



DELHI PUBLIC SCHOOL, Miyapur

DIPS-BUZZ

Volume.10 Issue.5

EMBRACING THE SPIRIT OF AUTUMN AND DUSSEHRA

"A Season of Change, Growth, and Victory"

"The true celebration of Dussehra lies not in the victory of good over evil, but in the triumph of knowledge over ignorance."

As the autumn leaves rustle and the air grows crisp, our DPS Miyapur, comes together to celebrate the vibrant spirit of the season. This time of year is marked by transition and transformation, as nature awakens from its summer slumber and prepares for the promise of new beginnings.

In India, autumn is a time for celebration, as we observe the festive season of Dussehra and Diwali. This joyous occasion commemorates the triumph of good over evil, as embodied in the legendary victory of Lord Rama over the demon king Ravana.

At DPS Miyapur, we embrace the values of courage, perseverance, and teamwork that define the story of Dussehra. Our students have engaged in multiple activities and projects that capture the diverse and colourful aura of the season.

As we celebrate the harvest season and the victory of good over evil, at DPS Miyapur, we are reminded of the importance of:

- Embracing change and growth.
- Cultivating courage and resilience.
- Nurturing teamwork and collaboration.
- Honouring tradition and heritage.

As Albert Camus has rightly opined, "Autumn is a second spring when every leaf is a flower." In 2024's Autumn and Dussehra edition of our school magazine, DIPS BUZZ, we bring forth stories of students' achievement, creative expression, and community spirit. May we carry these values with us throughout the rest of the year. Therefore, join us as we explore the vibrant colours, rich traditions, and inspiring tales that make this edition so special!



GRAND PARENTS DAY CELEBRATIONS

“Nobody can do for the little children what grandparents do. Grandparents sort of sprinkle stardust over the lives of little children.”

On 10th September 2024, DPS Miyapur hosted a heartwarming Grandparent's day celebration to honour and appreciate the special bond between grandparents and their grandchildren. Grandparents are a delightful blend of laughter, caring deeds, wonderful stories and love. The event took place at Aakash block of DPS, Miyapur and it was a day filled with joy, laughter and cherished memories.

The celebration began with a warm welcome from the coordinator who emphasized the significance of grandparents in shaping the lives of their grandchildren. This was followed by a beautiful Shloka along with the lighting of the lamp.

The program kicked off with a scintillating ramp walk by the students of pre-primary. Children were dressed in costumes representing their interpretation of what their grandparents look like. From grey wigs, glasses and traditional wears, the students captured the essence of elderly members with enthusiasm and excitement.

The students also presented various cultural performances including melodious songs, yogance, skit, a dance drama tribute- Ganesha's birth tale and multilingual fusion dance. The performances by the tiny tots left the spectators spellbound and thoroughly mesmerized.

A unique and innovative 'Yogance' performance was organised as a part of health and wellness. This dance captivated the audience by blending traditional yoga poses with graceful dance movements, set to calming music.



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The Ganesha's Birth Tale- a dance drama tribute was organised as Ganesh Chaturthi festivities. Through this, students were able to connect India's cultural heritage and showcase their talent in a meaningful way.

The multilingual dance performance was a heartfelt tribute to honour and celebrate the love, wisdom and guidance of their grandparents.

The children were very excited to showcase their love for them and this was evident on their faces when they were performing.

A few grandparents appreciated and shared their experiences and thoughts on the importance of family and the joy of being a grandparent. Their words touched the hearts of everyone present.

Our beloved Principal Ms.Gowri Sarkar expressed gratitude to all the grandparents for their presence and participation. Special thanks were also extended to the headmistresses, teachers, organizing team, parents and the students for their efforts in making the day memorable. Beautiful saplings were presented to honour all grandparents, as a token of love.

The Grandparents Day celebration was a resounding success, with everyone leaving the venue with fond memories and a renewed sense of appreciation for the elderly members of our families. The event not only strengthened the bond between grandparents and their grandchildren but also highlighted the importance of honouring and cherishing the wisdom and love that grandparents offer.



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GANESH CHATURTHI CELEBRATIONS

Life is a celebration and we are all invited.

