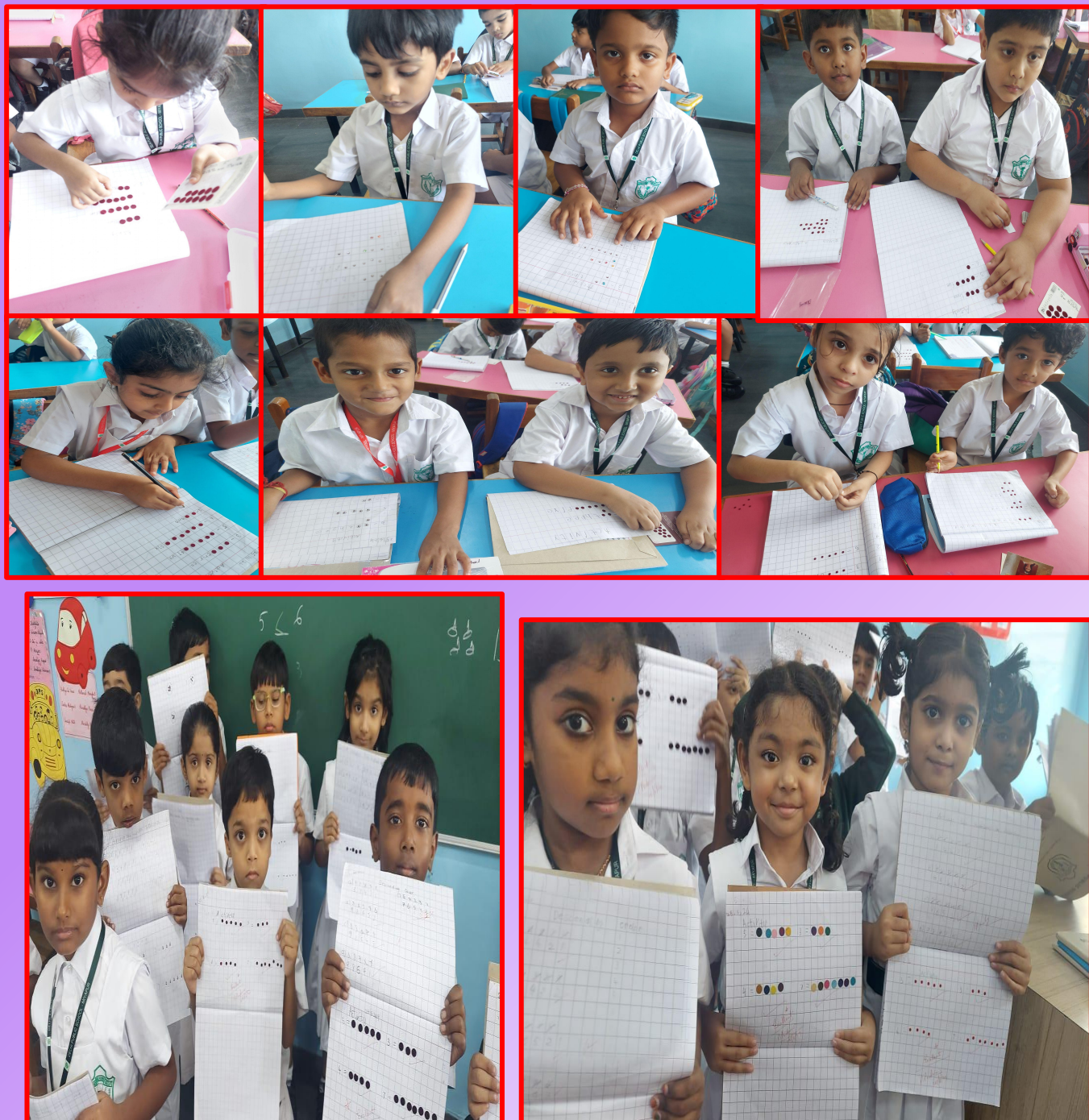
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**English - Article**

**Activity:** Three flashcards per student, each labelled with one of the articles: "A", "AN", and "THE".

- Each student is given three flashcards, each with one of the articles written on it.
- Different objects are shown to the students.
- Students identify the correct article for each object by displaying the appropriate flashcard.
- The activity is repeated using words written on the board, with students again identifying
- The correct article for each word.

**Objective:** To teach students the correct usage of the articles "A", "AN", and "THE" through an engaging and interactive method.

**Learning outcome:**

**Correct Article Usage:** Students will learn to correctly identify and use the articles " contexts.

**Improved Vocabulary:** Exposure to a variety of objects and words will expand the student's vocabulary.

**Active Participation:** The interactive nature of the activity will encourage active participation and engagement from all students.

**Critical Thinking:** Students will develop critical thinking skills as they determine the appropriate article for each object or word.



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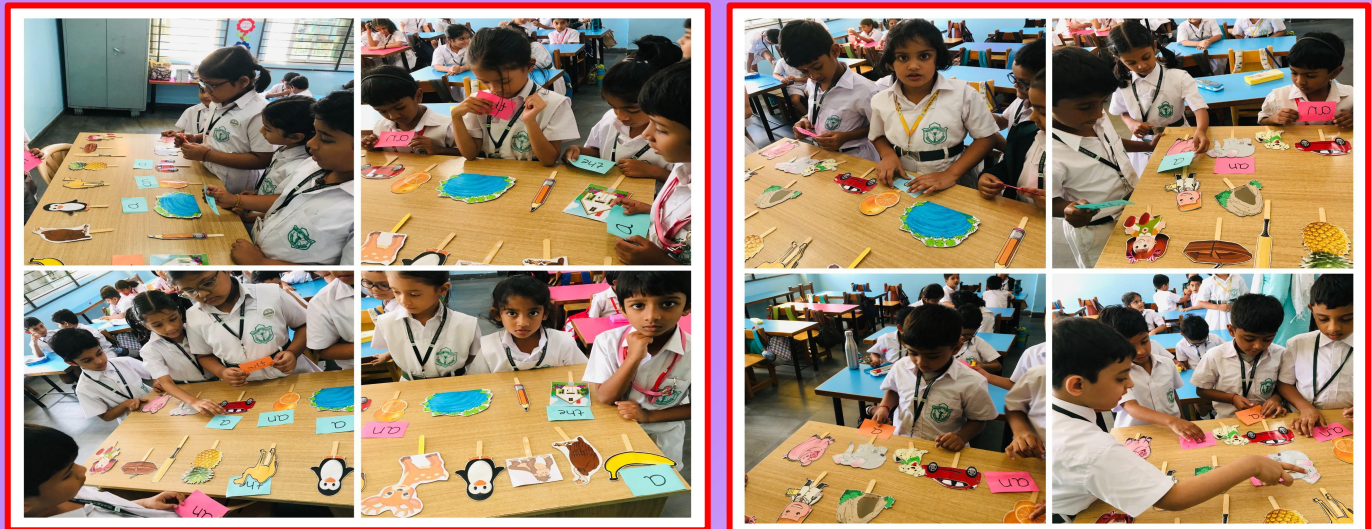
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**English - Under my bed****Activity:**

- Chits of paper with different emotions written on each chit.
- Divide the children into groups of 5 or according to convenience.
- A child from each group comes to pick a chit.
- The teacher helps the child read the emotion by whispering it into the child's ear.
- The child enacts the emotion by changing facial expressions.
- The rest of the team identifies the emotion based on the child's expressions.

**Objective:**

To help students recognize and understand different emotions through an engaging and interactive activity. This activity also aims to enhance their ability to express and interpret emotions.

**Learning Outcomes**

- Emotional Recognition: Students will learn to identify various emotions based on facial expressions.
- Team Collaboration: The activity encourages teamwork and cooperation as students work together to identify the emotions.
- Expressive Skills: Students will enhance their ability to express emotions through facial expressions and body language.
- Confidence Building: The activity will help build students confidence in performing in front of their peers.





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### Math - Addition Activity:

- Students use blocks to add and find out the total value.
- Students take turns and roll two dice together and find the total number of dots on both dice.

### Objective:

- To practice addition using tangible objects (blocks). To reinforce addition skills through a fun and interactive dice game.

### Learning Outcome:

- Students will be able to add numbers using physical objects.







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**Math - SUBTRACTION****Activity: Subtraction with Beads or Ice Cream Sticks:**

- Students use beads or ice cream sticks to perform subtraction.
- For example, if given 10 beads, students are asked to take away 3 beads and find out how many are left.

**Subtraction with Surrounding Objects:**

- Various objects from the surroundings (like leaves, pebbles, or pencils) are shown to students.
- Students are asked to subtract a certain number of these objects and determine the remaining quantity.

**Objective:**

- To enhance understanding of subtraction using tangible objects.
- To help students connect the concept of subtraction with real-world items.

**Learning Outcome:**

- Students will be able to subtract numbers using physical objects such as beads or ice cream sticks.
- Students will develop problem-solving skills by applying subtraction to objects in their surroundings.
- Students will demonstrate an improved ability to perform basic subtraction operations.





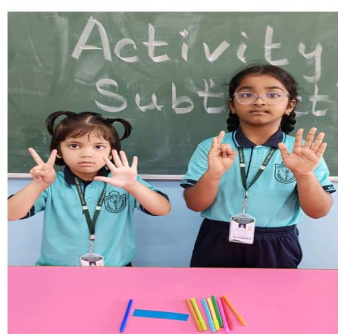
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### Reading strategies - CONNECTING AND BONDING:

When a teacher forms a strong bond with their students, it creates an environment of support, encouragement, and mutual respect. This connection can have a lasting impact on a student's academic success, personal development, and overall well-being. The bond between a teacher and student is infused with equal doses of discipline and affection and goes beyond the classroom and textbooks.

To create such a supporting environment a game was played on the very first day. Introduction of R.S(reading strategies) was done to teach the steps to learn to read in a better way. To give a twist spooky genre was introduced in a fun way.







### Reading strategies - PHONIC RECAPITULATION:

Phonics is an essential part of teaching literacy. It is a method of reading and writing by recognizing the sound-symbol relationships between letters and phonemes, syllables, and words. This approach to reading helps students identify word patterns, allowing them to decode unfamiliar words encountered as they progress. So to make the children to approach near the reading we taught them phonics through a song . The importance of phonics was also explained.





### Reading strategies - VOWEL STORY:

Vowels and consonants are both speech sounds. Speech sounds existed in speech before letters were used to record the sounds in writing. To this day, vowels are important as they form the basis for many of the words in the English language. This is because vowels are essential for creating syllables, and therefore being able to articulate different sounds and words. Teachers narrated a captivating story taking the five vowel letters as characters. Children not only enjoyed the show but also learned the importance of vowels in our life.







### CIRCLE TIME - TYPES OF ANIMALS:

As kids learn about animals, they can discover the unique characteristics of different species, as well as their habitats and the role they play in the environment. Learning about animals can help children to develop the importance of animals and their habitat. Overall, learning about animals can be a fun method for kids to learn about the world around them and develop a sense of curiosity and wonder. Related to this, an activity (who am I? and where will I go...) was done in the class; where they had to pick the chit, read out the animal name and stand in the circle as per their respective area of habitat (wild, aquatic, pet, farm).





### Telugu - Identification of letters

**Introduction-** Identification of letters in this activity grade -1 students were participated enthusiastically.

In this activity with the help of colourful flashcards help the students to learn and identification letters. Pre-reading skills helps children to develop skills to observe and understand. Activity flash cards helps children to identify and learn Telugu varnamala- achulu [ అ to ఐ ] and hallulu [ క to ఋ ]

Children learn easily when they see colourful flashcards. Teaching activity flash cards are intended to help basic understanding concept .

To Primary grade-1 students. It is an exciting visual journey to an increase in knowledge and stimulation of mind to help them learning as fun and a brand new and fun way to teach or expand the memorization efforts.







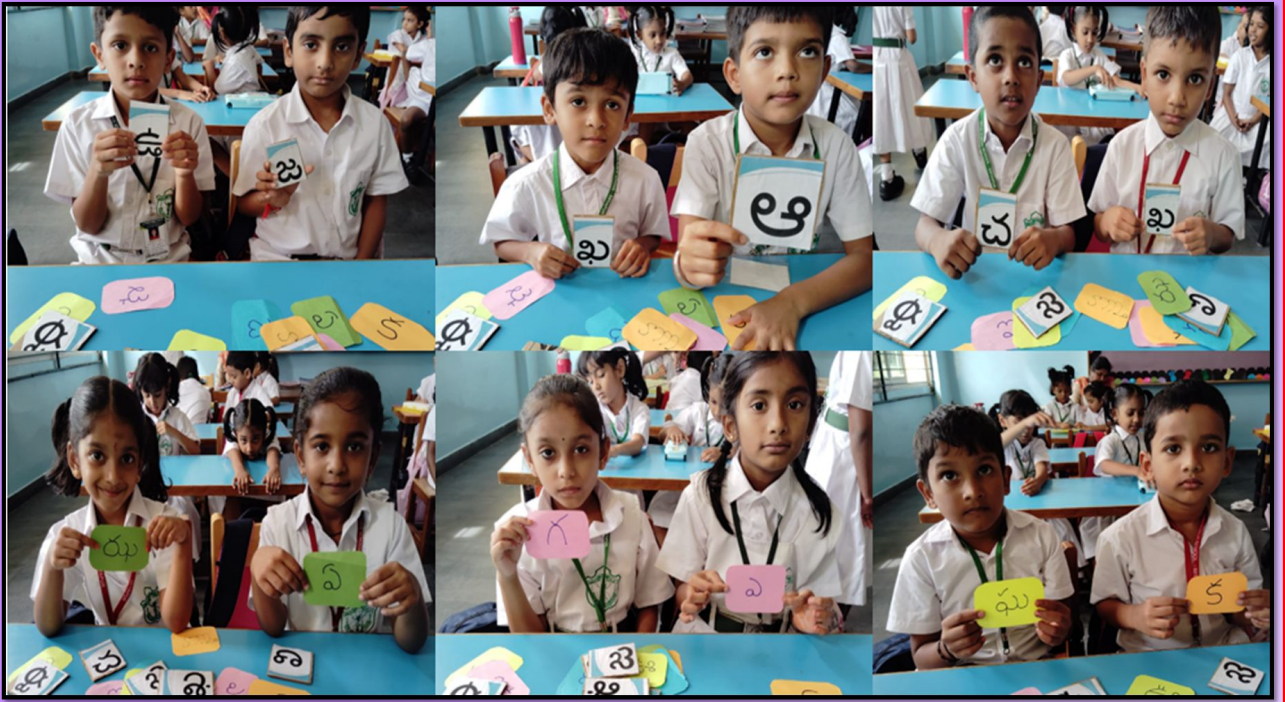
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### Telugu - Drawing Activity

Drawing and colouring letter related pictures is a fun and engaging activity for kids that promotes creativity and imagination. It allows them to express their imagination, unleash their inner artists and remembering letter related pictures easily. It boosts problem-solving capabilities, improves hand-eye coordination and helps increase the capability to focus on a single task while increasing attention span.

As a part of this students of grade-1 were asked to draw and colour any 6 Pictures from అ to ష and write the first letter of those pictures. Kids were so excited to show their drawings and actively said corresponding beginning letter sounds and words in Telugu.

Children participated in this activity very enthusiastically and showed their drawing talent. It also helps them in exploring new ideas and helps to improve fine motor skills.







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**Hindi - गतिविधि – शब्द बनाओ****Learning Objectives –**

अक्षरों के माध्यम से बच्चों द्वारा दो , तीन और चार अक्षर वाले शब्द बनाए गए ।

**Procedure –** इस गतिविधि में बच्चों ने अक्षरों की सहायता से दो , तीन और चार अक्षर वाले शब्द बनाना सीखा ।

**Outcome –** इस गतिविधि में बच्चों ने बढ़ चढ़ कर भाग लिया इस गतिविधि के माध्यम से बच्चों के मानसिक स्तर का विकास हुआ । बच्चों की हिंदी विषय के प्रति रुचि उत्पन्न हुई







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### GRADE 1 F ASSEMBLY

Class Assembly for the academic year 2024-25 started with a good theme “GOOD HABITS”. The assembly was held on 5th July 2024 with a great Enthusiasm. Assembly started with a beautiful prayer and a sloka. News updates given by kids followed by a small role play. The role play was all about a little boy ARJUN who was naughty and does not obey his parents . Parents were worried about him and approached his class teacher. The class teacher gave a good example of sapling, plant and a tree. Teacher made him understand the learning of good habits in a very young age. When they are new like sapling, you can get rid of them quickly and easily but if you let them stay and grow, they grow strong and become like the old tree that cannot be removed. So, at last the little boy ARJUN understood and apologized to his parents and promised to follow , obey and cultivate the good habits.

After the role play other kids holding bright , colourful and attractive pla cards said the quotes and sentences about the good habits which need to be followed in their daily routine. Hope with this “Good Habits” theme , many kids might have registered in their mind to follow it everyday. At last whole class students performed a graceful DANCE for the song Good habits .All the students were so happy. Finally our Co- Ordinators Ms. Divya mam gave a great feedback for the successful assembly and appreciated all the 1 F students for putting their sincere efforts.



**GRADE 2****Math - Topic-1 : Ordinal Numbers**

**Learning Objectives:** Students will be able to:

- understand ordinal numbers-numbers that is put in series
- learn that ordinal numbers end in “st, nd, rd & th”
- understand when ordinal numbers are used
- describe the position of objects using ordinal numbers
- arrange objects in ordinal sequence

**Materials required:** Make flashcards from 1-20(Ordinal numbers)

**Procedure:**

Teacher will take the children to the tamarind tree. Write 1 - 20 cardinal numbers on the floor in the blocks. Let each child pick up a random flash card from the bowl and the child has to stand in the correct block corresponding to the cardinal number.

**Learning Outcomes:** Students will learn to :

- To identify the ordinal numbers.
- write the ordinal numbers in words and numbers.
- arrange objects in ordinal sequence
- learn that ordinal numbers end in “st, nd, rd & th”



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### Math - Topic-2 : Three Digit Numbers

**Learning Objectives:** Students will be able to:

- Learn the number names of three digit numbers
- Learn counting of three digit numbers
- Learn to complete three digit number patterns
- Learn three digit numbers on the abacus
- Learn place value and face value
- Learn the expanded form and short form of three digit numbers
- Learn the comparison of numbers
- Learn ascending and descending orders









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Procedure -

- **Activity:** The teacher will make cutouts cards of  for Hundreds,  for tens and  for ones.
- Teacher will divide the children in 5 equal groups.
- Teacher will call the first group and place few  cards for group of hundred,  cards for tens and  card for ones and ask the children to identify these cards and write the total number on the board.

E.g.    +   +  = 321

**Learning Outcomes:** Students will learn

- Learn the number names of three digit numbers
- Learn counting of three digit numbers
- Learn to complete three digit number patterns
- Learn three digit numbers on the abacus
- Learn place value and face value
- Learn the expanded form and short form of three digit numbers
- Learn the comparison of numbers
- Learn ascending and descending orders
- Read and write three-digit numbers using base-ten blocks and written form.





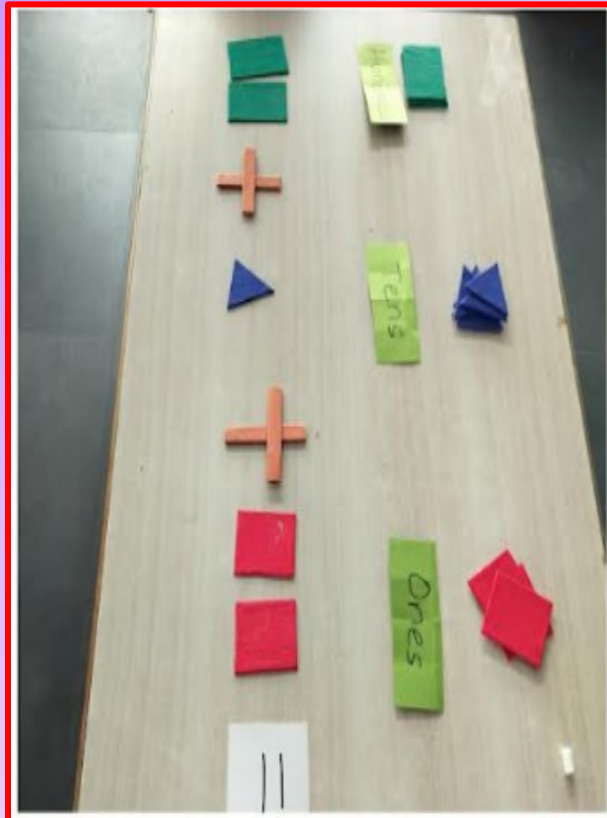
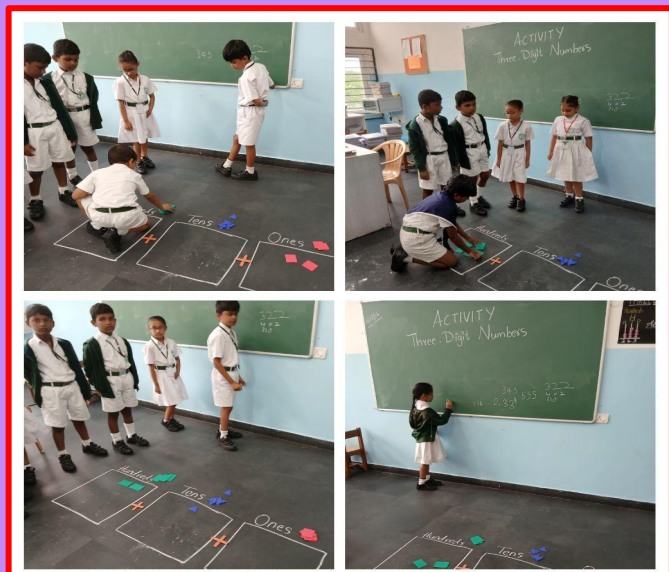
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### English - Articles, Punctuation and sentences

#### Learning Objectives:

- Students will be able to understand when and how to use punctuations while speaking, writing or expressing themselves.
- Students will be able to frame simple and meaningful sentences
- Students will learn when and where to use articles(a, an, the)
- Students will be able to understand the use of articles and how to use them appropriately in a sentence.
- Students will be able to improve their vocabulary.

**Procedure** - Teacher will prepare the prop as shown below. Punctuation marks and articles will also be included. Students will be divided into 4 groups. Each group will be given 5 minutes to frame as many sentences they can. The group with the highest number of sentences will be the winner.