Pre-primary classes celebrated "Ganesh Chaturthi" with great enthusiasm and excitement. Ganesh chaturthi is the most popular festival in India. It is celebrated as the birth anniversary of Ganesh the youngest son of Lord Shiva. In Hindu mythology Lord Ganesh is PRATHAM PUJYA and is worshipped first among gods. Pre-primary children were given face masks of ganesh. Children enjoyed a lot and the day was filled with laughter, joy. Children felt very excitement in receiving the masks and played happily. Teachers shared the story of the birth of lord Ganesh and the importance of this festival. Children shared their insights on the way they celebrate the festival.





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हिंदी दिवस का प्रतिवेदन

हर साल 14 सितंबर के दिन पूरे देश में हिंदी दिवस मनाया जाता है। यह दिवस सर्वाधिक बोली जाने वाली भाषा को समर्पित है। हिंदी दिवस से हमें प्रेरणा मिलती है कि हिंदी भाषा हमारी समृद्धि और एकता की मूलधारा है। राष्ट्रीय हिंदी दिवस के उपलक्ष्य में हिंदी पखवाड़ा के तहत दिल्ली पब्लिक स्कूल, मियापुर में 13 सितंबर 2024 को हर स्तर (कक्षा 3 से 10) पर विभिन्न गतिविधियों का आयोजन किया गया। इस दिन की शुरुआत प्रार्थना सभा से की गई, जिसका आयोजन हिंदी में किया गया था। छात्रों द्वारा विशेष रूप से हिंदी के महत्व को बताते हुए हिंदी भाषण एवं कविता वाचन किया गया था।

कक्षा तीन के छात्रों के लिए सुलेख माला प्रतियोगिता आयोजित की गई थी। बच्चों को पाठ्य पुस्तक से एक गद्यांश को निश्चित कर, निश्चित समय सीमा में पढ़कर लिखने को प्रेरित किया गया। बच्चों ने इसमें बहुत उत्साह से भाग लिया। इस गतिविधि के माध्यम से छात्रों की पठन एवं लेखन क्षमता का विकास हुआ।

कक्षा चार के लिए श्रुतलेख प्रतियोगिता आयोजित की गई। छात्रों को सत्र 1 में पढ़े गए 2 पाठों को पुनः पढ़कर आने को कहा गया। जिसमें से चयनित कुछ शब्दों का अध्यापिका द्वारा उच्चारण किया गया। छात्रों ने उन शब्दों का श्रवण कर त्रुटिरहित लिखने का भरसक प्रयास किया।

कक्षा पाँच में बच्चों को प्रकृति पर आधारित एक लघुकथा सुनाकर उस पर एक रेखाचित्र बनाने के लिए प्रेरित किया गया। बच्चों ने इस गतिविधि में उत्साहपूर्वक भाग लेते हुए अपनी अवलोकन क्षमता एवं कला का परिचय दिया।

कक्षा 6 में सामय ज्ञान पर आधारित हिंदी प्रश्नोत्तरी प्रतियोगिता का आयोजन लिया गया। छात्रों ने उसमें रुचि दिखाते हुए अपने ज्ञान एवं समझ के आधार पर प्रश्नों के उत्तर दिए।



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कक्षा 7 में हिंदी दिवस के महत्व पर प्रकाश डालते हुए छात्रों द्वारा लेखन (विषय – हिंदी भारत को एक सूत्र में बाँधने का एक जरिया) के माध्यम से अपने विचार साझा किए ।

कक्षा 8 में हिंदी एवं अंग्रेजी की कविता को स्मार्ट बोर्ड पर प्रदर्शित कर भाषा के आधार पर तुलनात्मक अध्ययन करने हेतु प्रेरित किया गया । जिससे बच्चों में हिंदी भाषा के प्रति रुचि विकसित कर उनके हिंदी भाषा के प्रति रुझान को जांचने का प्रयास किया गया ।

कक्षा 9 एवं 10 में इस उपलक्ष्य में प्रमुख लेखक एवं नेता 'कुमार विश्वास ' एवं प्रमुख लेखक एवं अभिनेता 'आशुतोष राणा' के विचारों को बच्चों के साथ साझा कर उन्हें हिंदी भाषा के प्रति अपने विचारों को लिखने को प्रेरित किया गया । जिसमें छात्रों की अवलोकन एवं लेखन क्षमता का परिचय देखने को मिला । भाषा किसी भी देश की एकता की मजबूत कड़ी है । हिंदी को सिर्फ भाषा नहीं कहा जा सकता है । यह हमारी संस्कृति का अटूट हिस्सा है । यह हमारी पहचान का मजबूत आधार है । अतः हम सभी को हिंदी का सम्मान करना चाहिए और इसे अच्छे से सीखना चाहिए ।

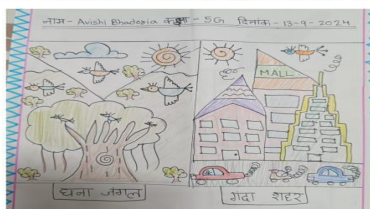
हमें यह याद रखना चाहिए कि हिंदी हमारी अपनी भाषा है । इसे बोलने में , लिखने में और इसके प्रति गर्व महसूस करने में कोई हिचक नहीं होनी चाहिए । किसी भी राष्ट्र में सर्वाधिक बोली जाने वाली भाषा उसकी पहचान होती है और हिंदी हमारी पहचान का एक महत्वपूर्ण हिस्सा है ।

इसलिए ही कहा गया है –

- भारत को पहचान दिलाती
- अपनेपन का एहसास दिलाती
- जो मेरी पहचान बन जाती
- वह मेरी प्यारी हिंदी भाषा कहलाती

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A child's drawing titled "HINDI DIWAS ACTIVITY" in the center. The drawing is divided into two horizontal panels. The top panel shows a village scene with a large brown tree in the center, a nest with two brown eggs on a branch, and several white birds with blue and orange wings flying around. There are green bushes at the bottom and blue clouds in the sky. The bottom panel shows a road scene with a purple car driving on the left, a yellow sun in the center, and a row of colorful buildings (red, orange, green, and red) on the right. A large green tree is also on the right, and a white bird is flying in the sky. The drawing is done with markers on a white background.



एक - ज़ोरया - 10000

हम हिन्दी को अपनी मातृभाषा मानते हैं। हिन्दुस्तान में यह संपर्क के लिए सबसे ज्यादा ज़रूरी - दूसरे भाषा है। हिन्दी में वातीलाभ होता है और सभी व्यवसाय में भी हिन्दी का प्रयोग होता है। यह हमारी राजभाषा है और इसमें कई लोगों को प्रेरणा और साथ मिलती है। जब भारत आज़ाद नहीं हुए हुआ था तब हिन्दी के गीतों से देशियों को प्रेरणा मिलती थी जो स्वतंत्रता के लिए लड़ रहे थे। यह भाषा भारत को एक साथ जोड़ती है और हमें भारत का महत्व और बढ़ेगा। इस साल, समय में हिन्दी का महत्व और बढ़ेगा। इस साल, हिन्दी विश्व में तीसरी सबसे ज्यादा प्रयुक्त भाषा है। आने वाले समय में इसका स्थान और बढ़ेगा।

हिन्दी दिवस की हादिक शुभकावचना है।

- गतिक द्वाया 'स'

Public School, Miyapur Sheet No. _____ Total _____

Dadaya Rukhina Class & Section III A

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कुल ४५५ रुपय केवल १०० रुपय की नोटों में १०० रुपय का नोट ४५५ रुपय का नोट है।
तो फिर उम्मीदी बचाना है। कोई व्यक्ति वह १०० रुपय का नोट उम्मा चान्दव्य खाता है, तो ओकर फिर फाली तब
तो कोई भी तब ओकर नोट तो नहीं का बचाना है।

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EXTERNAL COMPETITION @ SENIOR BLOCK

“Success is the sum of all efforts, repeated day-in & day out.” – R. Collier

The month ended with a bang with “NAIPUNYA” - A Rhapsody of Literature, which was scheduled on 31st of August, 2024 at Delhi Public School Mahendra Hills. This event aimed to bring together talented students from various schools to showcase their skills and foster a spirit of camaraderie and healthy competition.