#### Learning Outcome - Students were able to:

- Use the punctuations appropriately.
- Frame meaningful sentences with the group of words given to them.
- Understand the importance of articles and use them appropriately in a sentence.
- Arrange the words in a correct order which makes a sense or gives a proper meaning







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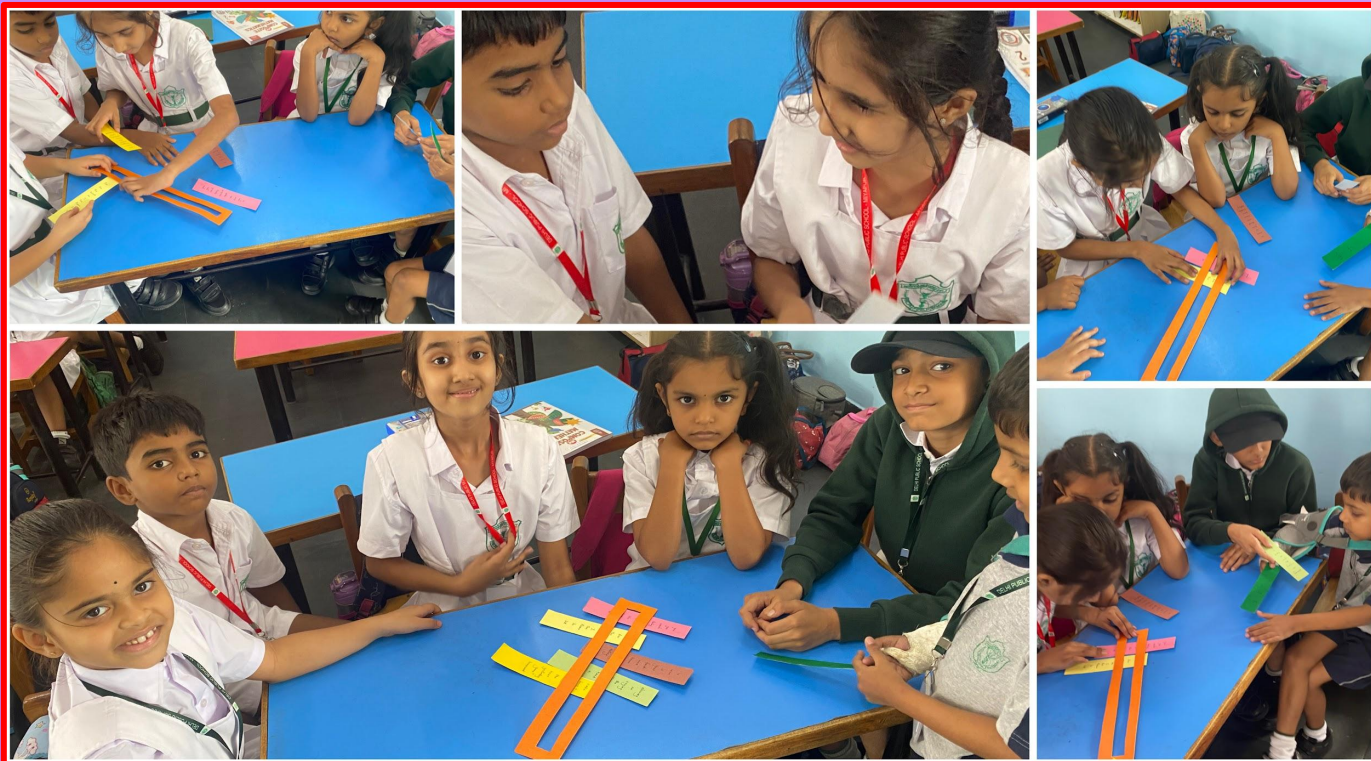
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### English - Mind Maps - What is pink ?

#### Learning Objectives:

- Students will learn to identify and appreciate colors they see around them.
- Students will be able to understand color influences how we experience the world around us.
- Students will understand that color allows us to notice and identify objects around us.
- Students will learn to demonstrate what they have learned in a visually creative manner using mind maps.
- Students will understand that mind maps provide a structured way to organize ideas and information



**Activity type:** Individual **Activity**

Students will be taken for a nature walk and will be asked to make a mind map as shown below. Teachers will take different colors such as green, blue, yellow etc.

- The children have to look around and identify the objects/ things which are same as the colour as told by the teacher and draw a mind map in their English Literature textbooks as shown below.

### Learning Outcomes - Students were able to:

- identify and appreciate colors they see around them.
- learn that colors impact our senses and stimulate our minds.
- understand color influences how we experience the world around us.
- understand that color allows us to notice and identify objects around us.
- demonstrate what they have learned in a visually creative manner using mind maps.
- understand that mind maps provide a structured way to organize ideas and information







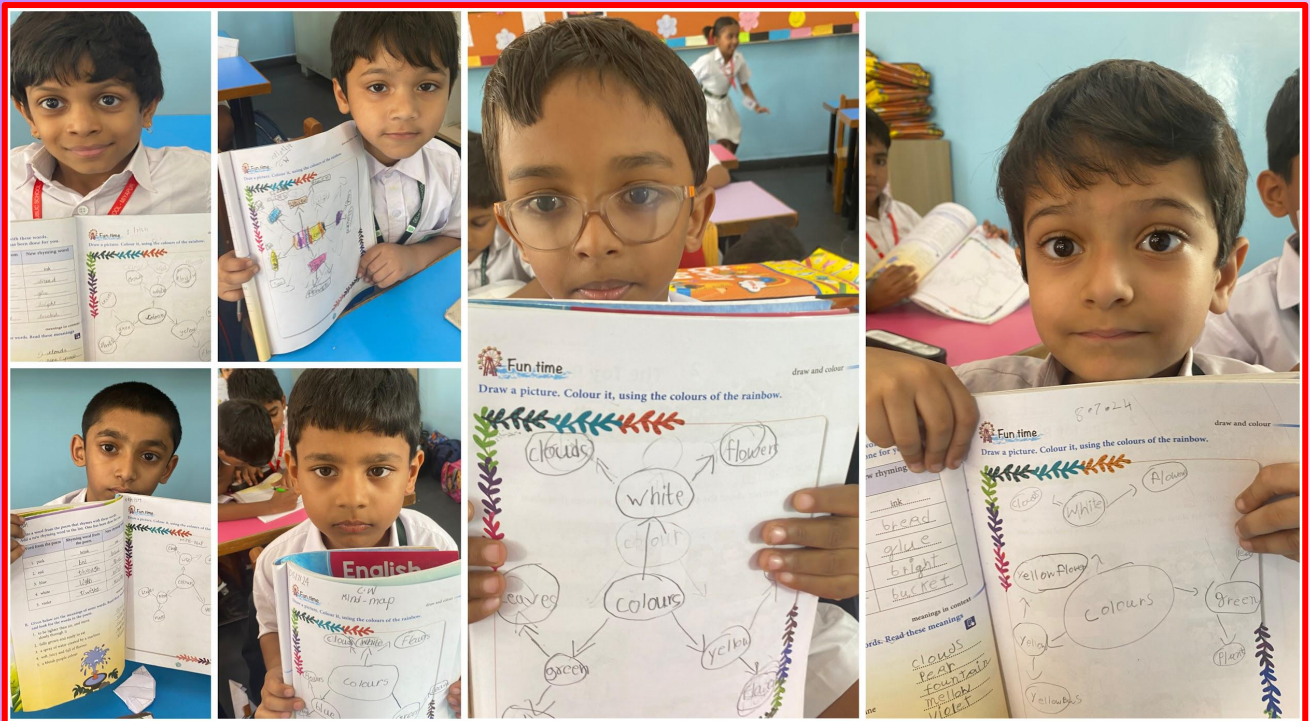
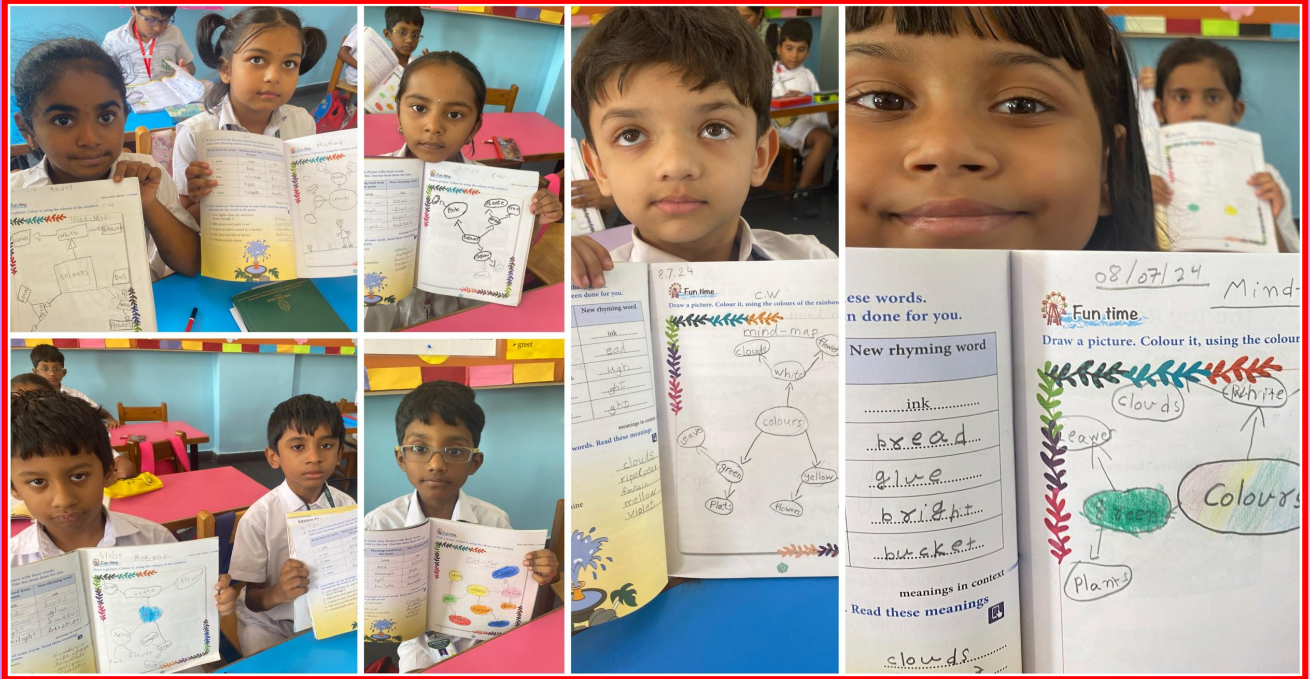
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### Telugu ( L-2) Guninthalu Gurthulu Activity

Activities are very important in every student's education. They nourish the knowledge of the of the student.

Students are given shuffled pack of flash cards of acchulu and Gunintapu gurthulu. They have to pick a random acchulu flash card and match the letter with that letters gunintapu gurthu. With the help of This activity, students will be able to identify the gunintapu Gurthu of all acchulu.

#### Learning Outcomes -

- Identification of the letters
- Confidence in student's knowledge
- Grip in the Subject
- Enhances thinking skills







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**Telugu ( L1) - "Mahaprana Aksharalu "** (simple words and pictures) for children in Telugu or any language is significant, and it plays a crucial role in their overall language development. **MahapranaAksharalu** form the foundational vocabulary that children need to communicate effectively. These words are often used in everyday conversations, and learning them helps children express their thoughts and needs. They were often the first words introduced when children start reading. Familiarity with these simple words helps them develop early reading skills, as they can recognize and understand them easily. **Mahaprana Aksharalu** are the building blocks of language development for children. They pave the way for successful communication, reading, and writing skills, contributing to overall cognitive and academic growth.

For this activity grade 2 children were asked to select the mahapranaakshara and related picture from the given letters this activity kids enjoyed a lot. The activity went on in very interactive way. **Mahaprana Aksharalu** are essential for language development, cognitive growth, and overall academic success and effective communication and serve as the stepping stones for more advanced language skills. This activity not only enhances language skills but also promotes cultural awareness and connects language learning with real-world experiences. It's a delightful way to make language learning memorable and enjoyable for Grade 2 students.

**Learning Outcome:** This activity helped the students to improve their

- Vocabulary, Observation skills
- Reading Skills, Writing Skills
- Communication Skills ,Cognitive Development
- Cultural Connection, Confidence Building
- Prevention of Language Gaps
- Preparation for Multilingualism

Students were eager to do the activity and were able to relate easily to the concepts taught .





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### Telugu (L 1 ) - Speaking Skills

As part of the lesson ,we asked students to bring some flowers from their home and speak few sentences about them. By this activity students got a brief idea about the types, colours, smell and usage of the flowers. Children enjoyed and spoke about their favourite flowers and shared with their classmates. Students participated in this activity very enthusiastically and actively.

#### Learning Outcomes of activity:

- Creative thinking
- Knowledge
- Framing the sentences
- Confidence to speak in a group
- Pronunciation
- Knowing new words and usage of those words.







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**Hindi (L1) - कविता गायन**

**Procedure** - बच्चे ने अपने द्वारा बनाई हुई रंगमंच की सामग्री द्वारा कविता का वाचन किया। इस गतिविधि में बच्चों ने हर्षोल्लास के साथ बढ़-चढ़ कर भाग लिया और कविता का लयबद्ध गायन किया।

**Learning Outcome –**

इस गतिविधि में बच्चों ने बढ़ चढ़ कर भाग लिया इस गतिविधि के माध्यम से बच्चों के मानसिक स्तर का विकास हुआ। बच्चों की हिंदी विषय के प्रति रुचि उत्पन्न हुई।







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### Hindi ( L1) गतिविधि – शब्द बनाओ

**LEARNING OBJECTIVES** – अक्षरों के माध्यम से बच्चों द्वारा दो , तीन और चार अक्षर वाले शब्द बनाना और सीखाना ।

**PROCEDURE** – कक्षा में सभी बच्चों को एक-एक अक्षर दिया गया और उन्होंने अक्षरों को जोड़कर दो , तीन और चार अक्षर वाले शब्द बनाए ।

**Learning Outcome** –इस गतिविधि में बच्चों ने अक्षरों की सहायता से दो , तीन और चार अक्षर वाले 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 ।





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**ENDANGERED ANIMALS** - children learned to protect animals and their habitat. Animals are getting endangered due to different reasons like poaching, hunting, disease, habitat loss, natural calamity. Interaction has been done regarding the same followed by an activity where children were asked to identify protected animals and endangered animals.







## **Life Skills -**

### **Learning Objectives:**

- To increase students' knowledge and awareness of emotional competency and emotional intelligence
- To provide opportunity for realizing students' potential through practical experience
- To develop interpersonal skills and adopt good leadership behavior for empowerment of self and others

### **Learning Outcomes -**

- Students were able to gain Self Competency and Confidence
- Students Practiced Emotional Competency
- Students gained intellectual Competence

## **Library -**

### **Learning Objectives:**

- To inculcate the habit of reading among children
- To motivate students towards learning new things
- To Develop an inquiry-based process in seeking knowledge

### **Learning Outcomes-**

- Students observed communication conventions in a discipline
- Students identified keywords that represent a topic and use keywords to find useful information sources
- Students used information ethically



### GRADE 3

#### Science - SEA-1: My First Aid Kit Box

First Aid is the bridge between injury and full medical treatment providing crucial care when it matters a lot. Being prepared can save lives and reduce suffering.

**Objectives :** To engage students in discovering the essential items in a First aid kit and learning how to use them effectively to treat minor cuts ,wounds/dehydration in a fun and interactive way.

#### Procedure:

- The First Aid Kit made by the students by keeping various items(bandage , gauze , cotton , sanitizers , scissors , gloves , ORS Powder ,Syringe without needle , Antiseptic Cream and Lotion.
- Children listed out the name of materials brought by the them on A4 Size paper.
- Children have demonstrated the use of each item effectively.







### Learning Outcomes:

Students skillfully Identified the contents of First Aid Kit , grasping their critical uses and importance in life saving situations.

### Math - Roman Numerals

Writing Date of Birth and Month in Roman Numeral.

**Objective:** The primary objective of this activity is to introduce students to Roman numerals in an engaging and hands-on manner. By using ice cream sticks/ ear buds/ paper stripes or straws. Students will learn how to form Roman numerals and apply their understanding by writing their own dates of birth.



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**Procedure:** On A4 sheet paper students will write the date of birth and month in Roman numeral and year in Hindu-Arabic numeral, they use icecream sticks/straws/ear buds to do the activity.Explained clearly one stick can be labeled “I” another V and so on. Students shared their date of birth with the class, they enjoyed this hands-on activity with a great challenge.

### Learning outcomes:

- Understand the historical context and significance of Roman numerals.
- Identify and write Roman numerals from 1 to 39.
- Convert modern- day numbers into Roman numerals accurately.
- Apply their knowledge by writing their date of birth in Roman numerals.
- Develop fine motor skills through the hands-onuse of ice cream sticks.
- Enhance collaborative and presentation skills by sharing their work with the peers.







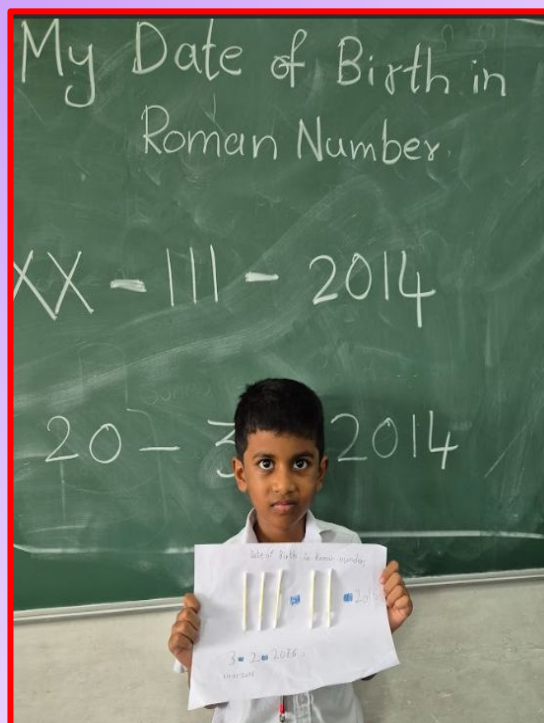
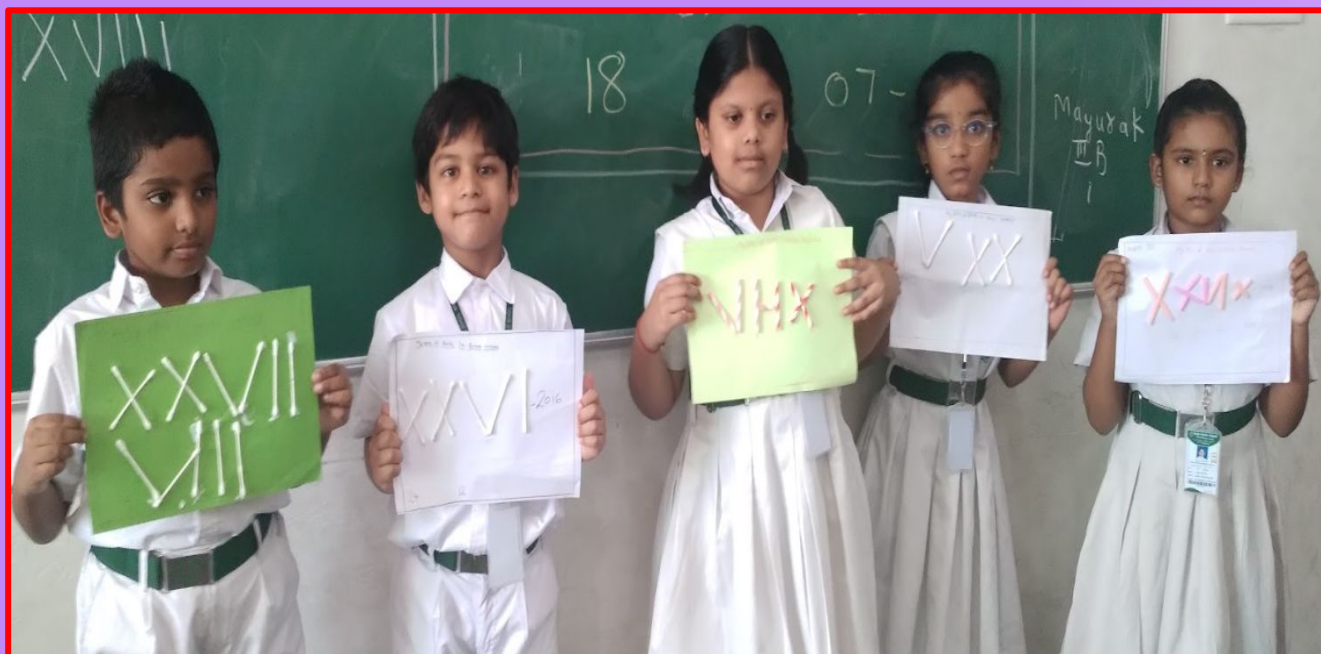
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### Hindi ( L1) - शब्दों का ज्ञान ( जून गतिविधि )

### सोचो और लिखो

इस गतिविधि में कक्षा में छात्रों के चार दल बनाये गए थे । उन सभी दलों को एक - एक नाम दिया गया था । सभी दलों के आखिरी अक्षर से छात्रों ने परिवेश व अपने मन से अधिक से अधिक शब्द खोजकर अपनी कार्य -पुस्तिका में लिखे। यह गतिविधि उनके लिए बहुत उत्साह -वर्धक थी । जिससे छात्रों में सोचने - समझने , लिखने और वाचन कौशल का विकास हुआ ।







### Hindi - जुलाई गतिविधि - स्वतंत्रता सेनानी

यह गतिविधि पाठ -3 सच्चाई पर आधारित है । जो वाचन कौशल

के अंतर्गत ली गई है । पाठ गतिविधि के अनुसार में छात्रों ने अपने मनपसंद स्वतंत्रता सेनानी के बारे में जानकारी इकट्ठा करने के बाद कक्षा में उनके बारे में सुनाया ।

### उद्देश्य -

- 1-छात्रों में आत्मविश्वास का विकास होगा ।
- 2- भाषा में प्रभाव शीलता लाना ।
- 3- नए - नए शब्दों की जानकारी ।
- 4- भारत के स्वतंत्रता सेनानियों की जीवनी से अवगत कराना ।





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### Telugu ( L2) - వర్ణమాల అమరిక కృత్యము

**కృత్యము:** విద్యార్థులు జట్ల వారీగా కలబోతగా ఉన్న వర్ణమాల అక్షరములను సరైన క్రమంలో అమర్చుట.

#### విధానం:

తరగతి గదిలో విద్యార్థులను నాలుగు జట్లుగా విభజించి, ఒక్కొక్క జట్టుచే కలబోతగా ఉన్న అక్షరమాల అక్షరములను ఇచ్చిన సమయంలో సరైన వరుస క్రమంలో అమర్చమనుట.

#### అభ్యసన ఫలితం:

- తరగతి గదిలో విద్యార్థులందరూ వర్ణమాల వరుస క్రమమును తెలుసుకోగలిగారు.
- జట్ల వారీగా విభజించుటవలన జట్టులోని సభ్యులందరూ ఒకరికొకరు సహాయం చేసుకుంటూ, ఇచ్చిన సమయంలో కృత్యమును పూర్తి చేయ గలిగారు.
- కృత్యమును పూర్తి చేయుటయందు విద్యార్థులంతా ఎంతో ఉత్సాహమును కనబరిచారు.





### Telugu(L1) పాఠం-1 వానదేవుడా పడవ తయారి కృత్యము

**కృత్యము :** విద్యార్థులు ఎవరికి వారే పడవను తయారుచేయుట.

**విధానం :**

తరగతి గదిలో విద్యార్థులు ఉపాధ్యాయురాలు చెప్పిన విధంగా పడవలను తయారుచేసారు .

**అభ్యసన ఫలితం :**

- తరగతి గదిలో విద్యార్థులందరూ పడవను ఎలా తయారు చేయాలో తెలుసుకోగలిగారు.
- విద్యార్థులు ఒకరికొకరు సహాయం చేసుకుంటూ, ఇచ్చిన సమయంలో కృత్యమును పూర్తి చేయ గలిగారు.
- కృత్యమును పూర్తి చేయుటయందు విద్యార్థులంతా ఎంతో ఉత్సాహమును కనబరిచారు. వర్షాకాలంలో నీటిలో పడవలను వేస్తూ ఆడుకోవడం గుర్తుచేసుకున్నారు .