Our school Delhi Public School, Miyapur, also participated in most of the categories held and bagged the 2nd prize in Don the Character and 3rd Prize in Shloka Recitation.

Don the Character- Students had to portray and enact characters of leaders, kings, queens etc. The student who bagged the 2nd Prize for our school donned the character of the famous sports personality Vinesh Phogat.

Judgement Criteria:

- Content
- Props / Costume
- Confidence
- Fluency
- Presentation

Shloka Recitation- The participant had to recite 10 shlokas from Bhagavad-Gita from Chapter 12.

Judgement Criteria:

- Judging Criteria-
- Fluency
- Language fluency
- Voice modulation
- Presentation



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S. No	Name of the Competition	Name of the students	Class	Position
1.	Don the Character	DWITIPRIYA ROY	IV	2 nd Prize
2.	Shloka Recitation	VISWANADHA NAGA TRIPURA SREE PRIYA	VII	3 rd Prize





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EXTERNAL COMPETITION @JUNIOR BLOCK

“Competition is not about letting others down, but about building yourself up.” – Jennifer Lynn Barnes.

On August 30th, Delhi public school, Miyapur proudly participated in the esteemed Antaragini inter-school competition held at DPS Mahendrahills. We are thrilled to announce that our talented students excelled in various events, bringing home prestigious awards:

Prisha from LKG bagged the Second Prize in the ‘Story telling’ competition, demonstrating impressive communication skills and confidence. Rochit from UKG secured the third prize in the Little Einstein competition, showcasing exceptional problem-solving skills and scientific aptitude. Their success not only brings honor to our school but also inspires their peers to strive for excellence. We appreciate the support of our teachers, parents, and staff in nurturing our students potential.





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Career Guidance Workshop @ GRADE 11 & 12

On September 3, 2024, DPS Miyapur Campus hosted an insightful career guidance workshop facilitated by Mr. Rama from Univariety. The event was tailored specifically for students in Grades 11 and 12, aiming to provide them with crucial information and advice as they navigate their future career choices.

The workshop commenced with an overview of various career paths available to students. Mr. Rama emphasized the importance of being well-informed about the different options and making choices that align with their long-term goals. He encouraged students to consider careers that offer longevity and stability, rather than those driven solely by short-term interests or trends.

One key takeaway from the session was the need to differentiate between hobbies and career choices. Mr. Rama highlighted the importance of making career decisions based on skills, interests, and market demand rather than purely personal passions or hobbies.

The workshop also featured interactive question-and-answer sessions, allowing students to engage directly with Mr. Rama. This segment provided personalized insights and addressed specific concerns raised by the students.

Overall, the session was well-received, equipping students with valuable tools and perspectives to help them make informed decisions about their future career paths.



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TALKING DIGITAL SURAKSHA FOR TEENS

Attendees: Ms. Maha Lakshmi, Mr. Kishore Kumar. P

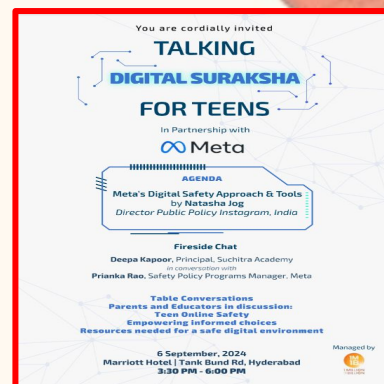
Parent attendees: Ms. Vani. B

Date: 06.09.2024

Timings: 03:30 pm to 6.00 pm

Organizer: One Million for One Billion (1M1B) in Partnership with Meta.

Venue: Marriott Hotel, Tank Bund Road, Hyderabad



It was an exclusive roundtable conversation and participants had the chance to engage with Meta representatives, to learn about digital safety initiatives, and discussed challenges in helping teens stay safe online.

The session was started by Ms. Irene Manning, Head, the Content Team of 1M1B. 1M1B is a training partner for Meta company. She highlighted the key pointers on internet usage below.

There are 824 million internet users, among them 50% are active internet users.