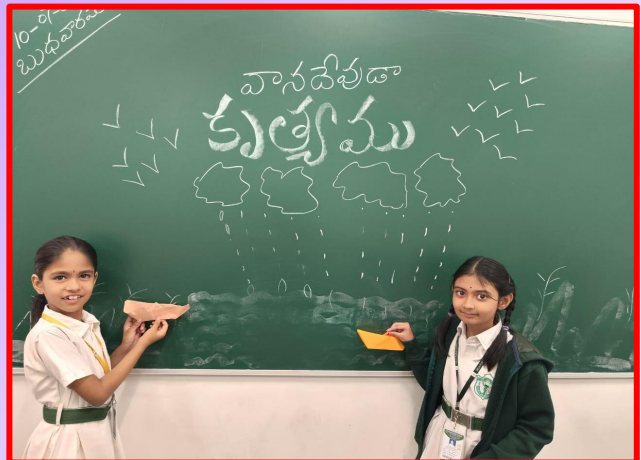
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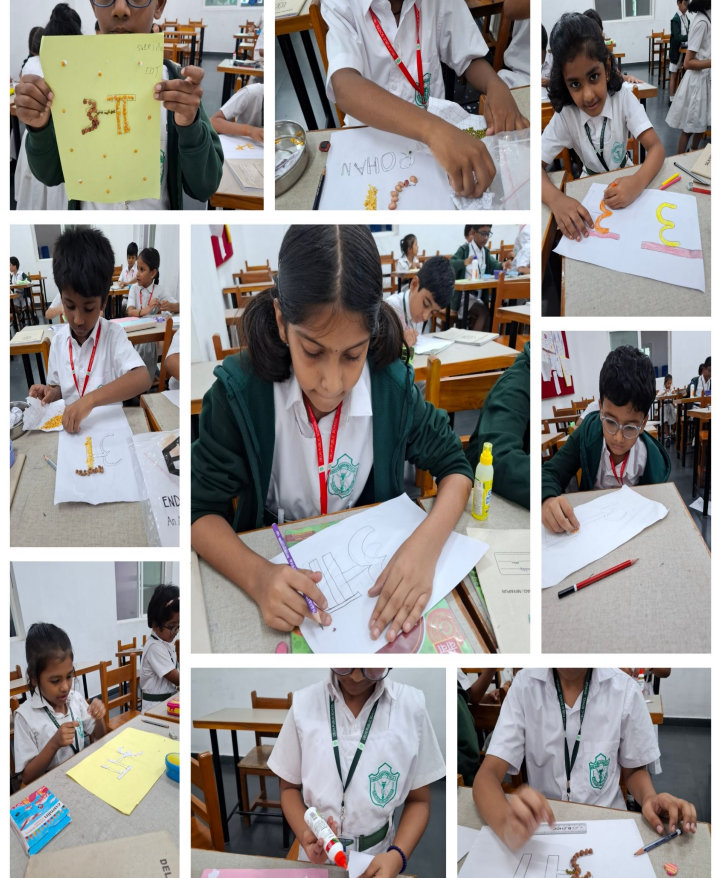




### Hindi ( L2) - Varnamala

इस गतिविधि के द्वारा बच्चों ने वर्णमाला के स्वर अक्षर को लिखवाया गया। इस गतिविधि में बच्चों ने स्वर अक्षरों को लिखकर उसके ऊपर विभिन्न प्रकार के दालों से सजाया गया। इस गतिविधि को बच्चों ने बड़े ही उत्साह से किया।

इस गतिविधि से बच्चों में रचनात्मक लेखन और अक्षर ज्ञान का विकास हुआ। वर्णमाला के अक्षरों का भी ज्ञान हुआ।







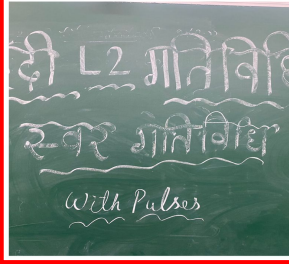
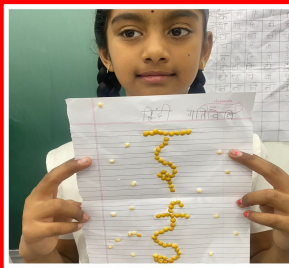
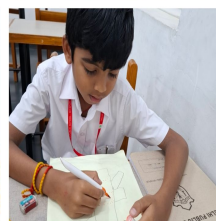
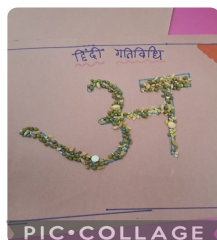
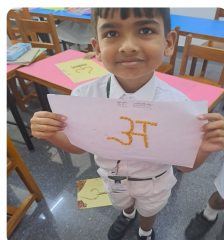
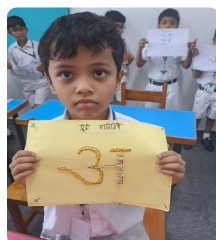
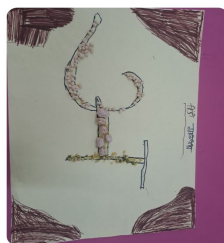
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### Science - I can eat the whole plant

**Objective:** To help students understand that various parts of plants can be eaten as food.

**Procedure:**

- Students created a detailed and neatly labeled diagram of a plant on a sheet of paper.
- Various vegetables were arranged next to the corresponding parts of the plant diagram, forming a creative and lifelike representation of the plant.
- Each student shared the significance of the different plant parts, providing examples of vegetables we eat and highlighting their nutritional benefits.







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### Science - Identify the types of roots

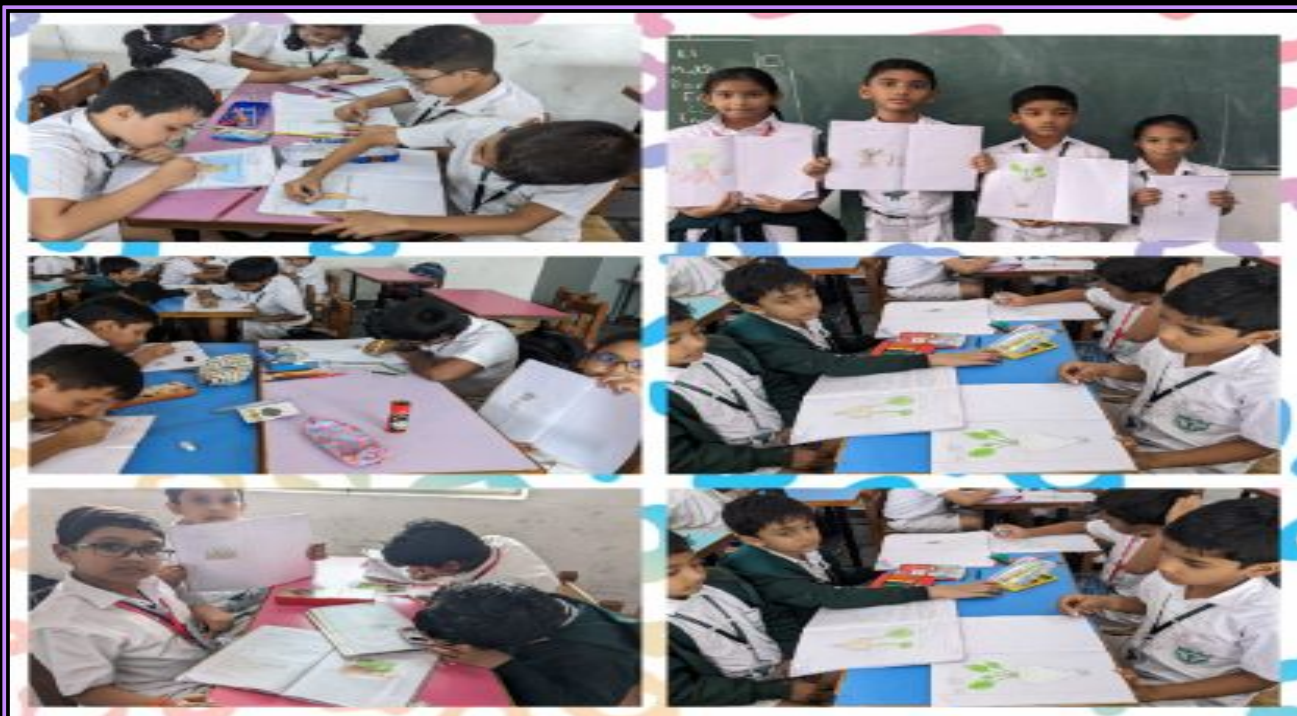
**Objective:** Students will be able to differentiate between Tap Root and Fibrous Root.

**Procedure:**

- Students will be divided into eight groups.
- Each consisting of five members.
- Each group will receive a chit, on which they will write about different plant parts and create corresponding illustrations.







### English - Nouns

Class was divided into teams. Each team was given a sheet of 50/60 nouns

- Students were asked to categorise/organise them in 2 columns in their notebooks/A4 paper.
- Once the activity is done, teachers checked how they have categorized them.

The children then sorted them out into common (C) and proper (P) nouns in their respective notebooks/ A4 size paper.

This activity was used to introduce Nouns to the children.



### Learning Outcomes:

- Identify and differentiate the nouns in the activity.
- Recognize and demonstrate the use of common and proper nouns.







### GRADE 4

#### English -

The act of nature journalizing encourages us to become keen observers of details and deepens understanding of our natural world. To reinforce our nature connections and stimulate reflection on experience, thoughts and emotions, children of grade 4 were taken to the tamarind tree in the school. Sitting under the shade of the tree, providing the feel of our ancient gurukul system, the poem, Amaltas was explained. This was a rejuvenating experience for the children, and they enjoyed it to the core. Children were asked to share this experience and pen their thoughts in their notebooks.

This activity proved to be an effective visual exercise as it provided children with the opportunity to get a little creative and nurtured their Critical thinking skills and imaginary skills. Making learning fun through this technique inspired the students to think for themselves and become more independent learners.







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### Science - Ch 1: Food Our Basic Need

#### Activity 1 : My Favourite Dish: Fireless Cooking

**Objective:** To make the students identify the different food components present in their food and their role in our body.

- Students prepared a live fireless recipe in the class.
- Students made the list of nutrients present in their recipe.
- Students categorized them into the respective food groups.
- They drew the balanced diet plate and arranged the ingredients used by them.
- They compared the quantity of each food group.
- Analyzed and evaluated whether they are consuming a balanced diet or not.

#### Learning outcomes:

- Identify the food components present or absent in their food.
- Differentiate between healthy and unhealthy food.
- Analyze the food they eat and improve their eating habits.
- Appreciated the food prepared by their parents and their hard work.







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### Science - Activity 2: Methods of Preservation of Food

**Objective :** Sort the food items according to methods used to preserve them.

#### About the Activity

- Students sorted different food items into different cups labelled as different preservation techniques.
- Teacher made slips of paper on which different food items were mentioned. Students came one by one and sorted the food items according to the methods used to preserve it.
- They also understood that same food item can be preserved by using more than one method. Eg Mango can be preserved by both pickling and drying.



**Social - Group Activity: Research and explore**

Children were divided into small groups and were asked to gather information on the possible ways to conserve Mountains.

**Discussion Questions:**

- What are the main threats to mountain environment?
- Why is it important to protect mountain environment?
- How can we contribute to the conservation of mountain environment?

**Learning Objectives:**

- Understand Main Threats: Students will identify and describe the primary threats to mountain environment, including natural and human-induced factors.
- Recognize Importance of Protection: Students will understand and articulate the significance of protecting mountain environment for ecological balance and human well-being.
- Develop Conservation Strategies: Students will propose practical ways how individuals and communities can contribute to the conservation of mountain environments.

**Learning Outcomes:**

- Knowledge of Threats: Students were able to list and explain at least three major threats to mountain environments, such as deforestation, pollution, and climate change.
- Appreciation for Conservation: Students were able to demonstrate an understanding of why it is crucial to protect mountain environments, citing specific ecological and societal benefits.
- Actionable Contributions: Students were able to suggest and discuss at least three actionable steps that they or their community can take to help conserve mountain environments, such as participating in clean-up drives.





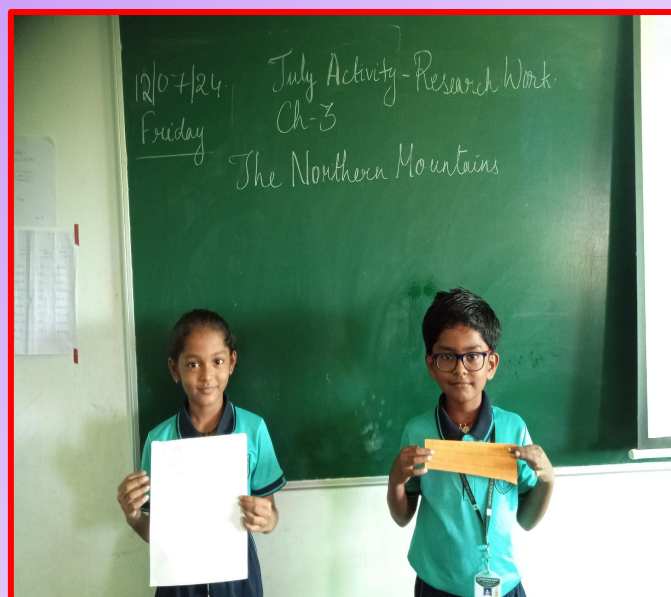
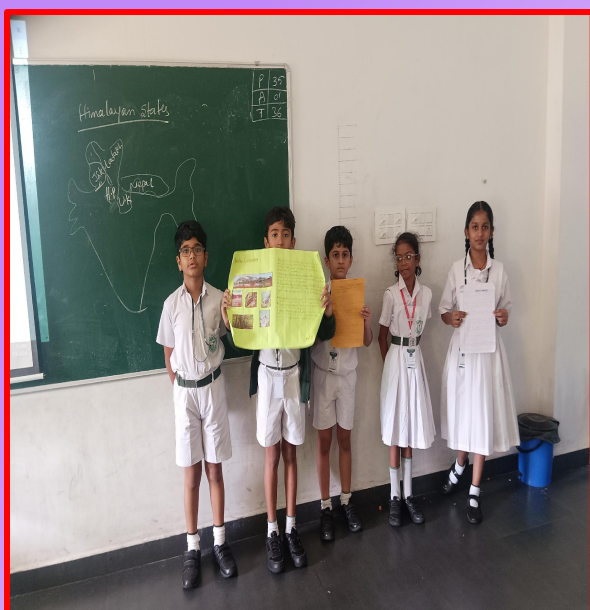
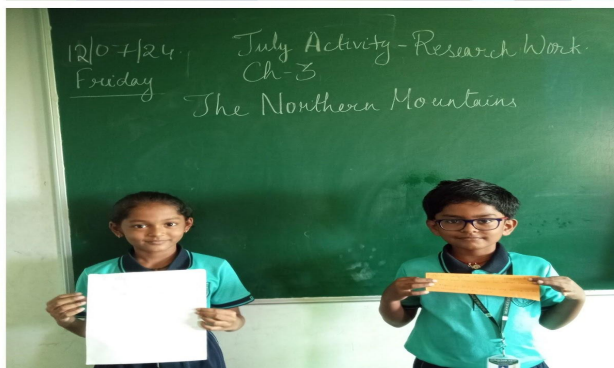
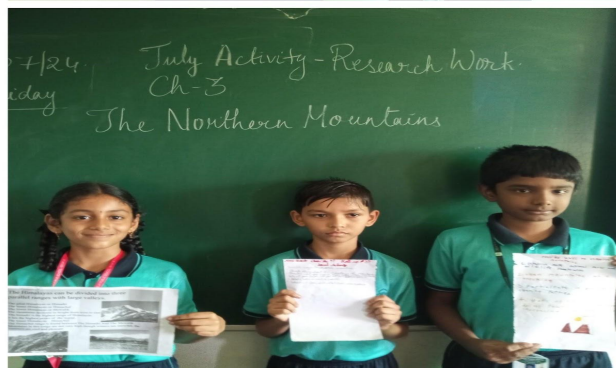
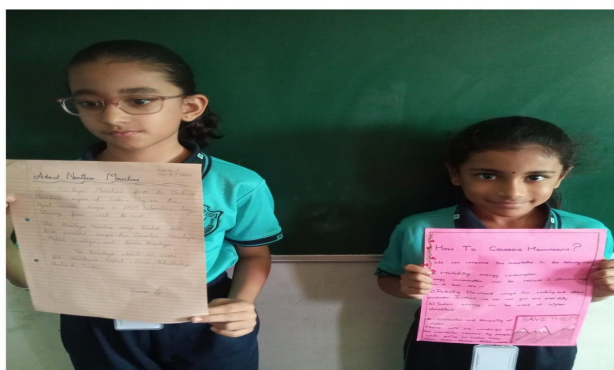
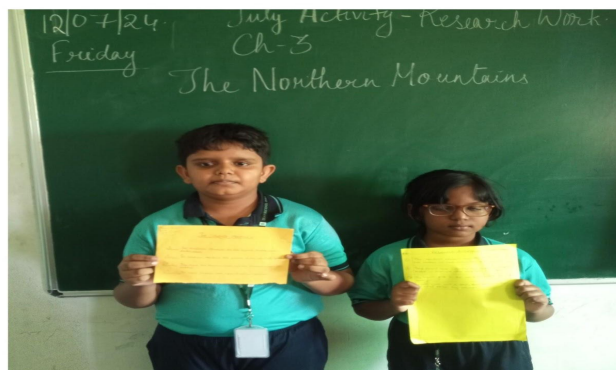
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**MATHS-NUMBER SYSTEM**

Framing a six-digit number using flash cards can be a fun and educational activity for the students. This exercise helps them understand the concept of place value and how digits combine to form numbers.

It was a great hands-on activity to help students understand the concept of framing a six-digit number using flash cards and then working with that number in several ways, such as writing the number name, expanded form, predecessor, and successor.

**Learning****objectives:**

Students will be able to identify and explain the place value of digits in a six-digit number (units, tens, hundreds, thousands, ten thousands, hundred thousands). Students will be able to determine the predecessor and successor of a given six-digit number.

**Learning outcomes:**

- **Understand and Apply Place Value:**

Accurately identify and explain the place value of each digit in a six-digit number. Demonstrate a clear understanding of how the position of a digit affects its overall value in a number

- **Form and Represent Numbers:**

Construct a six-digit number using given digits with confidence and accuracy.





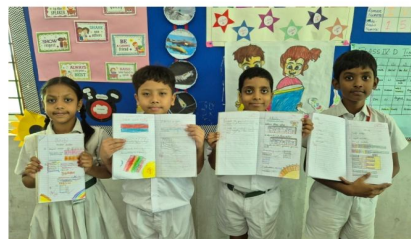
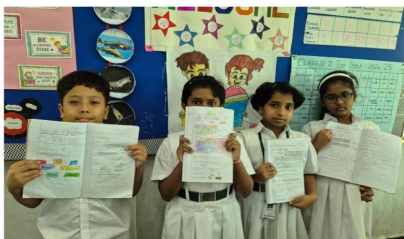
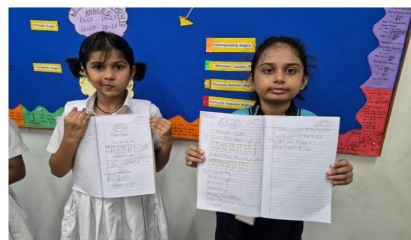
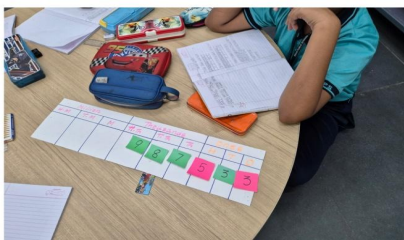
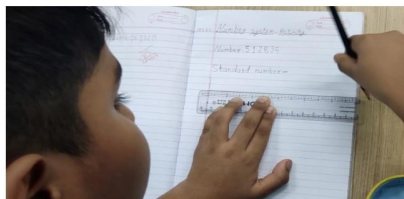
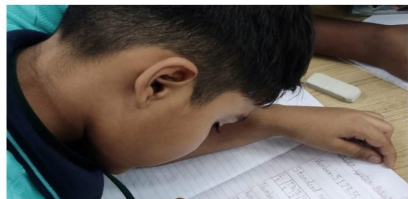
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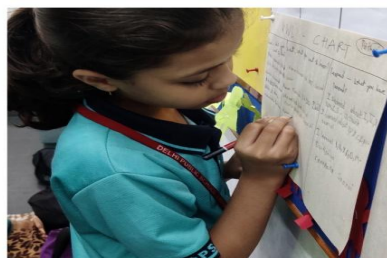
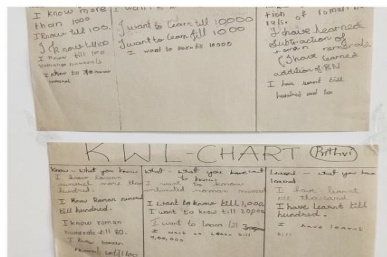
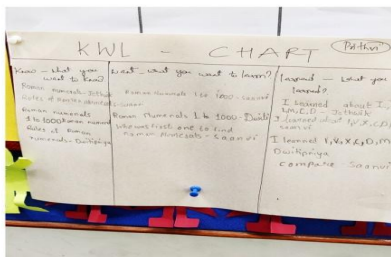
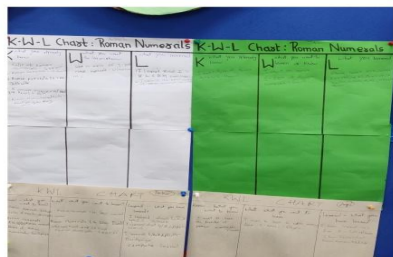


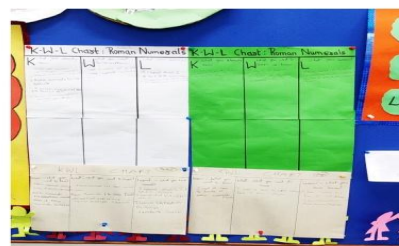
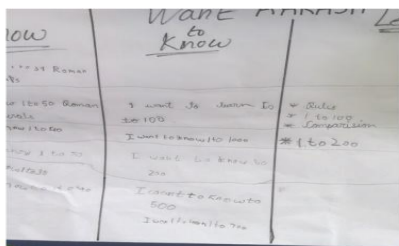
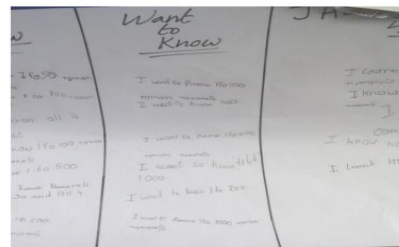


### MATHS-Roman Numerals

It is a great hands-on activity to help students understand the concept of Roman Numerals using the K-W-L chart.

Here students were asked to think about what they might already know about the book or the book topic. They were encouraged to brainstorm about the events in the book and pose questions about the events or characters. These were recorded on the chart in a class. As students get the knowledge of Roman symbols, they were instructed to revisit their questions in the "What I Want to Know" column every few days and answer them in the "What I Learned" column.