Top Internet Usage in India:

- OTT, audio, and video streaming
- Communication
- Social Media

According to data from UNESCO, 1 out of 3 users are children under 18.

- 14% of Indian internet users are children.
- The Future is Digital: Digital skills are critical Enhancing our skills is important



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Concerns of Indian parents:

- 95% of parents are concerned about screen addiction.
- 80% of children are addicted to gaming.
- 70% of the children/teens are troubled by adult content consumption.

1M1B started the 'Digital Nagrik Program' for 6th standard and above to empower them to understand safe internet usage. 10.4 lack online pledges, 5.8 lack teacher training, and 50.2 lac students being taught. Also, she added that it is not about one parent, one teacher, one school, or one company. It is all our concern about internet safety. Creating a safe and positive environment is necessary for all of us. Ms. Natasha Jog, Director Public Policy, Instagram India was introduced by Ms. Irene Manning. Ms. Natasha Jog addressed a five-point approach to safety. These are Partnerships, Policies, Safety Tools, Resources and Feedback. She explained the importance of all these approaches that are being practiced on Instagram to ensure the safe use of the Instagram platform. She said that their goal is to provide teens with safe, age-appropriate experiences on their platform. She also explained the difference between public and private accounts on Instagram and key features of safety tools such as Hidden words, Hiding like accounts, imagery, sensitive content control, and Nudity protection on Instagram for more safety of children and teens. She said the content policies are updated from time to time.

Also, Insta is in the initial stages on using Artificial Intelligence to classify the age of the user as many children create their accounts with incorrect age or above 18 age details. There are some features to manage the screen time on Insta such as Quiet mode and Time for a break, etc. Parental supervision is available with 'Family center' feature on Insta. A minor can report an issue and then the connected parent gets a flash card automatically. She assured us that with the help of all these features, a user can control their account safely.

Headliner Conversation with Ms. Deepa Kapoor, Principal, Suchitra Academy with Ms. Priyanka Rao, Safety Policy Programs Manager, Meta:



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Ms. Deepa Kapoor was asked about the concerns faced by the children and schools. Ms. Deepa Kapoor shared some points such as parent and child relationship. She recommended that every parent must have an open conversation with their children. Sensitization is more important. Parents are also concerned about whether to allow devices or not and there is peer pressure even. Parents allow devices as the children ask computers for any subject-related work, but they don't know what exactly the kids are doing on the computer. She recommended keeping in touch with their wards' friends' parents to understand their daily routine. Also, she recommended conducting some orientation sessions for parents about online safety.

In the end, parents and facilitators get a chance to discuss the challenges of using gadgets and the Internet. They raised some questions to Meta and gave some suggestions. Educators and parents were requested to share their feedback using a Google form post the event.;

Some suggestions to Meta by the parents and educators:

- Create more awareness sessions in schools and colleges.
- Educating children from the elementary stage on cyber safety.
- Parents must spend time with their children and engage them in some other activities other than using gadgets.
- Instagram can give a tutorial video explaining all the safety tools before any user creates an account on their platform.
- There must be age-proof validation for all the users to restrict a minor from registering as an adult.
- Rural or Government school parents must be educated as they do not have proper digital literacy for the safety of their children.
- Creating awareness about Cybercrime reporting to children and parents.



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On the 6th of September, I was nominated as a parent invitee from DPS to attend a workshop by Meta on Digital Suraksha for teens, held in coordination with 1M1B.

The very insightful session was handled by a team from Meta that did a deep dive into security features available on Instagram for teens. Some of the features discussed were hiding like counts, creating private accounts, hiding age inappropriate content or sensitive and triggering content, curtailing tags and mentions of teen accounts from public accounts and reporting potentially suspicious behaviour, nudity protection on insta direct messages or DM's.

The Meta team also spoke about using AI to understand age to ensure underaged children aren't using the insta tool.

Other topics discussed were giving teens tools to control the time spent on Instagram, quiet mode feature and parental supervision and Instagram family tools. The audience asked thought provoking questions on children opening multiple accounts to dodge teachers watching their online presence, to underaged children creating accounts for themselves or children who are influencers wanting public accounts.