### Hindi ( L 1) - हिंदी गतिविधि : नाटक

ग्रेड 4 एल1 के सभी छात्रों ने हिंदी गतिविधि में भाग लिया। यह गतिविधि हिंदी कक्षा में आयोजित की गई थी।। कक्षा को चार दलों में बाँटकर हर एक दल ने बस्ते और जूते के संवाद को नाट्य के रूप में प्रस्तुत किया। जिसमें हर एक छात्र का योगदान अनिवार्य था।

### कहानी कहने के लाभ:

- पात्रों के बारे में रचनात्मक अभिव्यक्ति का विकास।
- उनके सुनने और सोचने के कौशल का उन्नयन।
- भावों को प्रकट करने का विकास





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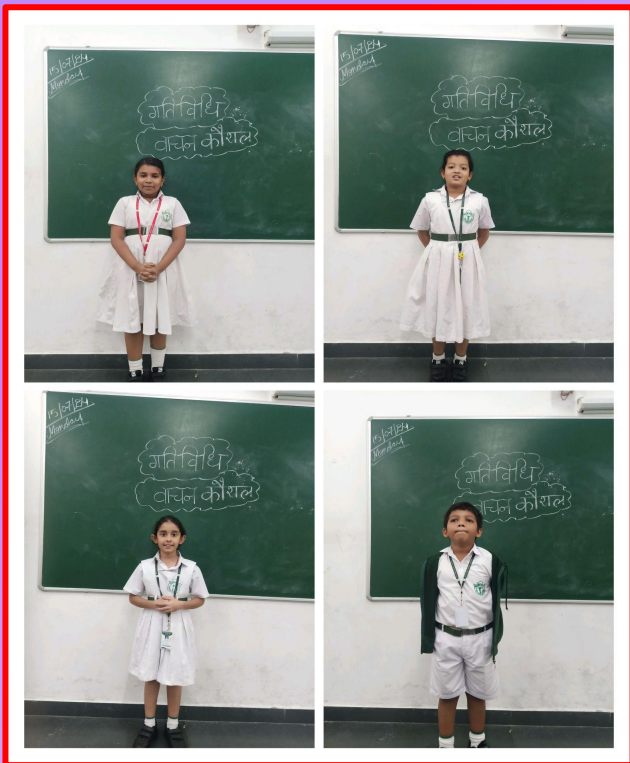




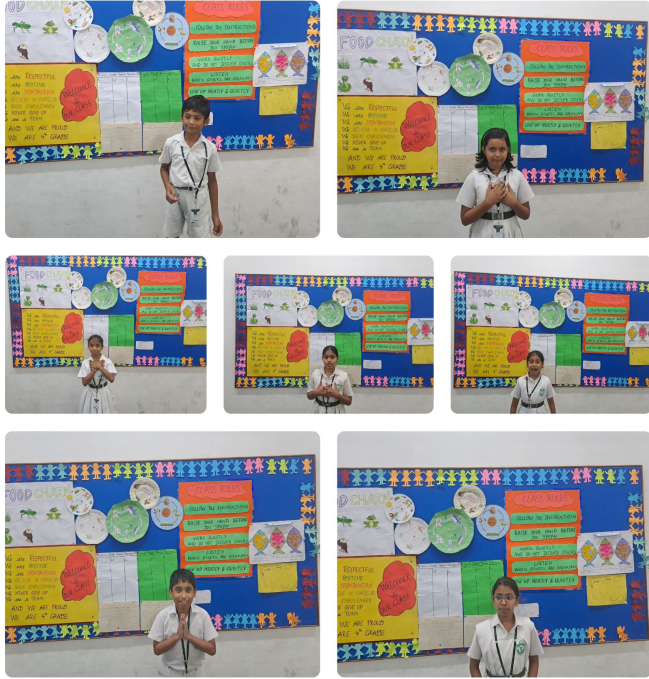
**Hindi (L1) हिंदी गतिविधि : वाचन कौशल**

ग्रेड 4 एल1 के सभी छात्रों ने हिंदी गतिविधि में भाग लिया। यह गतिविधि हिंदी कक्षा में आयोजित की गई थी। सभी छात्रों ने वाचन कौशल में अपने प्रभावशाली व्यक्ति के बारे में विस्तार से बताया और उनके गुणों को विस्तार से बताकर उनके महत्व को समझाया।

छात्रों ने अपने माता-पिता, अपने प्रिय खिलाड़ियों ( जैसे - विराट कोहली , मेस्सी ...) के नाम और उनकी अद्वितीय सोच, साहस, ज्ञान, मेहनत लगन, ईमानदारी और दृढ़ संकल्प को साझा किया। अपने सपने को पूरा करने का जुनून हो तो आप भी इनके जैसे बन सकते हैं। इस गतिविधि से यह निष्कर्ष मिला कि सभी बच्चे अपनी कड़ी मेहनत से अपने लक्ष्य को पूरा करने में लगे हैं। इस गतिविधि से बच्चों का मनोबल







### Hindi ( L2) - हिंदी गतिविधि : कविता गायन

**प्रारूप :** यह एक एकल गतिविधि है। कक्षा के छात्र-छात्राओं ने पूरे आत्मविश्वास और हाव- भाव के साथ कविता गायन किया । सभी ने उत्साह से इस गतिविधि को पूरा किया।

#### उद्देश्य :

- विद्यार्थियों में कविता गायन गतिविधि के माध्यम से नए अक्षरों की पहचान कराना।
- विद्यार्थियों में कविता सौंदर्य के बोध और हाव- भाव के साथ कविता को गाकर प्रस्तुत करने की क्षमता का विकास कराना। भाषा के प्रति सम्मान एवं रुचि बढ़ाना।

#### प्रतिफल :

विद्यार्थियों में आत्मविश्वास का विकास। गायन के प्रति रुचि एवं अक्षरों की सही पहचान कर वाक्य में उनके सही प्रयोग करने की क्षमता का विकास। कविता के भाव को समझकर अपने शब्द कोष में वृद्धि करेंगे।



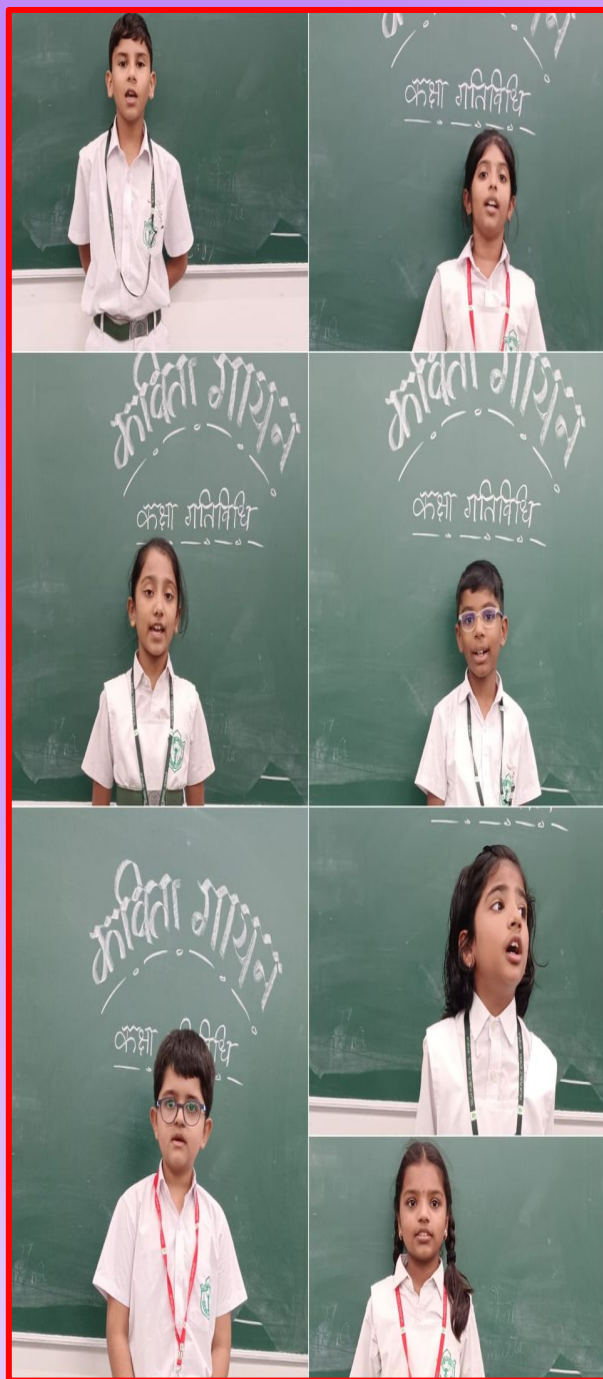
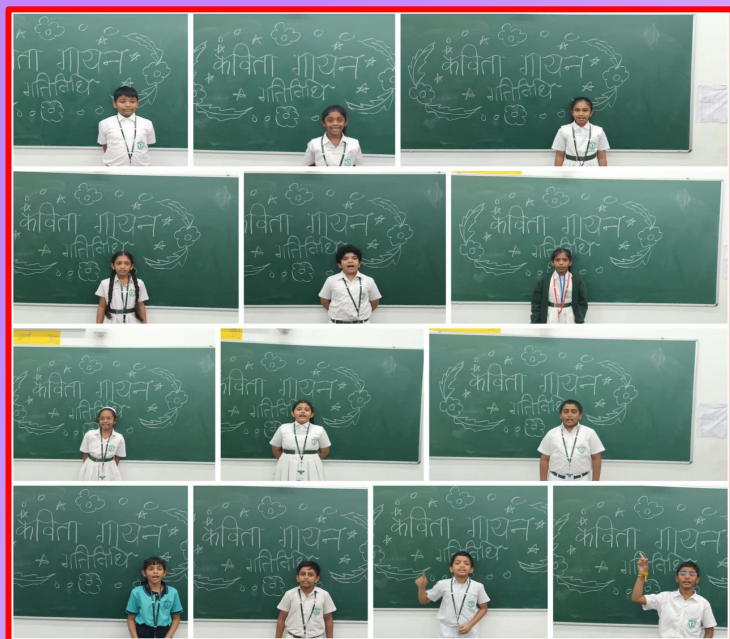
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**TELUGU (L1) - పరమానందయ్య శిష్యులు (ఏకపాత్రాభినయం )**

- పరమానందయ్య శిష్యులు పాఠం నాటకీకరణ కృత్యంలో విద్యార్థులు ఎంతో ఉత్సాహంగా పాల్గొన్నారు.
- శిష్యుల యొక్క పాత్రలో లీనమైన విద్యార్థులు చక్కగా అభినయించారు.
- పరమానందయ్య శిష్యులు నాటకీకరణ ద్వారా పిల్లలలో శ్రద్ధ మరియు ఏకాగ్రత స్థాయి మెరుగుపడ్డాయి .
- నాటకీకరణ ద్వారా విద్యార్థులలో నాయకత్వ లక్షణాలు ఏర్పడ్డాయి.
- సమాయనుకూలముగా విద్యార్థులు ఎలా ప్రవర్తించాలో తెలుసుకున్నారు.
- నాటకీకరణ ద్వారా విద్యార్థులు హాస్యానుభూతిని పొందారు.





### Telugu (L2) గుణింతపు గుర్తుల కృత్యము

#### Learning out comes :

- అచ్చులతో వచ్చు గుణింతపు గుర్తులను తెలుసుకుంటారు.
- అచ్చు అక్షరానికి వచ్చే గుర్తును ఏవిధంగా పలకాలో నేర్చుకుంటారు.
- . గుణింతపు గుర్తులు ఎలా రాయాలో నేర్చుకుంటారు.
- ఉపాద్యాయురాలు ఇచ్చిన అక్షరాలకు గుర్తులను పప్పు ధాన్యాలతో ఒక క్రమ పద్ధతిలో చేయటం నేర్చుకుంటారు.
- ఎందుకు గుణింతపు గుర్తులను నేర్చుకోవాలో తెలుసుకుంటారు.







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### GRADE 4 B ASSEMBLY

***“Every child is a flower of its own kind, and all together they make this world a beautiful garden.”***

The morning sets the day, and the assembly paves the way for our students to rejuvenate their spirits, remain rooted in moral values, and unleash their vitality. "Happiness, the power of positivity" was the theme of the assembly presented by students of grade 4B at the main stage on July 11, 2024. The assembly started with a prayer that filled our hearts with gratitude and humility. The little news readers followed by reading the international, national, sports, and DPS news very confidently. The theme was presented in the form of a skit.

The skit was a reminder that life is not about avoiding challenges but about facing them with courage and a positive attitude. It's about finding joy in the journey, not just the destination. It was followed by a dance, which concluded the skit. The song for the dance was performed by the students themselves, showcasing their varied talents. This was followed by the thought of the day: "Happiness is a journey, not a destination."





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### GRADE 5

#### Science - My Healthy Plate

Students brought the raw materials as per their dishes in the class. They placed the list of ingredients used by them for making their dish in a food pyramid (drawn on a A4 size sheet) according to the major nutrient contained of that material. They then identified if they have missed any food components in their dish.

**The main objective behind this activity were:**

- To make students identify food components in their food.
- To explore more about the food pyramid and how it is related to a balanced diet.
- To make them realise about the type of food they consume everyday







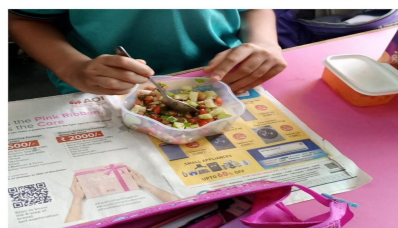
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### English- Signboard activity

Students were asked to make a sign board using cardboard and coloured papers based on their aspirations. This activity helped students to develop a certain code of behaviour towards every profession. Students understood that every profession requires its own set of skills, and there is a need to study well to become a good doctor, a scientist or an engineer.







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### Hindi ( L2) -

कक्षा 5 के छात्रों को हिंदी में पशु और पक्षियों से आधारित प्रश्न पूछे गए और उन पर आधारित गतिविधि करवाई गई । बच्चों ने पशु और पक्षियों के नाम पहचाने और गतिविधियों में शामिल हुए, छात्रों ने ना केवल विभिन्न पशु और पक्षियों के नाम सीखें बल्कि अपनी हिंदी शब्दावली भी विकसित की। यह सीखने के लिए आनंददायक और इंटरैक्टिव बनाने के लिए इस गतिविधि में बच्चों द्वारा पशु और पक्षियों के नामों का मिलान किया गया , जिससे छात्रों को पशु और पक्षियों के बारे में सीखने को मिला साथ- साथ गतिविधि में आनंद भी लिया । मिलान करने की गतिविधियाँ छात्रों को संलग्न करने और सीखने की प्रक्रिया को आनंददायक बनाने का एक शानदार तरीका है।





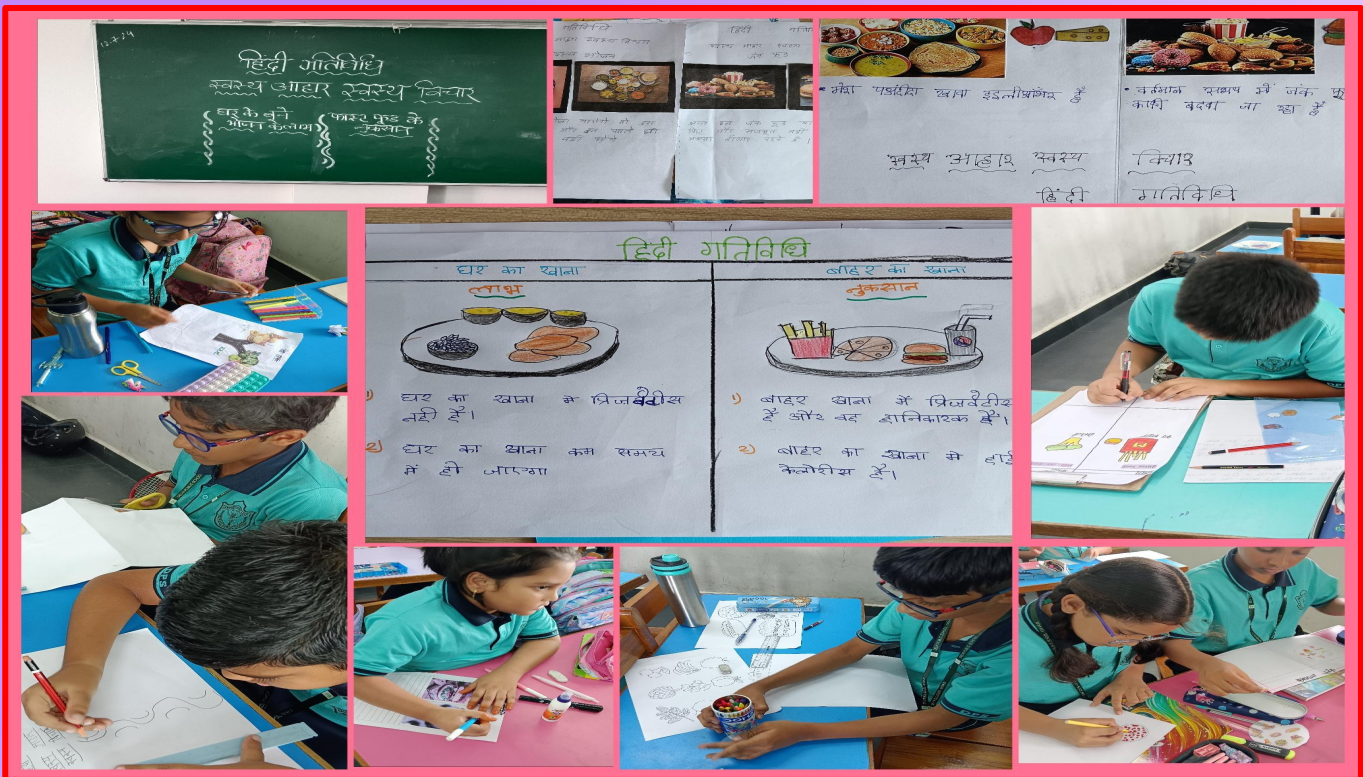


### Hindi ( L1) - स्वस्थ आहार स्वच्छ विचार

यह गतिविधि 'संभव की भूल' पाठ पर आधारित थी। इस गतिविधि के अंतर्गत छात्रों को फास्ट फूड एवं घर में बने भोजन के चित्र एकत्रित कर उनके लाभ एवं नुकसानों के बारे में बिंदुवार लिखने के लिए कहा गया। इस गतिविधि का मुख्य उद्देश्य - छात्रों में स्वास्थ्य और पोषण संबंधी जागरूकता लाना। उन्हें यह सिखाना कि कैसे वे अपने खाने-पीने के विकल्पों के बारे में अधिक समझदारी से निर्णय ले सकते हैं।

#### प्रतिफल -

- छात्रों ने बड़े उत्साह के साथ इस गतिविधि में भाग लिया।
- यह गतिविधि छात्रों में स्वस्थ खाने की आदतों को प्रोत्साहित करती है।
- छात्र इस बात से अवगत हुए कि स्वस्थ आहार उनके शारीरिक एवं मानसिक स्वास्थ्य को प्रभावित करती है।







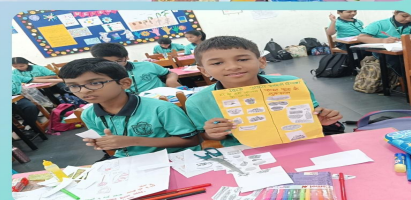
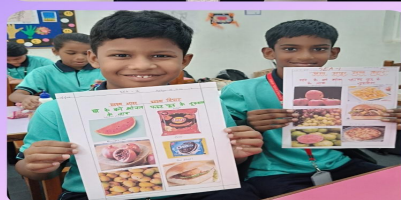
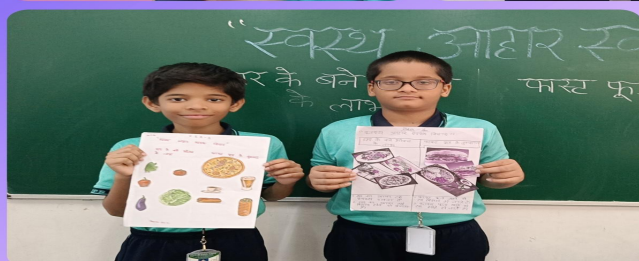
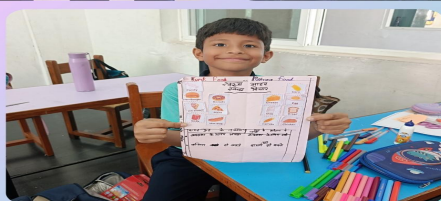
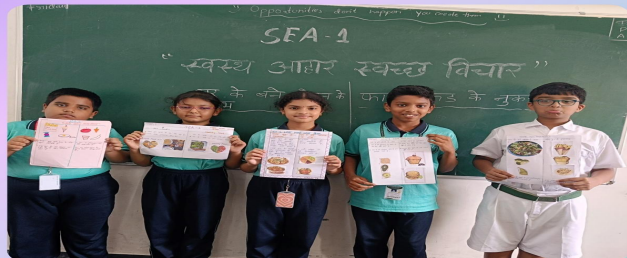
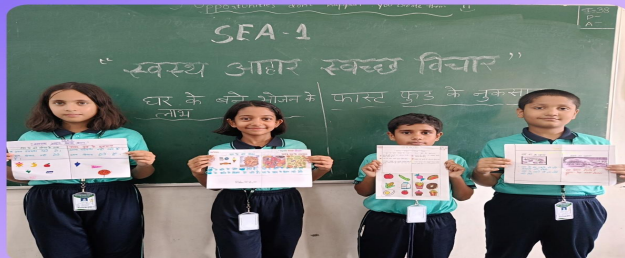
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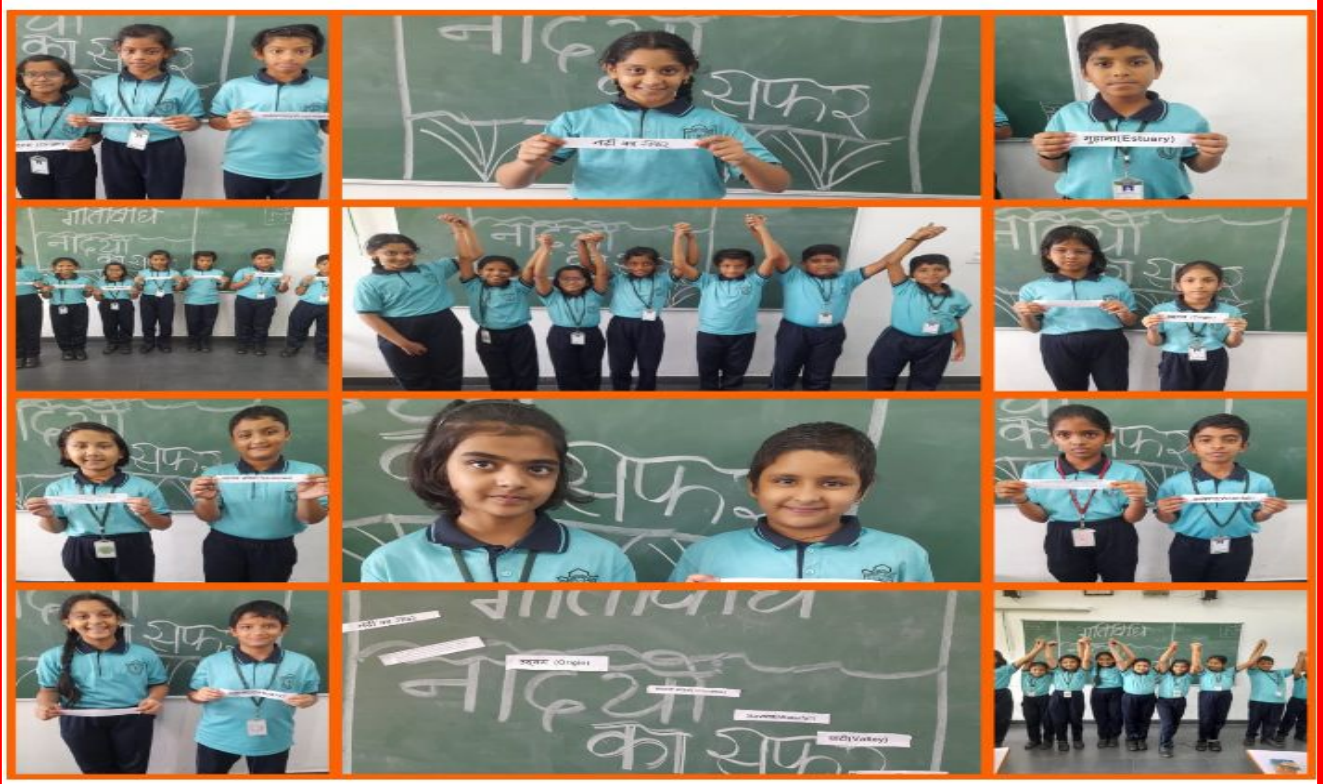




### Hindi ( L1) - गतिविधि - नदी का सफ़र

यह गतिविधि पाठ -२ गोदावरी पाठ से संबंधित करवाई गयी 'नदी का सफ़र' जो कि सामूहिक गतिविधि थी। जिसका मुख्य उद्देश्य था कि छात्रों को भारत की नदियों के बारे में

जानकारी देना तथा वाचन कौशल का विकास कराना, आत्मविश्वास की भावना को जागृत कराना, आपस में एक-दूसरे का सहयोग करने की भावना को जागृत कराना। गतिविधि के दौरान सभी छात्रों ने बड़े उत्साह से भाग लिया। इस गतिविधि के माध्यम से छात्रों में श्रवण, वाचन कौशल का विकास, नदियों के बारे में काफ़ी जानकारी प्राप्त हुआ, आत्मविश्वास की भावना एवं सहयोग करने की भावना का विकास हुआ





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### Social- Route map from home to school

- Children drew their route from home to school using all map symbols on A4 sheet.
- They enabled children to learn and understand the usage and importance of map symbols



### Social - Engaged way of learning causes of season change

Children used paper plate, cut outs and colour pencils to learn how tilt of Earth's axis and revolution of the earth causes change in season.



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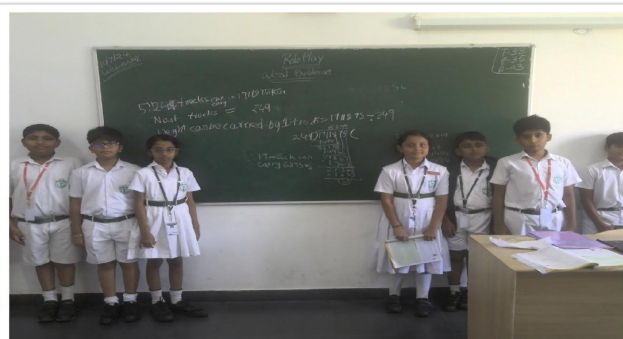






### Math - Roleplay on Word problems

This activity was conducted house wise . Students explained the problem by taking turns among them which enhanced their problem solving skills and enriched their knowledge of Arithmetic operations on Large Numbers.



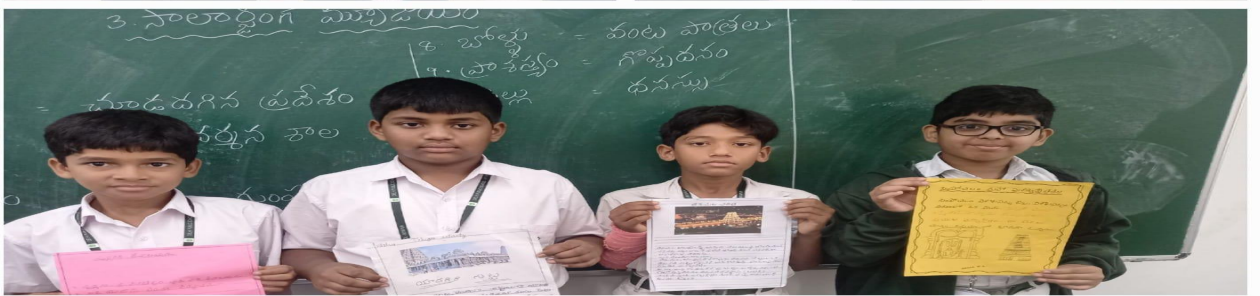
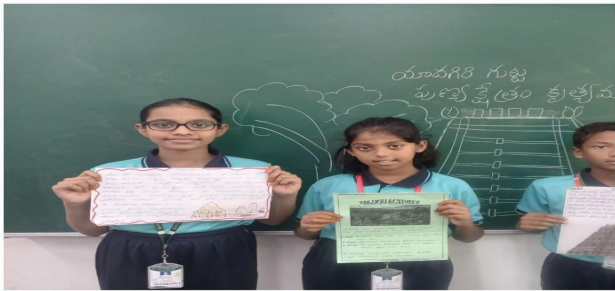


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### Telugu ( L1) - పుణ్య క్షేత్రం కృత్యం

- ఈ కృత్యం ద్వారా విద్యార్థులు వారి క్షేత్ర అనుభవాలను గుర్తుతెచ్చుకుంటారు.
- పుణ్యక్షేత్రాలు అంటే ఏమిటి వాటి ప్రాముఖ్యతను గురించి తెలుసుకున్నారు.
- తెలియని ప్రదేశాలకు వెళ్ళేటప్పుడు ఎలాంటి జాగ్రత్తలు తీసుకోవాలో తెలుసుకున్నారు.
- విద్యార్థులు,తమ కుటుంబంతో ఏ ఏ పుణ్యక్షేత్రాలు వెళ్ళారో, అక్కడ ఏ ఏ దేవతామూర్తులను దర్శించారో,అక్కడ ఎటువంటి ప్రసాదాలు తిన్నారో,అక్కడ ఎటువంటి సదుపాయాలు వారు అందుకున్నారో తెలియజేయడం ద్వారా తరగతి గదిలోని మిగతా విద్యార్థులు తెలుసుకుంటారు.
- ఈ కృత్యం ద్వారా ఒకరి అనుభవాలను మరొకరు తెలుసుకున్నారు.
- యాదగిరిగుట్ట పాఠం విద్యార్థులు యాత్రాస్థలం వెళ్ళినప్పుడు ఏమేమి విషయాలు గ్రహించాలి అనేది తెలుసుకున్నారు.అలాగే ఈ కృత్యంలో వారు యాత్రాస్థలంలో జరిగిన విషయాలను ఒకరికి ఒకరు చెప్పుకోవడం ద్వారా వారికి ఒక కొత్త అనుభవం తెలుసుకున్నారు.







### GRADE 6

#### Science - Solubility test

**Learning Objectives** - Students will be able to

- Define Solubility.
- Identify type of solutions.
- Differentiate between soluble and insoluble substances.
- Differentiate between miscible and immiscible substances.

#### Learning Outcomes -

Students were able to understand how to investigate whether the liquid is miscible or immiscible from the given samples.





## Social - Research and Present

### Learning Objectives -

- It will enhance the potential to heighten students' critical thinking and collaborative learning skills.
- Students will develop to present the ideas with description, explanation, and demonstration.
- It facilitates verbal participation and they will learn to work in groups.

**Activity** - Class was divided into 4 groups. Every group was given one topic of each sources of history (Manuscript, Artefacts, coins and seals and Inscriptions). They were supposed to gather information on any one, relate it to Indus Valley cities and present the information in class.

### Learning Outcome -

Through this activity the students will have learnt

- The various reasons to learn about History.
- The sources of History.
- Differentiate among the different sources of history -definition, material, time & effort, life span.





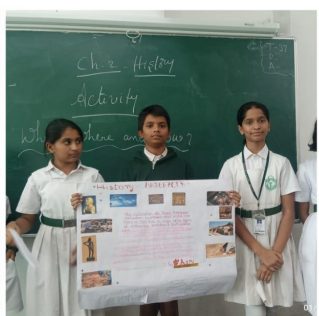
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### Math - Distributive Property of Multiplication over Addition

It is a great hands-on activity to help students understand the distributive property. Here's how they can visually represent the distributive law of multiplication over addition on a graph sheet.

Multiplying a sum by a number is the same as multiplying each addend by the number and then adding the products.

#### Learning objectives:

Students will be able to:

- Solve problems with variables using the distributive property.
- Solve mental math problems using the distributive property.
- Simplify geometry problems using the distributive property.

#### Learning outcomes:

- Students learnt the visual representation of the distributive property using geometric shapes (rectangles) on graph paper, enhancing their spatial reasoning skills.
- Students developed problem-solving skills by breaking down complex multiplication problems into simpler components using the distributive property.







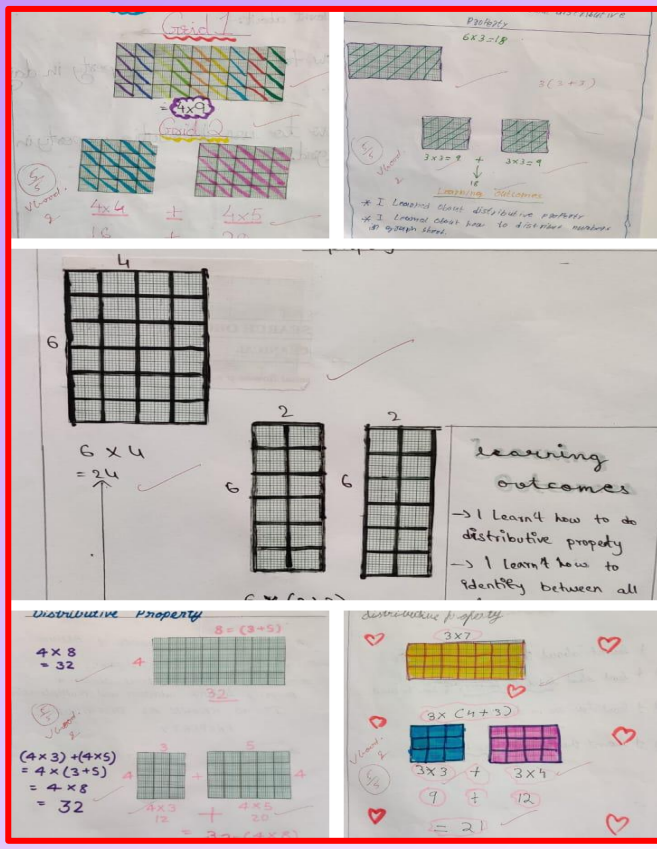
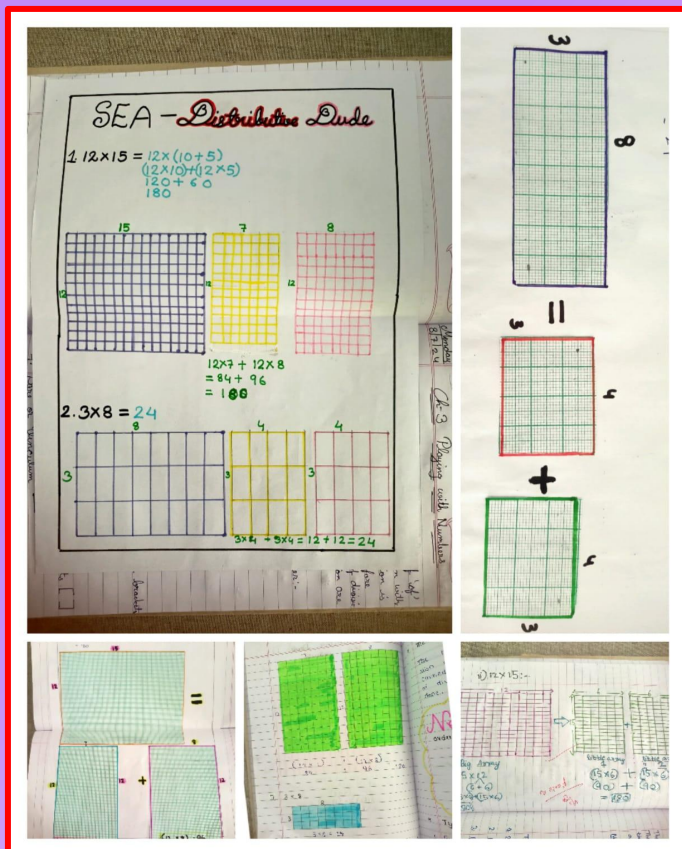
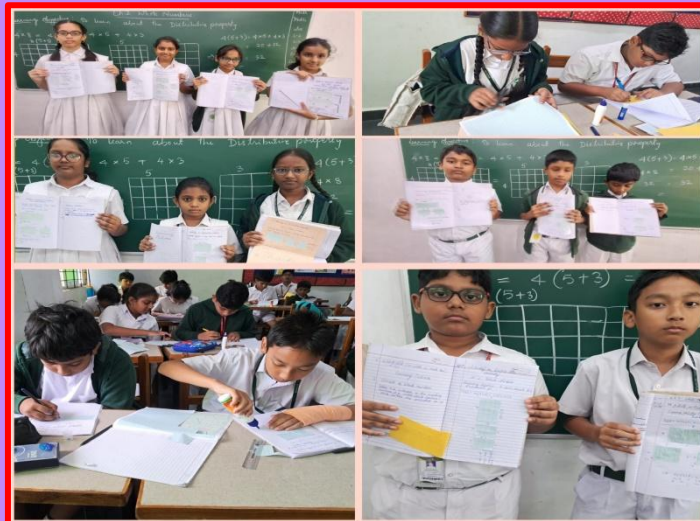
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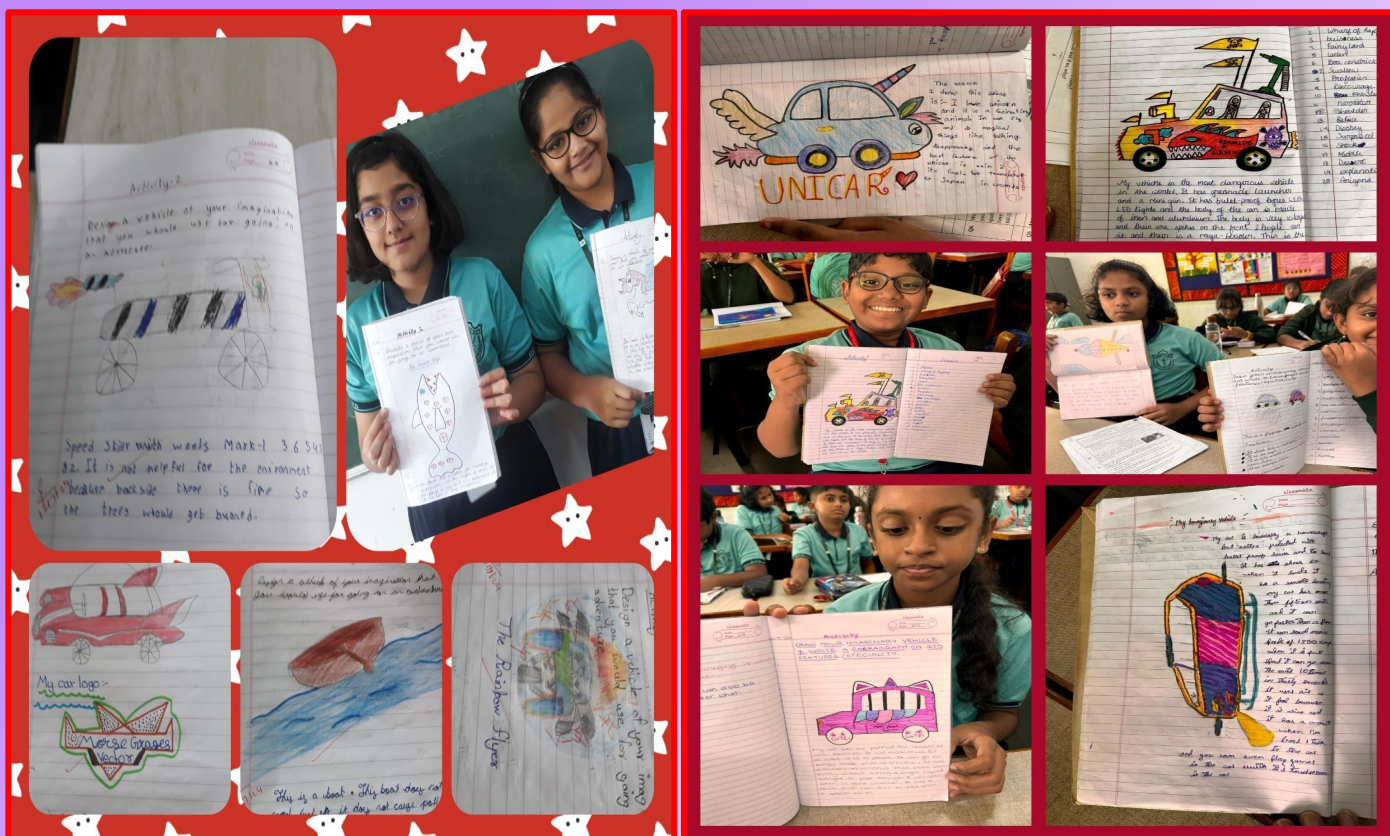
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### English - THE LITTLE PRINCE - IMAGINARY VEHICLE ACTIVITY

Students were asked to design their imaginary vehicle which they would use it to go on an adventure and write a paragraph on how it is beneficial to the society and the environment. Children with a lot of interest and enthusiasm participated in this activity. This activity helped children to develop creativity by imagining and designing a vehicle that incorporates futuristic and sustainable elements. Participants gained a deeper understanding of sustainability principles by exploring how renewable energy sources (such as solar power) and electric propulsion can contribute to reducing carbon emissions and promoting environmental conservation.





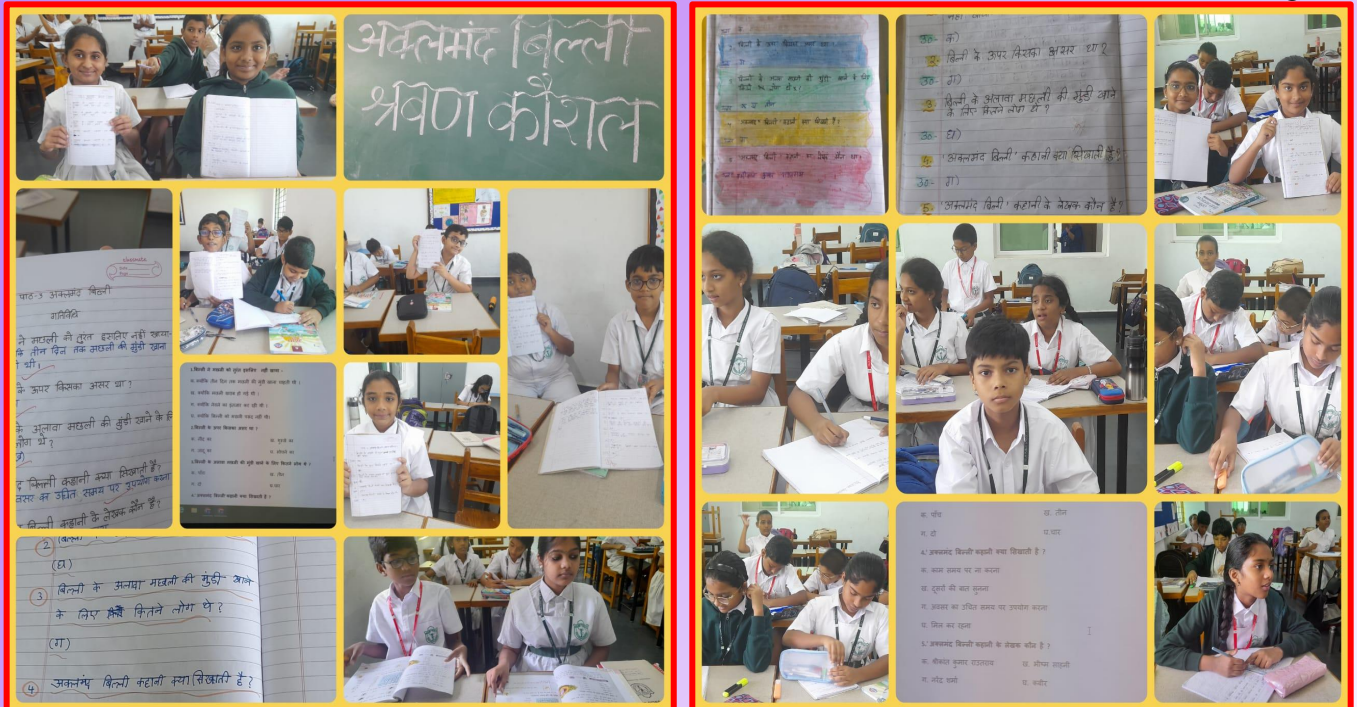
**Hindi ( L1)****पाठ- 3 'अकलमंद बिल्ली' पर आधारित पठन एवं श्रवण कौशल गतिविधि**

इस गतिविधि के अंतर्गत हिंदी छात्रों ने 'अकलमंद बिल्ली' पर आधारित पठन एवं श्रवण कौशल हेतु पाठ को पढ़कर पूछे गए प्रश्नों के उत्तर स्वयं लिखे। जिसमें सभी छात्रों ने भाग लिया।

**उद्देश्य -**

- पठन,लेखन, श्रवण कौशल का विकास करना
- कल्पना एवं चिंतन कौशल को विकसित करना।
- छात्रों के आत्मविश्वास को बढ़ावा देना।
- भाषाई दक्षता और सैद्धांतिक व्याकरण का ज्ञान विकसित करना।

**प्रतिफल -** इस गतिविधि में छात्रों ने उत्साह से भाग लिया। संबंधित गतिविधि के उद्देश्य को छात्र समझने में सफल रहे। आत्मविश्वास के साथ छात्रों में भाषाई कौशल विकसित हुआ।



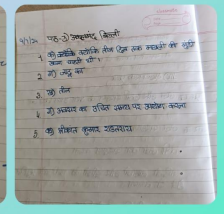
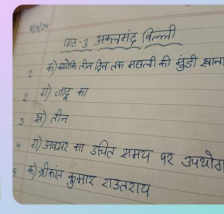
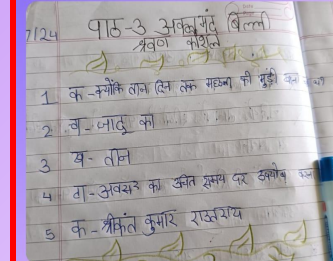
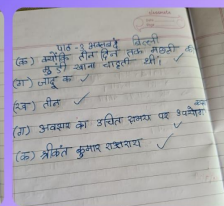
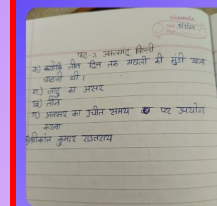
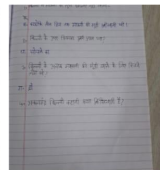
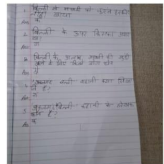
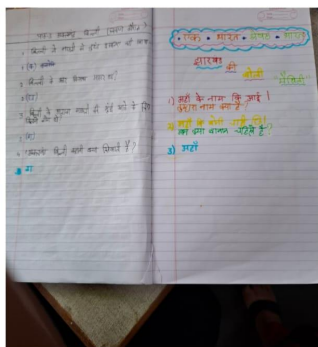
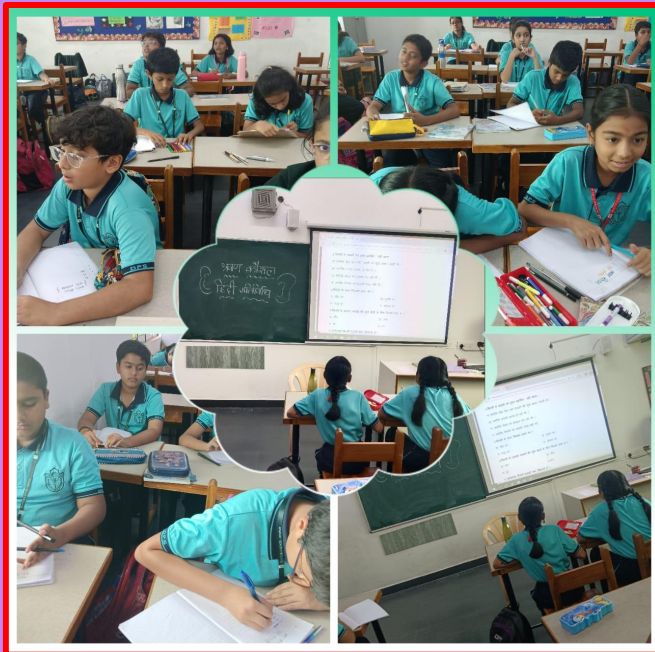




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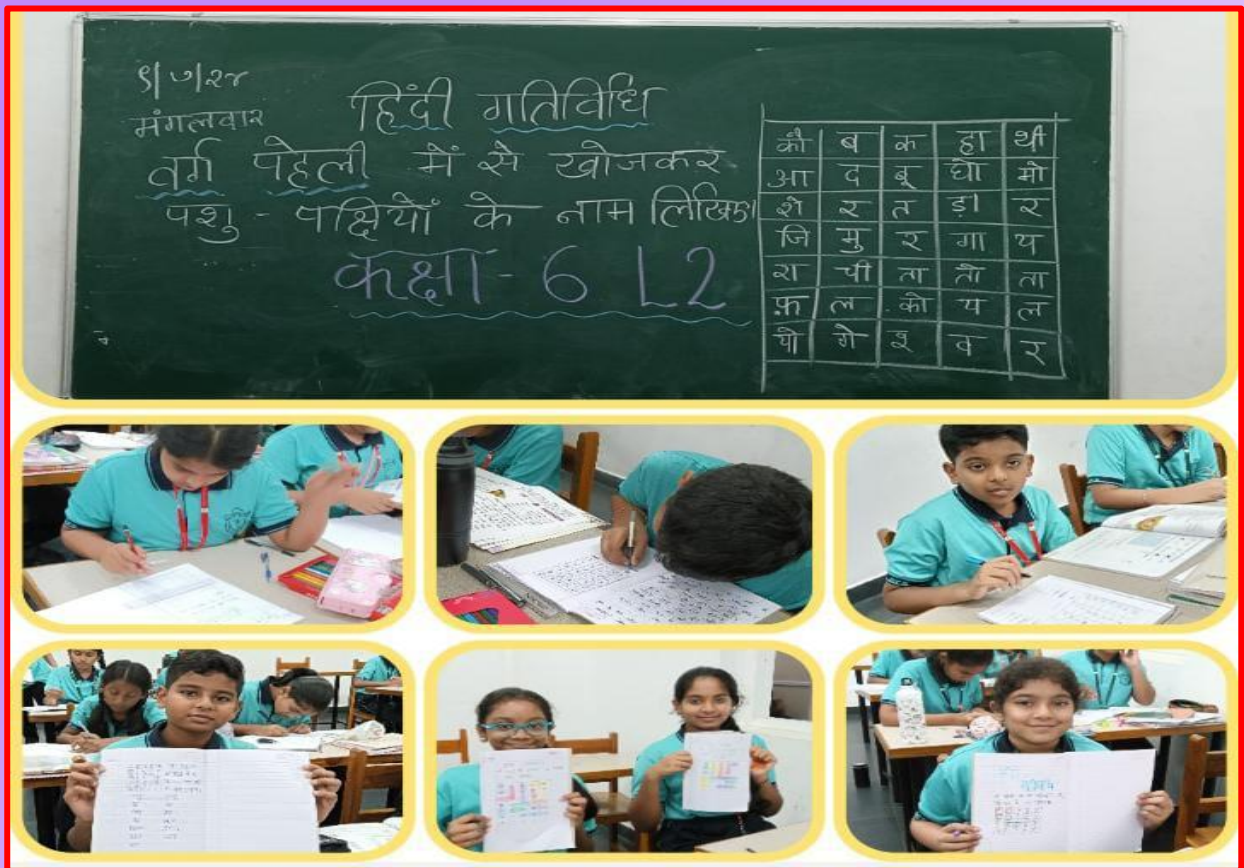


### Hindi ( L2) -

छात्रों को हिंदी में पशु और पक्षियों के नामों की गतिविधि दी गई थी। बच्चों ने अपने पसंदीदा रंगों से वर्ग पहली में पशु और पक्षियों के नामों को खोजकर अलग – अलग तालिका में लिखना था।

**इस गतिविधि को कर के छात्रों में:-**

- अपनी हिंदी शब्दावली भी विकसित करी।
- रचनात्मकता और लेखन कौशल का विकसित हुआ था।
- यह सीखने के लिए आनंददायक और इंटरैक्टिव बनाने के लिए उनमें रंग भरे।
- रंग भरने वाली गतिविधियाँ छात्रों को संलग्न करने और सीखने की प्रक्रिया को आनंददायक बनाने का एक शानदार तरीका है।





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### Sanskrit -

एषा प्रतियोगिताया मुख्यद्देश्य छात्रेषु संख्याज्ञानप्रदानम्, स्मरण क्षमताया विकासः च कारणम्







### Telugu ( L 1) స్నేహబంధం కృత్యము

**కృత్యము :** బృంద కృత్యం

తరగతి గదిలో విద్యార్థులను రెండు లేదా మూడు జట్లుగా విభజించి పాఠంలోని పాత్రలకు అనుగుణంగా వారిచేత నాటకీకరణ చేయించుట.