We also dealt with a more severe issue of confession pages created by students that insult or defame teachers online anonymously. Meta spoke about how their servers sweep the internet for inappropriate content to make Instagram safe for children. The audience also threw interesting questions as to why Aadhar card etc. isn't being used to check age of the person creating accounts.

In the end all of us agreed that keeping open conversation at homes and school will ensure kids are vigilant on social media. We also agreed that children ape adults, hence happy marriages, reflecting on our own social media usage as adults will help children build good habits around social media. I thank the entire team for initiating this discussion because the topic is security isn't being discussed and is often overlooked when teens access social media. Thank you team DPS for nominating me for the workshop.



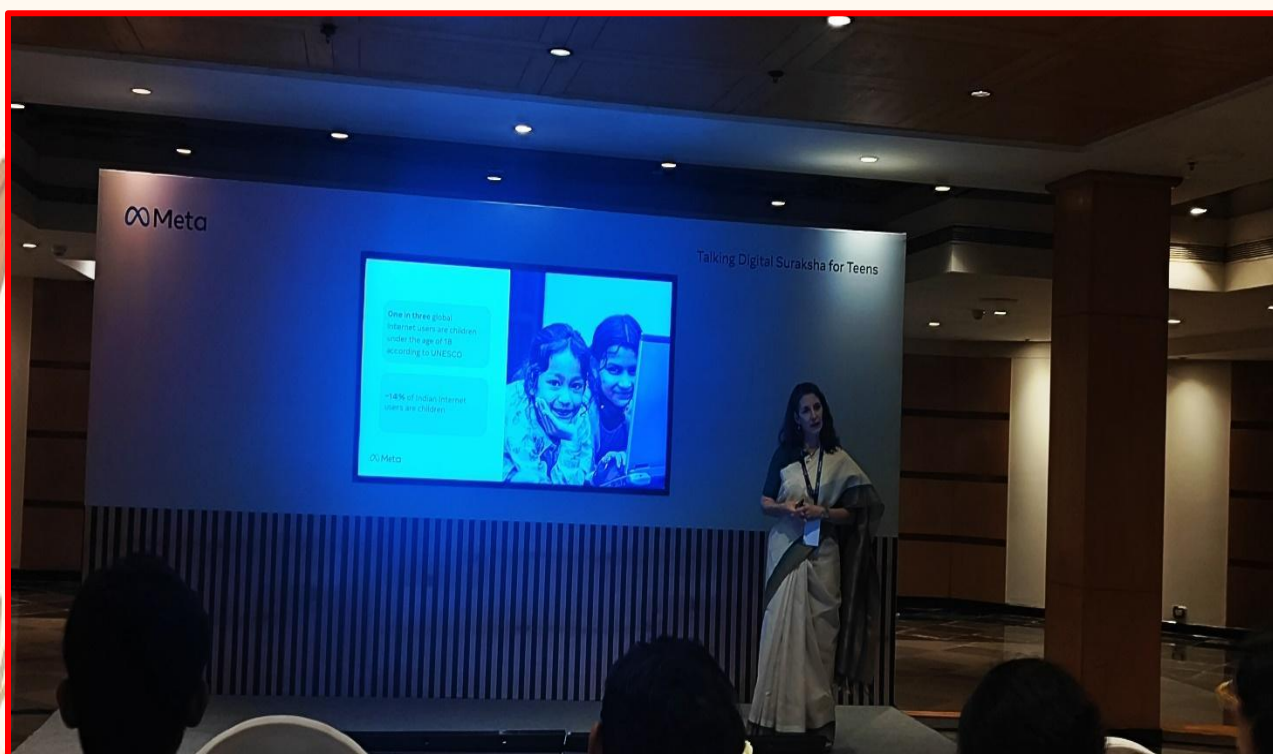
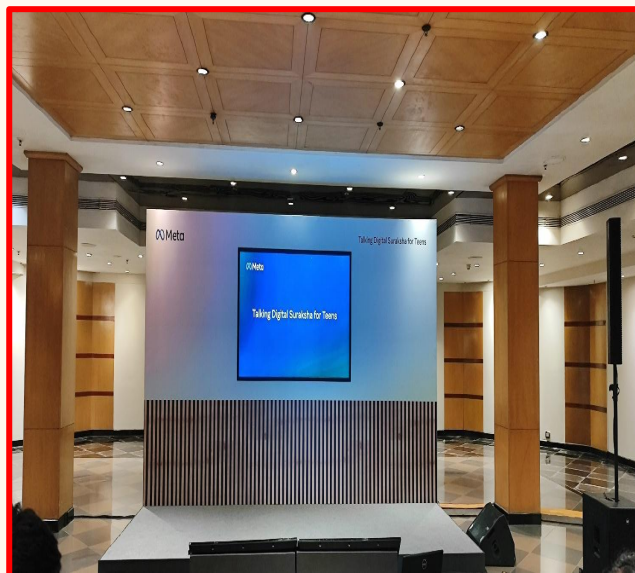
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"The Education Odyssey: From Gurukuls to Global Classrooms" *@ DPS Secunderabad*