#### బోధనా ఫలితం:

- విద్యార్థులు పాఠంలోని పాత్రలకు తగిన మాస్క్ ను ధరించి కృత్యము చేయడం ద్వారా కథ మొత్తం అందరికీ అర్థం అవుతుంది.
- కష్ట సమయంలో సమయస్ఫూర్తితో ఆలోచించాలని మరియు స్నేహబంధం యొక్క గొప్పదనం తెలుసుకున్నారు.
- ఇచ్చిన కృత్యమును హావభావాలతో, అభినయంతో పాటుగా ప్రదర్శించడం ద్వారా మంచి ఉచ్చారణ నైపుణ్యం, స్వయంగా మాట్లాడే శక్తి, పదజాల వినియోగం పెరుగుతుంది.







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### Telugu ( L2) మనమంతా ఒక్కటే

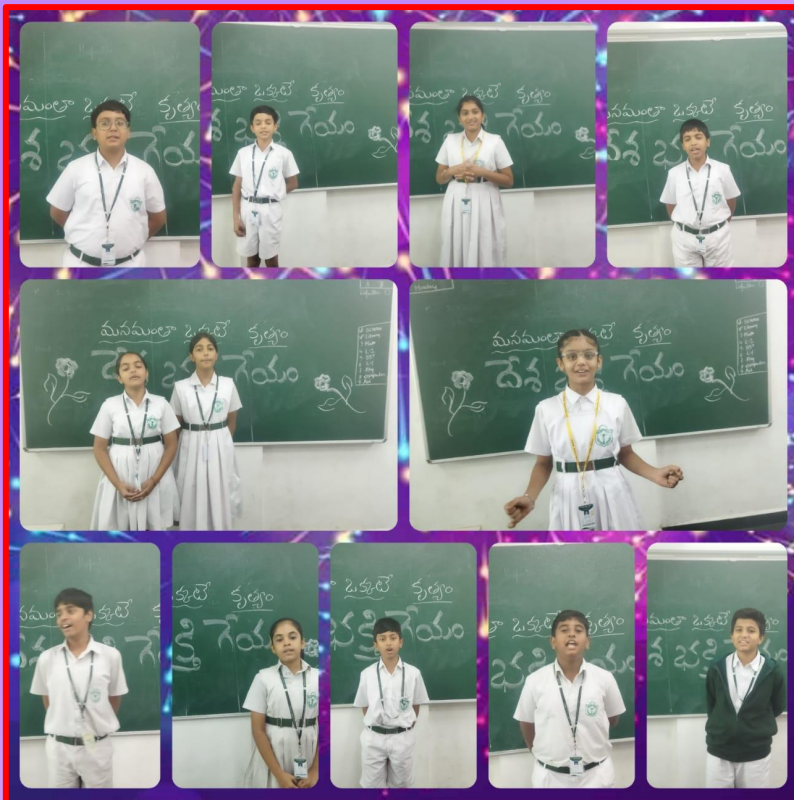
కృత్యము : Activity విద్యార్థులు ఏదైనా ఒక దేశ భక్తి గేయమును తరగతిలో పాడి వినిపించుట .

#### Learning Objectives :

విద్యార్థుల్లో దేశభక్తిని పెంపొందించడం. దేశభక్తి గీతాలు పాడటం పట్ల విద్యార్థుల్లో ఆసక్తిని కలిగించడం. కులం, మతం, భాష మొదలైన వాటికి అతీతంగా మనమంతా భారతీయులమని తెలుసుకోవడం.

#### Learning outcomes

- విద్యార్థులు దేశభక్తిని అలవర్చుకున్నారు . దేశభక్తి గీతాలపై అభిరుచిని పెంచుకున్నారు .
- గేయాన్ని సృజనాత్మకతతో సొంతమాటల్లో చెప్పారు. దేశ ప్రత్యేకతలు, మన దేశంలో గొప్ప వ్యక్తులు గురించి విషయాలను సేకరించి మాట్లాడగలిగారు.





### GRADE 6 C ASSEMBLY

**Topic: Impact of Growing Population on Planet Earth**

**Date : Wednesday, 10 July 2024**

- Grade VI -C presented their assembly on the theme “Impact of Growing Population on the Earth” on 10 July.
- The main aim was to highlight the impact of the growing population on the planet and how it has led to further degradation of the environment.
- Children understood that there is no PLAN(ET) B and we must take care of the planet.

### IMPACT OF GROWING POPULATION







### GRADE 7

#### Math - Activity-DATA ANALYSIS

Children collected the data about daily calorie intake for 5 days. Analysed the data by calculating mean, median and mode. And represented the data through bar graph. Children also wrote their takeaway from data analysis. Activity was fun filled, children learned to switch to healthy eating habits.





### Science- ROLE PLAY - DIGESTION IN HUMANS

Students of Grade 7 had a great experience in playing the roles of the organs in the alimentary canal. As a part of this activity students were divided into groups. Each group was assigned to do the role play of organs of the digestive system. Students introduced themselves as a particular organ, explained its structure, function and its importance in the human body. Students enjoyed depicting the movement of food in each organ especially the peristalsis.





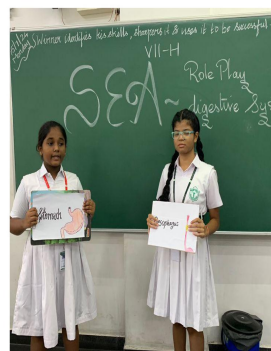
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### Science- Animal Album

**Activity:** Create an animal album.

#### Procedure:

Students were divided into groups of 5 students each to make an **animal album** based on the following data.

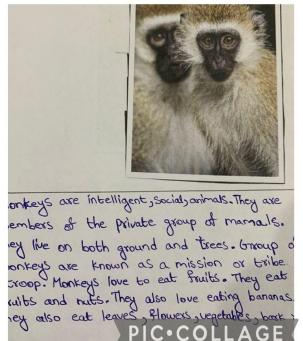
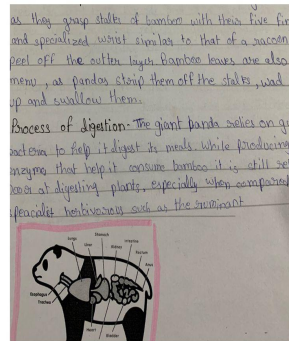
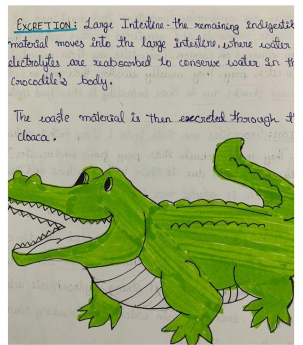
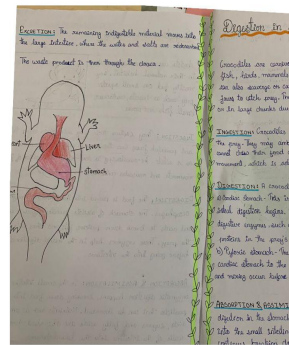
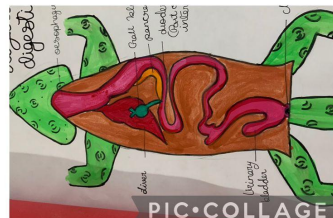
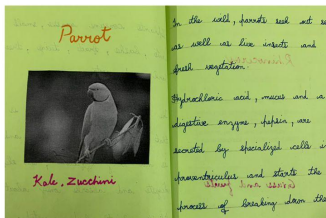
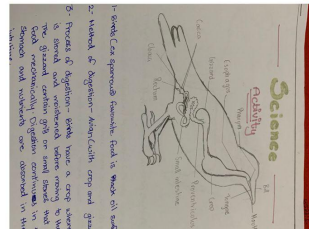
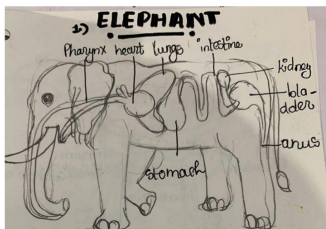
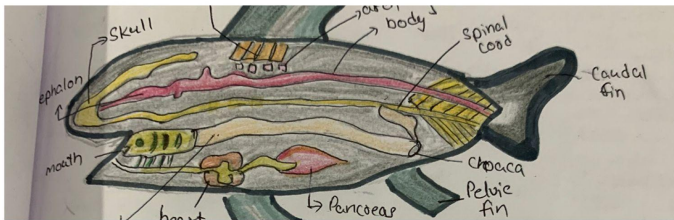
- Name of the animal or a microorganism (belonging to animal category)
- Its food
- Method of procurement of its food.
- Process of digestion in its body
- Drawings to be shown





### Learning Outcome:

- Students were able to understand different digestive processes in different animals.
- Students were able to analyze the five step process of nutrition happening in the process of nutrition.



### Sanskrit - संस्कृत गतिविधि

### गीत गायन - तृतीयः पाठः

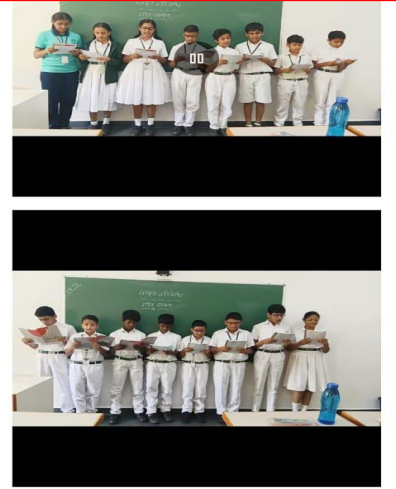
तृतीय पाठ जो एक गीत है। उसे बच्चों द्वारा गवाया गया और इसमें बच्चों ने पूरे उत्साह से भाग लिया।



### Sanskrit -

**उद्देश्य** - इसका उद्देश्य बच्चों में संस्कृत बोलने की रुचि पैदा करना ,आत्मविश्वास में वृद्धि कराना और संस्कृत एक सरल भाषा है इसे हम कितनी आसानी से गा सकते हैं इसकी समझ विकसित करना था ।

**शिक्षण अधिगम** -बच्चों ने संस्कृत में गीत अति सरलता से गाना सीखा ,साथ में गाने से उनके अंदर उत्साह और आनंद का विकास हुआ । उच्चारण में शुद्धता भी आई । बच्चे गीत गाकर आनंद का अनुभव किए जिससे संस्कृत भाषा के प्रति भय की समाप्ति हुई ।







### Hindi ( L1) - कक्षा गतिविधि रिपोर्ट

**विषय:** विज्ञापन लेखन

**विषयवस्तु:** हैदराबाद पर्यटन

18 जुलाई 2024 को हमारी कक्षा में 'हैदराबाद पर्यटन' पर विज्ञापन लेखन की गतिविधि आयोजित की गई। बच्चों ने हैदराबाद के प्रमुख आकर्षणों जैसे चारमीनार, गोलकुंडा किला, हुसैन सागर झील, चौमहल्ला पैलेस और हैदराबादी बिरयानी को शामिल करते हुए एक आकर्षक विज्ञापन तैयार किया।

छात्रों ने विदेशी पर्यटकों को हैदराबाद आने और इसकी सुंदरता का आनंद लेने के लिए आमंत्रित किया। इस गतिविधि के माध्यम से उन्होंने विज्ञापन लेखन का कौशल सीखा और शहर की सांस्कृतिक एवं ऐतिहासिक धरोहरों के बारे में जानकारी बढ़ाई।





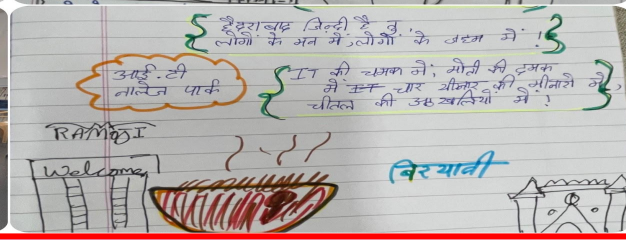
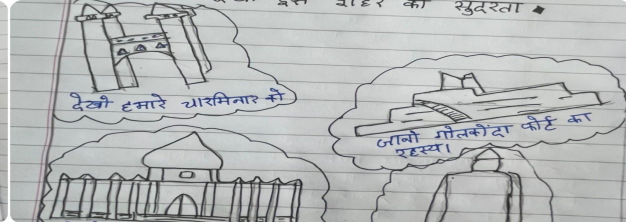
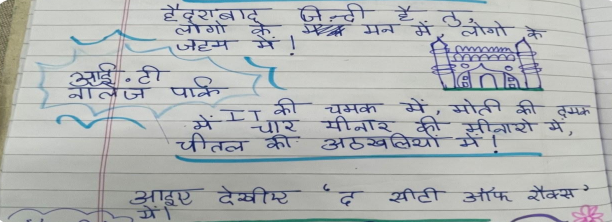
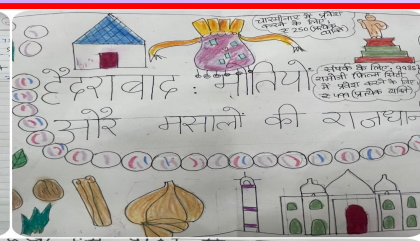
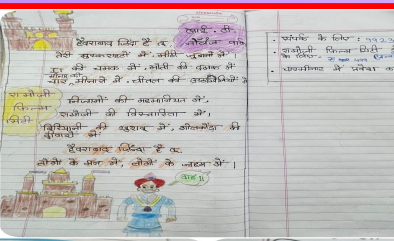
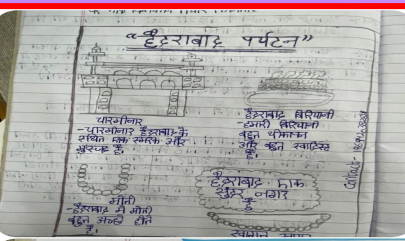
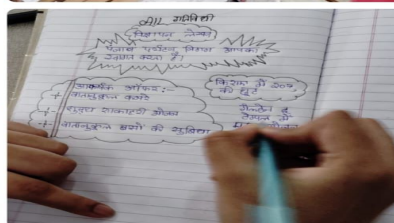
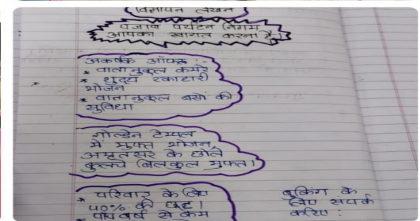
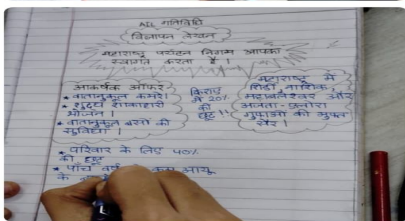
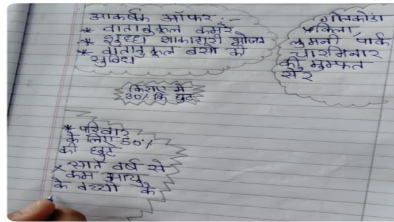


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### Hindi ( L2)

#### गतिविधि – कविता गायन

कक्षा में प्रत्येक छात्रों द्वारा कविता प्रस्तुत किया गया।

**उद्देश्य** – छात्र इस गतिविधि के माध्यम से कविता को सुर,लय,ताल के साथ प्रस्तुत करने में सक्षम हुए। शब्द तथा ध्वनि सौंदर्य की अनुभूति कर सके। समयसीमा का महत्व समझ





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### Telugu ( L1)

**కృత్యము:** మట్టి లేదా క్లే తో బొమ్మల తయారీ

**కృత్య వివరణ:**

విద్యార్థులతో తరగతి గదిలో క్లే లేదా మట్టిని ఉపయోగించి బొమ్మలను తయారు చేయించుట.

**బోధనా ఫలితాలు:**

- విద్యార్థులు ఇచ్చిన కృత్యమైన మట్టితో బొమ్మలను తయారు చేయుటను నిర్దేశిత సమయంలో పూర్తి చేయగలిగారు.
- శిల్ప కళతో పాటుగా ఇతర కళల పేర్లను తెలుసుకొనుటయందు ఆసక్తి కనబరిచారు.
- ఈ కృత్యం ద్వారా శిల్ప తన శిల్పములను అందంగా తీర్చిదిద్దుట యందు దాగి ఉన్న కష్టాన్ని తెలుసుకోగలిగారు.
- శిల్ప కళలను ప్రోత్సహించాలని వాటికి ప్రభుత్వ గుర్తింపు అవసరమని తెలుసుకున్నారు.







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### Telugu ( L2) పాఠం-1. మన సంస్కృతి గేయమును పాడుట

**కృత్యము :** మన సంస్కృతి గేయాలాపన (Poem Recitation)

**కృత్యమును చేసిన విధానము :** విద్యార్థులు మన సంస్కృతి గేయమును నేర్చుకొని, తరగతి గదిలో తమ స్వీయ పరిచయము చేసుకొని గేయమును రాగయుక్తముగా పాడుట.

### Learning outcomes:

- విద్యార్థులు తమలో ఆత్మవిశ్వాసము, దోషరహిత ఉద్ధారణ, , భావ వ్యక్తీకరణ, భాషాపరిజ్ఞానం మరియు సృజనాత్మకత వంటి నైపుణ్యాలు పెంపొందించుకున్నారు.
- తెలుగు భాషలో నిర్భయముగా మాట్లాడటము, భాషా పరనముపై అభిరుచిని పెంచుకున్నారు.



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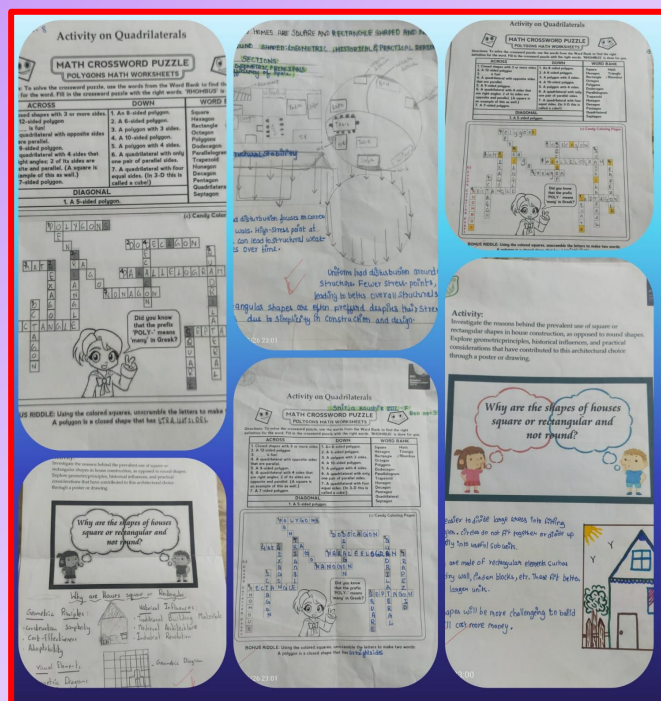
### GRADE 8

#### Math - Quadrilateral Activity

Students love working on puzzles! It's a relaxing hobby that also challenges the mind. They got a lot from puzzles; they used suitable terminology.

#### Learning Outcome

The discussion on real-world examples of Quadrilaterals, such as architectural structures and sports fields, enhanced the relevance of the concept. Making these connections is essential for helping students see the practical applications of geometry in their surroundings.





### Math - Holiday Homework Analysis

The Holiday homework topic for math is "Analyzing Water Conservation Through Math Modeling".

Students of Grade 8 researched on "How can we use math to analyze local water conservation trends and inspire stewardship action". Students developed and analyzed one sector of water sustainability and management. They represented the outcome in two different ways as a report and explained in their community about the positively impacts stewardship awareness and actions. Students thoroughly enjoyed doing the activity.

**The learning outcome of the activity:** Students learnt introductory skills in mathematical methods for taking data, research, mathematical writing, and technology for data analysis.





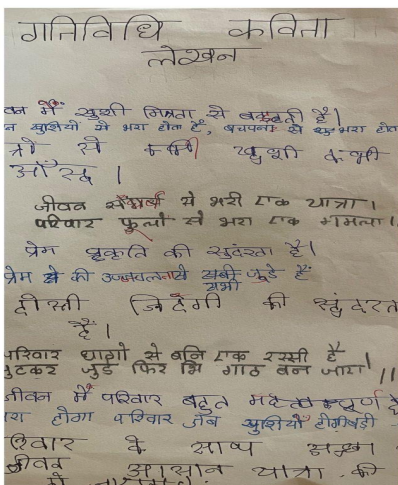


### Hindi ( L1) - कविता लेखन गतिविधि

कक्षा में एक कविता लेखन गतिविधि का आयोजन किया गया। पूरी कक्षा को चार समूहों में विभाजित किया गया। प्रत्येक समूह को एक A4 आकार की शीट दी गई, जिस पर कुछ शब्द लिखे गए थे।

पहले समूह को दो मिनट में कविता की पहली पंक्ति लिखने को कहा गया। फिर उन्होंने शीट अगले समूह को दी, जिसने कविता को आगे बढ़ाया। इस तरह सभी समूहों ने बारी-बारी से कविता की पंक्तियाँ लिखीं।

सभी छात्रों ने बहुत उत्साहपूर्वक भाग लिया और अंत में एक सुंदर कविता तैयार की। इस गतिविधि ने छात्रों की रचनात्मकता और टीमवर्क को प्रोत्साहित किया।







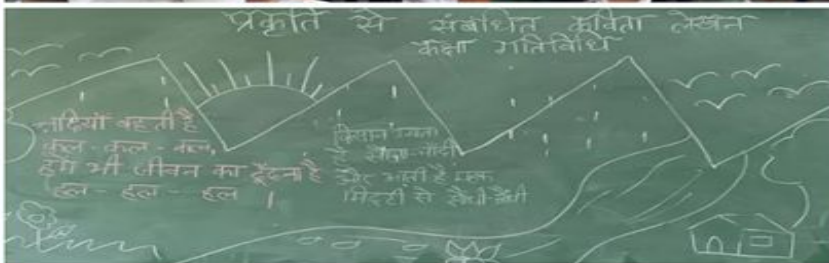
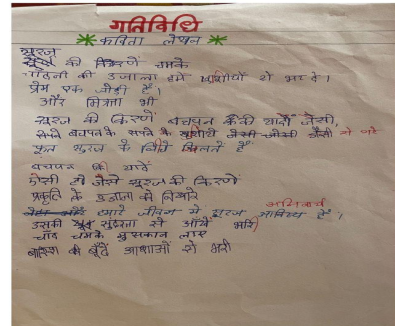
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**Social - Topic: The Constitution and the Need for Laws Individual Activity:**  
**Insight Resource Activity**

Students were asked to choose one law from the laws mentioned under some of the important Laws framed in their textbook (page 4) and come up with the Insight Resource Application (IRA) of it.

- One-sentence bullet points that represent new understandings about the meaning or nature of the Law.
- One additional resource such as a news item that has similar thoughts or ideas.
- A sentence that relates the reading to an example from the student's current or experience.

**Learning Outcome:** The students learnt:

- To develop a deeper understanding of important laws and their implications.
- Improve their ability to connect theoretical knowledge with real-world applications.
- Enhance their research skills by finding relevant resources that complement their learning.
- Reflect on personal or professional experiences to solidify their understanding of legal concepts.



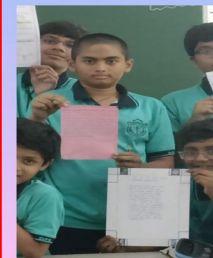
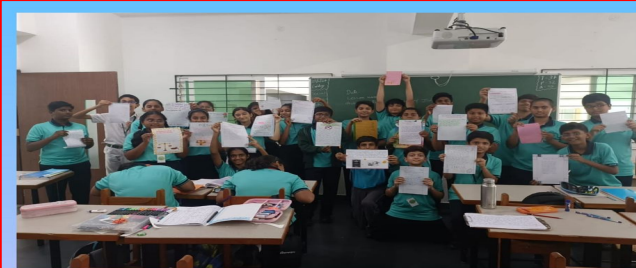
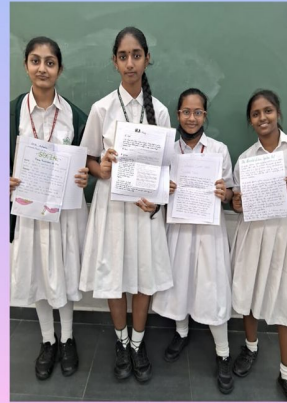
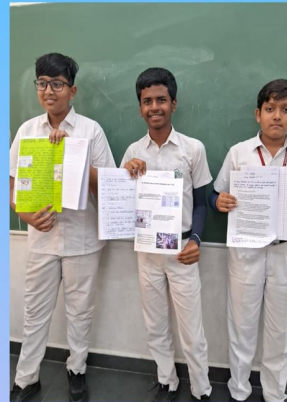
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**Social - Geography: Land, Soil and Water Resources****Activity - Project on-****a- Soil conservation methods****b- Rainwater Harvesting**

Students drew and coloured the water harvesting diagram and wrote 5 tips on how they can conserve water at school and they also suggested methods of conservation of soil explaining the importance of soil conservation.

**Learning objective-**

- Recognise the importance of soil as a resource.
- Examine the methods of conserving soil.
- Encourage the set up of rainwater harvesting techniques and its importance.
- Ensure availability and sustainable management of soil and water for all.

**Learning Outcomes-**

- Get an insight about how to promote the different practices to conserve the natural resources.
- Steer away the over exploitation / consumption of natural resources attitude and attain sustainable development .
- Familiarize with various soil conservation methods such as contour plowing, terracing, crop rotation, cover cropping, and the use of windbreaks.
- Learn techniques for monitoring and evaluating the effectiveness of soil conservation methods and water conservation



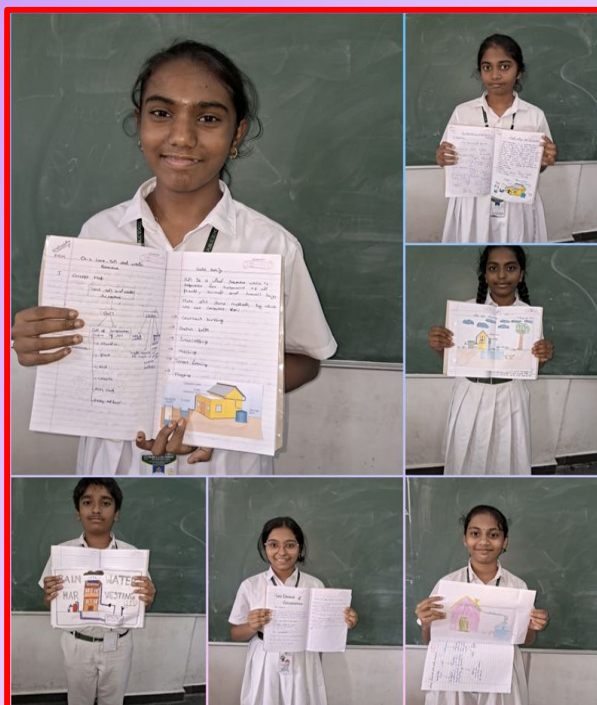
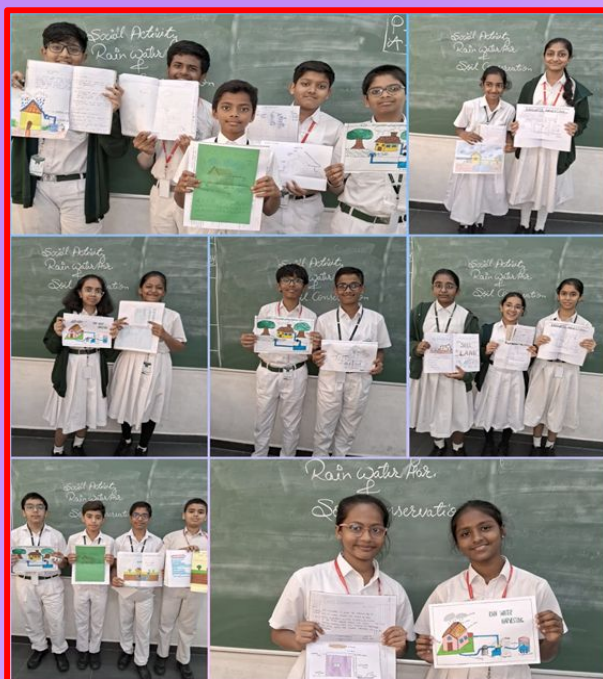
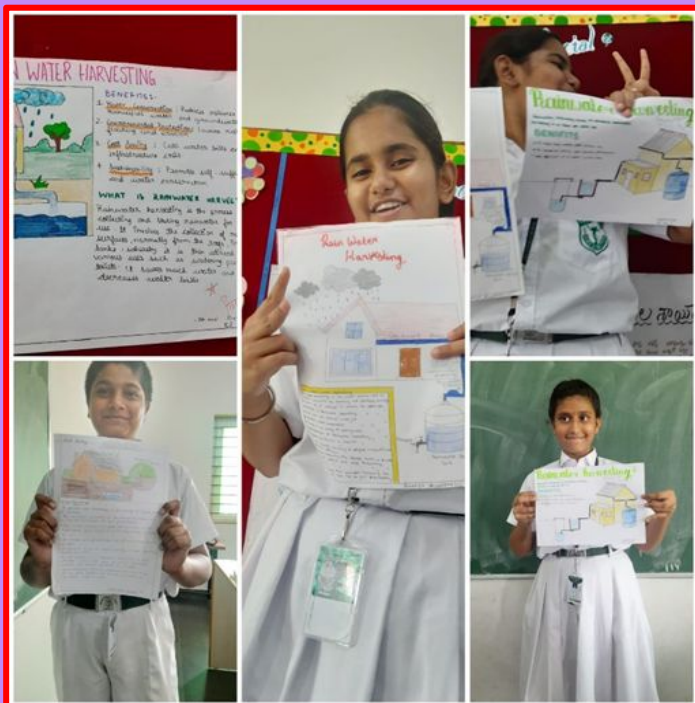
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### English -Topic – Power of Music, Character Sketch Activity

**Learning Objective** – Student should be able to –

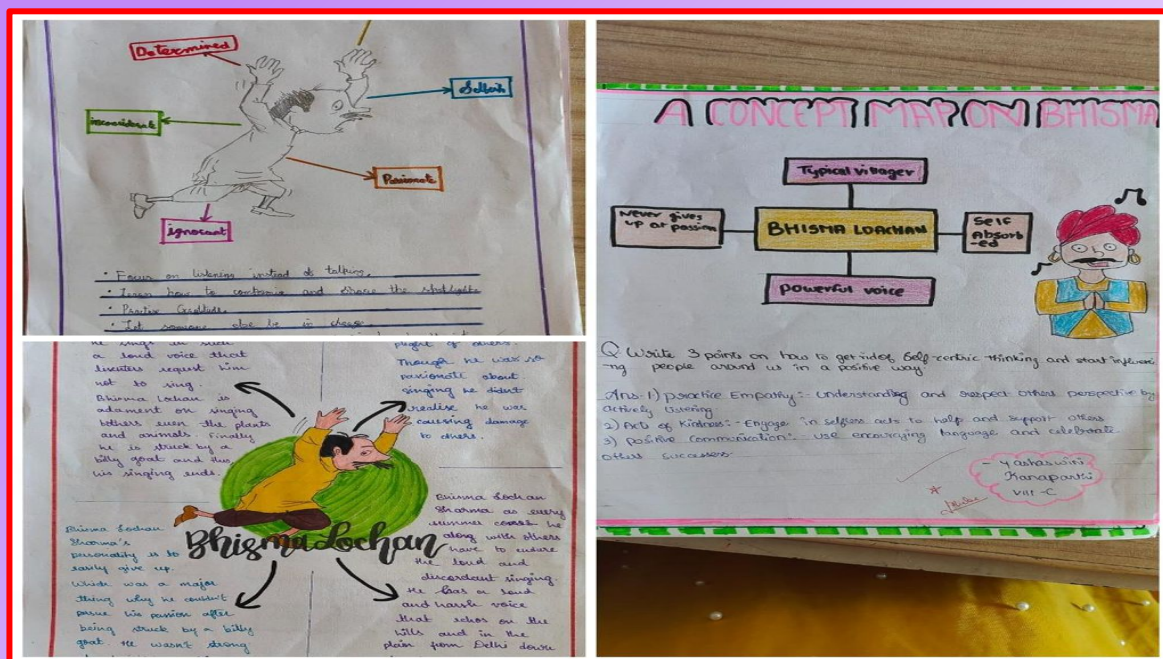
- Identify the character traits of Bhisma Lochan
- Present the characteristics in the mind map/concept map form

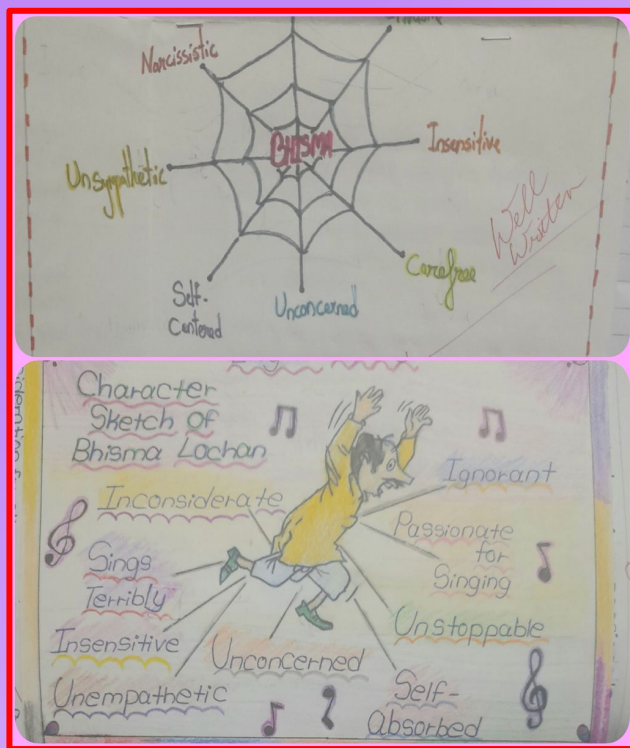
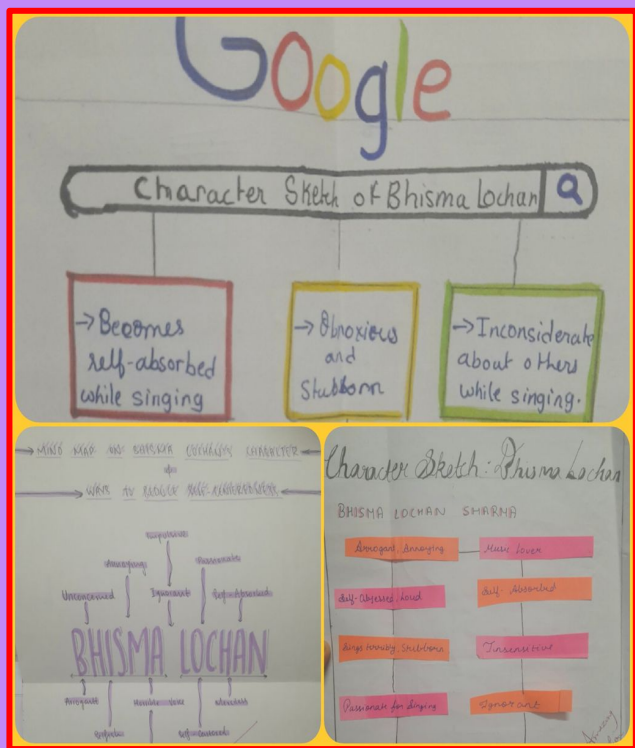
**Task Details:** After the discussion of the poem, 'The Power of Music', students had a detailed discussion on the character traits of Bhisma Lochan. They wrote the character traits on an A4 sheet taking the viewpoints of every member. After completing the work, the students presented their work to the class and received the teacher's feedback.

**Motivation** – The best student's work was highlighted on the soft board and appreciated by the entire class.

**Learning Outcome** – Students were able to -

Design a mind map organizing and enlisting all the character traits of the main character in the poem.



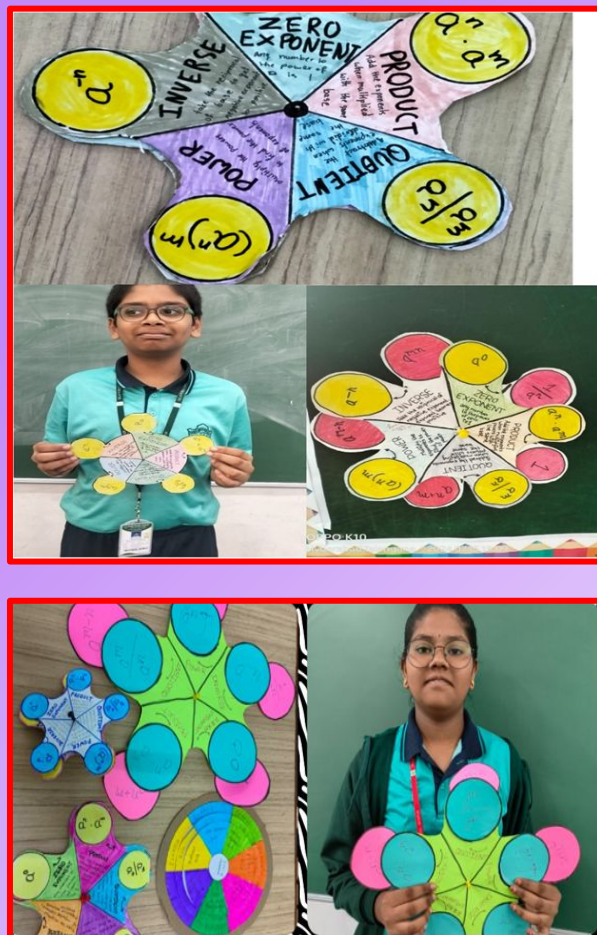


### Math - Exponent Wheel

- Students love artwork and coloring. It's a relaxing hobby that also challenges the mind. They got a lot from this wheel. They used the simple tools to make the wheel.
- The discussion on real-world examples of exponents, such as Economics and science, enhanced the relevance of the concept. Making these connections is essential for helping students see the practical applications of exponents in their surroundings.

**Objective:** student will use simple tools skillfully and integrate math with art.





### Chemistry - Combustion

**Paper cup activity:** The heat supplied to the paper cup is transferred to water by conduction. So, in the presence of water, the ignition temperature of paper is not reached. Hence, it does not burn. The substances which have very low ignition temperature and can easily catch fire with a flame are called inflammable substances.





### Physics - Test taking team -

**Introduction:** Grade 8 students recently engaged in an interactive learning experience titled "Test-Taking Teams" as part of their educational curriculum. This activity aimed to foster collaborative problem-solving skills and teamwork among the students.

**Organization:** The students were organized into four groups based on their respective houses. This grouping not only encouraged a sense of camaraderie within each team but also instilled a healthy spirit of competition among them.





**Activity Structure:** During the session, the facilitator presented a series of numerical problems to the entire class. Each group had the opportunity to nominate one student to come to the board and solve a problem. Successfully solving a problem correctly awarded the group 5 marks.

**Engagement and Participation:** The students exhibited high levels of enthusiasm and engagement throughout the activity. They eagerly volunteered to represent their groups on the board, showcasing their mathematical skills and knowledge. This active participation not only contributed to their team's score but also encouraged peer learning and support.

**Learning Outcomes:** The "Test-Taking Teams" activity proved to be highly beneficial in several ways:

- **Teamwork:** Students collaborated effectively within their groups, pooling their knowledge and strategies to solve problems.
- **Critical Thinking:** The activity challenged students to think critically and apply mathematical concepts in real-time scenarios.
- **Motivation:** The competitive aspect motivated students to perform to the best of their abilities, fostering a positive learning environment.

**Student Feedback:** Feedback from the students indicated a strong enjoyment of the activity. They expressed satisfaction in being able to contribute to their team's success and appreciated the opportunity to showcase their skills in a supportive setting.

**Conclusion:** In conclusion, the "Test-Taking Teams" activity successfully achieved its objectives of promoting teamwork, enhancing problem-solving abilities, and fostering a positive learning experience among Grade 8 students. Such activities are invaluable in nurturing both academic and interpersonal skills essential for their holistic development.



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### Sanskrit

एतत् प्रतियोगिताया मुख्योद्देश्यः  
छात्रेषु उच्चारण स्पष्टता देशस्य विषये  
ज्ञानम् स्मरण क्षमताया विकासः ।







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### Telugu ( L1) -

**కృత్యము :**విద్యార్థులు పాఠం ప్రారంభానికి కొన్ని రోజుల ముందే విద్యార్థులచేత పూలకుండీలలో విత్తనాలను వేయడం .

ఆ మొక్కలు రావడానికి వాటిని పెంచే సమయంలో పిల్లలు పడ్డ శ్రమను ,తమ అనుభవాలను, తరగతి గదిలో చర్చించడం.





## GRADE 8 C ASSEMBLY - PI DAY

The students of grade 8C had their class assembly on 22<sup>nd</sup> July 2024. The assembly was led by students and was witnessed by the other sections of grade 8. It was conducted in the MPH, 3<sup>rd</sup> floor.

The assembly started with the national song followed by the school prayer. Later, one of the student introduced the topic of the assembly " $\pi$ -day(pi-day). Students started with the significance of the day followed by its origin, invention and definition and most importantly the work of Mathematicians from ancient period to Modern time the evolution of  $\pi$  and number of decimal places in its decimal part using supercomputers and concluded that the number decimals in the  $\pi$  value is 1.34 trillion places as per official records.

Later, 8C students increased the curiosity in other students by asking few very common questions like usage and its approximated value etc...and it is nothing but 22/7 by which they related to 22<sup>nd</sup> July. The assembly concluded with a beautiful dance for a mathematical song by 8C students.

In a nutshell, the assembly had all the aspects needed to drive the attention of audience. Students learnt about the Mathematical and scientific significance and applications of  $\pi$ .







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### GRADE 8 D ASSEMBLY

### KARGIL VIJAY DIWAS

**Class: VIII D**

**Date: 24.07.2024**

**Day: Wednesday**

**Topic: Kargil Vijay Diwas**

**Objective of the assembly:** To commemorate the sacrifices and bravery of the Indian armed forces during the Kargil War of 1999 and to instill a sense of patriotism and respect for the armed forces among students.

The assembly began with a warm welcome by the compere of Grade 8 held on 24<sup>th</sup> July 2024, who introduced the significance of Kargil Vijay Diwas and set the tone for the proceedings. The assembly was led by students and was witnessed by the other sections of grade 8. It was conducted in the MPH second floor.

Our Head Mistress Ms. Sharmila Ganapathi addressed the assembly, highlighting the importance of remembering the sacrifices of the soldiers and the lessons learned from the Kargil conflict. Emphasis was placed on the values of courage, dedication, and patriotism.



A detailed presentation was given, covering: The background of the Kargil conflict, key operations and strategies employed by the Indian armed forces, significant battles and heroes of the war.

Students showcased their respect and patriotism through various performances: Patriotic Song: Choir groups performed songs that invoked a sense of national pride, Poetry Recitation: Students recited poems dedicated to the bravery and sacrifice of the armed forces.





**GRADE 9****Chemistry - Chapter 2: Is matter around us pure and homogeneous and heterogeneous mixtures?**

Liquids that do not mix with each other are said to be immiscible. Two immiscible liquids, such as oil and water, can be separated by using a separating funnel.

Experiment was carried out to show the same to the children.

**Physics -**

Grade 9 students recently engaged in an experiment aimed at exploring and differentiating between distance and displacement in the context of motion. This experiment was designed to provide a hands-on experience that connects theoretical concepts to real-world applications, enhancing their understanding of fundamental principles in physics.

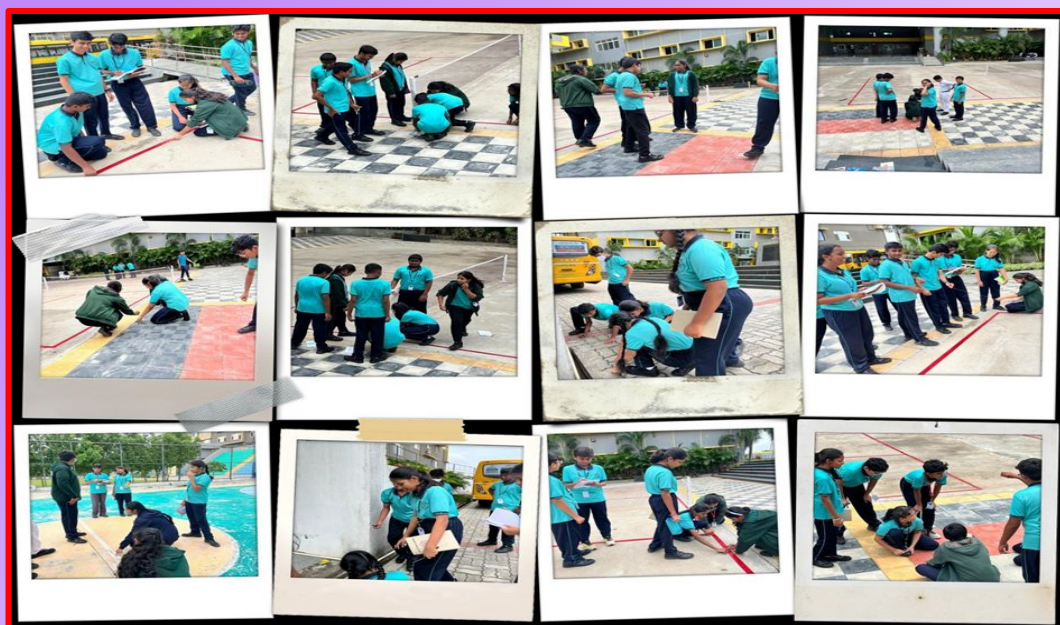
**Learning Outcomes: Conceptual Understanding:** The experiment clarified the conceptual differences between distance and displacement, helping students grasp fundamental concepts in kinematics.



**Application to Real-World Scenarios:** Students gained insight into how these concepts apply to real-world situations, enhancing their ability to analyze motion in everyday life.

**Critical Thinking:** By comparing and contrasting distance and displacement, students engaged in critical thinking and problem-solving, identifying factors that influence these quantities.

**Conclusion:** In conclusion, the experiment on distance and displacement was effective in achieving its educational goals by providing a practical, tangible demonstration of abstract physics concepts. It empowered students to understand motion in a deeper context, laying a solid foundation for future studies in physics and related disciplines. By bridging theory with real-world applications, students not only enhanced their scientific knowledge but also developed essential skills in observation, measurement, and analysis.





**Physics -**

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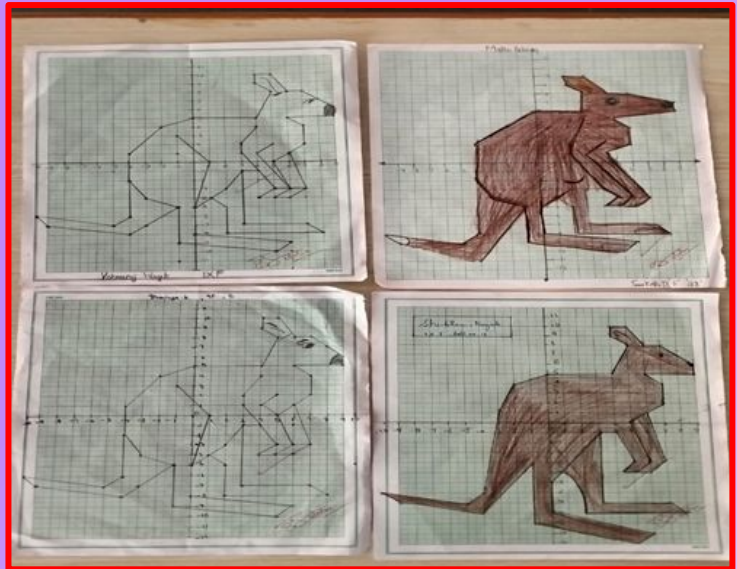


### Math - Coordinate Geometry

Students love artwork and coloring. It's a relaxing hobby that also challenges the mind. They used the geometrical tools to make kangaroo on the graph sheet. The discussion on real-world examples of coordinate geometry, such as google maps, science and engineering enhanced the relevance of the concept. Making these connections is essential for helping students see the practical applications of geometry in their surroundings.

**Objective:** student will use simple tools skillfully and integrate math with art.



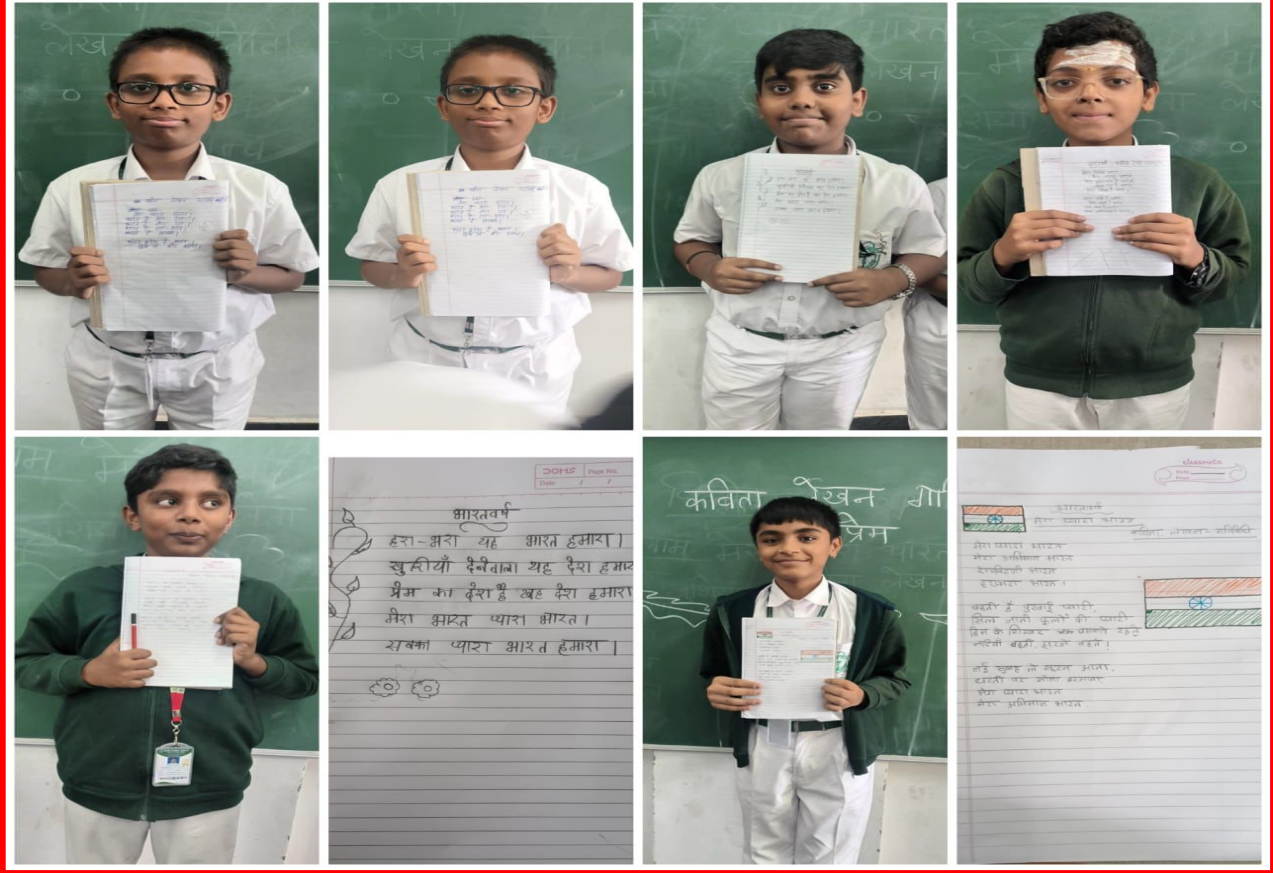


### Hindi L2

कक्षा 9L2 के बच्चों ने 'देशभक्ति कविताओं का गायन' गतिविधि प्रस्तुत की। इस गतिविधि में बच्चों ने भारत पर आधारित कविताएँ प्रस्तुत कीं और देशभक्ति गीत गाए।

कार्यक्रम का उद्देश्य बच्चों में सृजनात्मकता को प्रोत्साहित करना और उन्हें भारत की समृद्ध संस्कृति, इतिहास, और विविधता के प्रति जागरूक बनाना था। बच्चों ने अपने मधुर स्वर और भावपूर्ण प्रस्तुतियों से सभी का मन मोह लिया।





### Sanskrit -

(नाट्यमञ्चनम्) - इस गतिविधि के माध्यम से छात्रों की एकाग्रता , श्रवण क्षमता , बुद्धि कौशल व विषय सामञ्जस्य का परीक्षण किया गया ।

- उद्देश्य - छात्रों में एकाग्रता , अभिनय क्षमता , स्मरण क्षमता , बुद्धि कौशल , विषय सामञ्जस्य का परीक्षण करना ।
- अधिगम - छात्रों ने नाटक प्रस्तुत करने में अपना पूर्ण योगदान दिया । पात्रों के अनुरूप सभी ने उत्तम और सराहनीय प्रयास किया । सबने अपने पात्रों के संवाद कंठस्थ करके उसे प्रस्तुत किया जिससे नाटक में सजीवता आई । इसके द्वारा छात्रों के आत्मविश्वास में वृद्धि भी हुई ।





## Social Civics – 2: Constitutional Design

### Activity: Case studies/Motivational

**Topic:** To review a real-life problem scenario in depth. Team members apply course concepts to identify and evaluate alternative approaches to solving the problem. With the historical reality of Apartheid in South Africa by analyzing Nelson Mandela's leadership strategies. Craft a questionnaire to explore solutions for achieving racial equality and social justice.

Student teams were asked to review a real-life problem scenario in depth. A case study on Apartheid and role of Nelson Mandela to make a questionnaire and discuss in class.



### Learning Objectives:

- Students will gain a deeper understanding of Apartheid, its origins, key figures (including Nelson Mandela), and its impact on South Africa.
- Students will enhance their communication skills by constructing a well-designed questionnaire about Apartheid and Nelson Mandela.
- Through group discussions and presentations, students will learn to effectively present information, engage in respectful dialogue, and collaborate with peers.

### Learning Outcome of the Activity:

- Students gained a deeper understanding of the history and impact of Apartheid in South Africa, including its racial segregation and human rights abuses.
- Through group discussions and presentations, students would have enhanced their communication skills by effectively presenting information and engaging in respectful dialogue.
- In this activity, students analyzed the leadership qualities and strategies of Nelson Mandela and other anti-apartheid figures.





**Social - Economics: Ch- People as Resource**

**Topic:** The Interim Budget of India for the year 2024–25, with an allocation of ₹ 90,171 crore for health, aims to improve access to healthcare services and infrastructure- Analyse the statement and give a write up in 200 words.

Student were asked to research on above topic, finding its benefits, understanding how health care budget is divided, and while finding scope of improvement.

**Learning Objectives:**

- Understand how the budget prioritizes preventive care and accessible primary healthcare.
- Recognize how increased funding might address healthcare worker shortages.
- Identify how digital health initiatives can improve healthcare efficiency.

**Learning Outcome of the Activity:**

- Students gained a comprehensive understanding of the impact of budget allocations on healthcare.
- They learned to critically analyse government policies and their implications on public welfare.
- This activity enhanced their ability to interpret financial data.
- They assessed the real-world applications of financial data in improving societal infrastructure.



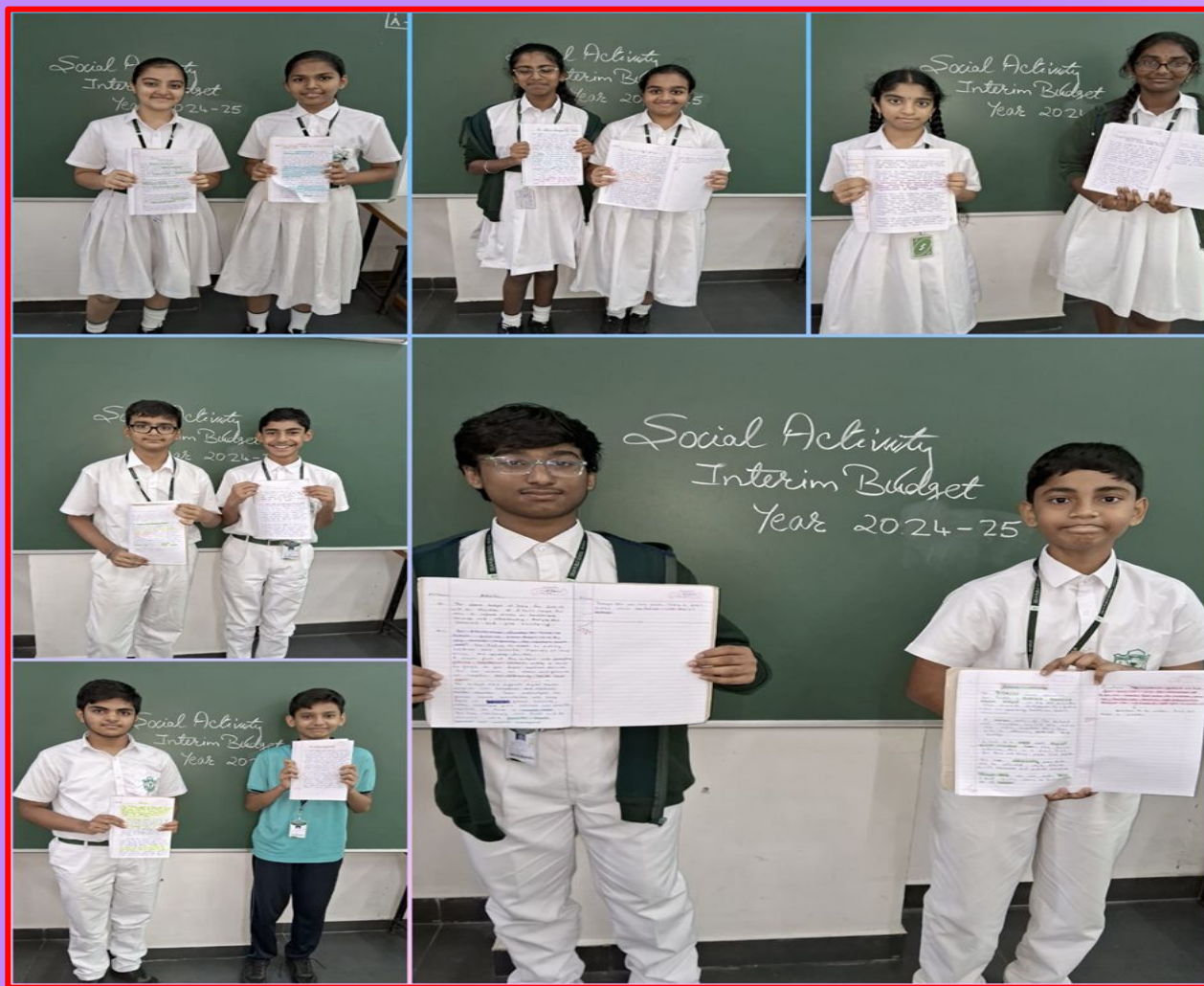
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***"Every accomplishment starts with the decision to try."***



**GRADE 10****Physics -**

Grade 10 students recently conducted an experiment aimed at understanding and determining the focal length of a convex lens. This experiment is crucial as it not only reinforces theoretical concepts learned in class but also provides practical insights into the behavior of convex lenses.

**Learning Outcomes:**

**Understanding Lens Behavior:** Through this experiment, students gained a deeper understanding of how convex lenses behave in terms of image formation, particularly the concepts of focal length, object distance, and image distance.

**Conclusion:** In conclusion, the experiment was successful in achieving its objectives of determining the focal length of a convex lens and deepening students' understanding of optics. It provided a hands-on experience that complemented classroom learning, making abstract concepts tangible and relevant. Moving forward, students are encouraged to apply these skills in more complex optical experiments and real-world applications.



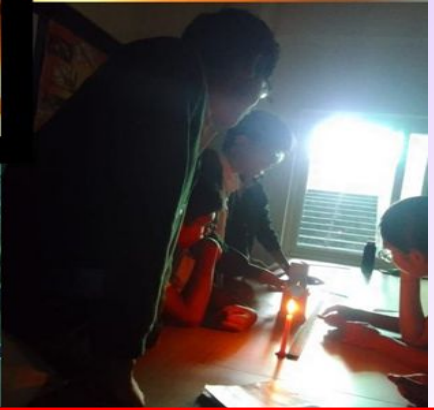
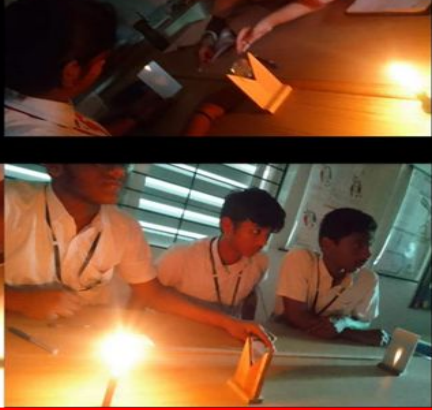
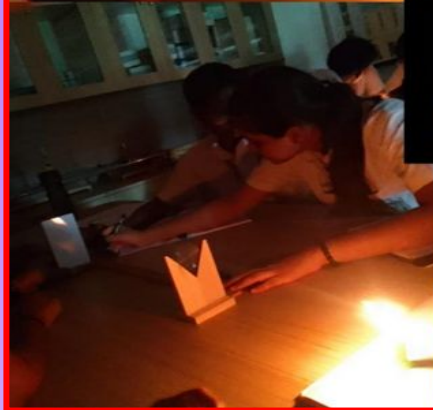
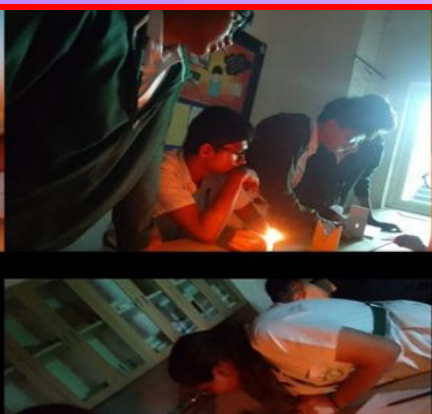
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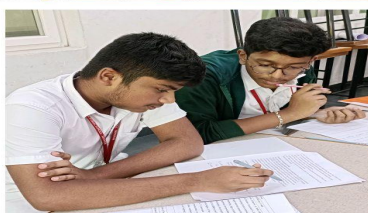
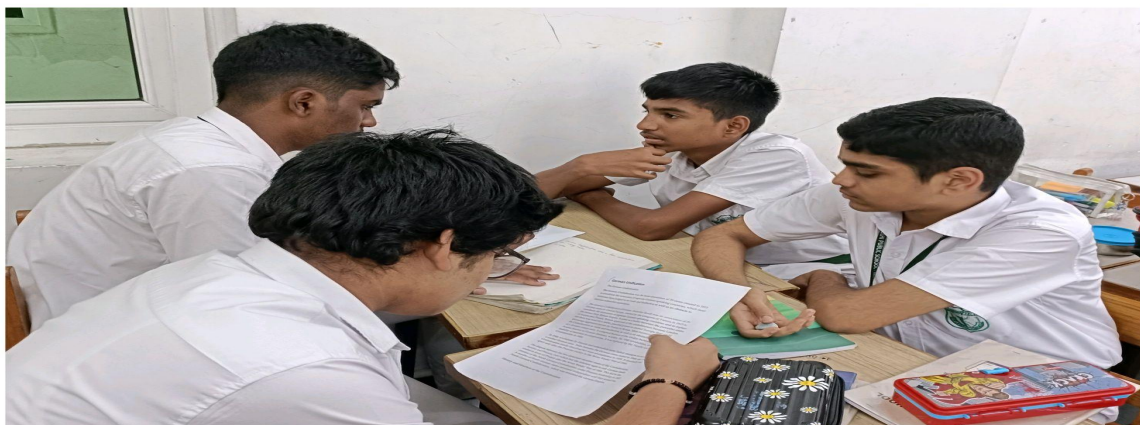


### Social -

## History 1. The Rise of Nationalism in Europe - Dyadic Essays - Group Discussion

**Topic:** Unification of Germany and Italy.

The students were divided into 2 groups based on odd and even roll numbers. They were asked to read the given content unit, identify central questions, and draft answers to the questions. Then they exchanged questions with peer group and prepared responses.





### Social Civics – 3: Gender, Religion & Caste

The class 10 debate session was a dynamic and engaging event, showcasing students' abilities in research, critical thinking, and public speaking. The debate spurred enthusiastic discussions among participants.

Students were organized into teams according to the Houses and each team was tasked with presenting arguments either in favor of or against the topic. The debate followed a structured format with opening statements, rebuttals, and concluding remarks, allowing for a balanced exchange of ideas. The topics for the debate were as follows:

- The perception of the Ideal Woman should be changed.
- Reservations should be discontinued.







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### Sanskrit

(नाट्यमञ्चनम्) - इस गतिविधि के माध्यम से छात्रों की एकाग्रता , श्रवण क्षमता , बुद्धि कौशल व विषय सामञ्जस्य का परीक्षण किया गया ।

**उद्देश्य** - छात्रों में एकाग्रता , अभिनय क्षमता , स्मरण क्षमता , बुद्धि कौशल , विषय सामञ्जस्य का परीक्षण करना ।

**अधिगम** - छात्रों ने नाटक प्रस्तुत करने में अपना पूर्ण योगदान दिया । पात्रों के अनुरूप सभी ने उत्तम और सराहनीय प्रयास किया । सबने अपने पात्रों के संवाद कंठस्थ करके उसे प्रस्तुत किया जिससे नाटक में सजीवता आई । इसके द्वारा छात्रों के आत्मविश्वास में वृद्धि भी हुई ।





### English - Activity on experiential learning.

Experiential learning is a powerful approach to education that involves hands-on experience and direct application of concepts in real-world settings. It's a learning-by-doing approach that allows individuals to explore, experiment, and reflect on their experiences, leading to a deeper understanding and retention of knowledge.

Grade 10C and 10D very enthusiastically participated in a role play on the chapter 'Footprints without feet' and executed the lesson beautifully through experiential learning. The students enjoyed the lesson and showcased their acting and analytical skills.







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### English -

SWOT analysis is a strategic planning technique used to identify and understand the Strengths, Weaknesses, Opportunities, and Threats related to a project, business, or individual.

The students of grade 10 conducted a SWOT ANALYSIS to display and identify their strengths, weaknesses, opportunities and threats, for their own self-introspection. This activity was conducted in alignment with the lesson 'The First Flight'.



**Hindi -**

विज्ञापन के माध्यम से छात्र अपने विचार और कल्पनाओं को अभिव्यक्त किए।

पर्यटन विज्ञापन से पर्यटकों को मुख्य लाभ होते हैं-

- विभिन्न प्रदेशों के पर्यटन को बढ़ावा।
- विभिन्न प्रदेशों के संस्कृति की जानकारी।
- वहाँ के प्रसिद्ध खाद्यान की जानकारी आदि विज्ञापन से समाज में रोजगार बढ़ाने, जीवन के स्तर को सुधारने संबंधित संदेश प्राप्त किया जा सकता है।



*"Knowledge will bring you the opportunity to make a difference."*

*- Claire Fagin*



**GRADE 12****Physics - Half Deflection Galvanometer:**

Unveiling the Secrets of Electricity Grade 12 Physics Students Explore the World of Electromagnetism In a recent laboratory activity, Grade 12 physics students delved into the fascinating world of electromagnetism by conducting an experiment on the half deflection galvanometer. This engaging activity aimed to determine the current sensitivity of a galvanometer, a crucial concept in understanding electricity.

**The****Experiment**

With eagerness and curiosity, students connected the galvanometer to a battery, rheostat, and ammeter in series. By adjusting the rheostat, they observed the galvanometer's deflection and measured the corresponding current values. The half deflection method was employed to calculate the current sensitivity, revealing the intricate relationship between current and deflection.

**Discoveries****and****Insights**

Through this hands-on experience, students gained a deeper understanding of the half deflection method and its significance in determining current sensitivity. They developed essential skills in measurement, calculation, and critical thinking, applying Ohm's law and circuit analysis techniques in a practical scenario.

**Reflections****and****Recommendations**

Students reflected on the importance of precision and accuracy in measurement, acknowledging the challenges faced during the experiment. To further enhance the learning experience, they suggested repeating the experiment with different galvanometers and increasing the range of current values.



### Conclusion

The half deflection galvanometer experiment was a resounding success, providing Grade 12 physics students with a unique opportunity to explore the captivating world of electromagnetism. By uncovering the secrets of electricity, students reinforced their theoretical knowledge and developed valuable skills, making this activity an unforgettable experience.







### Biology

The students went out of the campus and they observed phyllotaxy, aestivation, Poly and Gamopetalous. Students also learnt about the sepalous conditions and morphology.



*"The roots of the education are bitter but the fruit is sweet."*

*- Aristotle*

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