"Education is the passport to the future, for tomorrow belongs to those who prepare for it today." – Malcolm X

The Grade 5 exhibition at DPS Secunderabad, themed "The Education Odyssey: From Gurukuls to Global Classrooms," was a captivating journey through the history and evolution of education. The event beautifully showcased this transformation through various subjects, including Mathematics, Social Studies, Hindi, Telugu, English, Arts, Computer Science, Dance, and Science. Students skillfully illustrated the progression from ancient educational practices to the modern, globalised classrooms of today.

In Social Studies, the exhibition highlighted the evolution of educational institutions, from the ancient Gurukuls to prominent centres of learning such as Sanchi Stupa and Nalanda University. The journey continued through the introduction of Madrasas and later, the move towards nature-centric learning, reflecting the adaptability and diversity of education systems over time.

The Mathematics section focused on the evolution of modern math, tracing its origins from Vedic Math, which emphasised mental calculations, to today's more abstract and complex mathematical concepts. Students vividly demonstrated how mathematical ideas developed over centuries and became integral to the global curriculum.

In Telugu, students presented the education journey through the four ashramas, highlighting the teachings of Vishwamitra, Gargi, Saandeeep, and stories from the Panchatantra Ashrams. This section reflected how ancient Indian education was deeply intertwined with cultural values, spiritual learning, and practical wisdom.



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The English section featured the transition from Helen Keller and Anne Sullivan's methods and Montessori-based education systems to the modern education system. Students emphasised how these approaches, which focus on experiential and student-centred learning, have shaped today's classrooms, fostering a holistic development of learners.

In Computer Science, the exhibition highlighted the evolution of modern online teaching, showing how platforms like digital classrooms and e-learning have revolutionised education, making it more accessible and engaging for students worldwide. They also demonstrated how education has led to the development of new technologies and equipment, such as smoke detectors, earthquake alarms, and password locks, showcasing how learning and innovation go hand in hand in solving real-world challenges. The Arts section showcased the transformation of art education, from the traditional methods taught in Gurukuls to the creative expressions encouraged in modern schools. The students' displays effectively bridged the gap between ancient art forms and contemporary practices, showing how art has remained a key component of education.

In Science, students explored the use of science in the Mahabharata, followed by an exploration of scientific advancements through the work of renowned scientists such as Thomas Edison, Isaac Newton, Homi Bhabha, and Dr. A.P.J. Abdul Kalam. The segment illustrated how science has been an integral part of both ancient and modern education.

The exhibition successfully covered all aspects of the theme, offering a rich, interdisciplinary understanding of how education has transformed from the ancient Gurukul system to today's global classrooms. The students' enthusiasm, creativity, and deep understanding of the subject were evident in their presentations, making the exhibition an educational and enjoyable experience for all attendees.

In conclusion, the Grade 5 exhibition at DPS Secunderabad on "The Education Odyssey: From Gurukuls to Global Classrooms" was a well-executed showcase of how education has evolved across time and cultures. Each subject contributed meaningfully to the theme, and the students' dedication was reflected in their detailed presentations, making the event both informative and inspiring for everyone present.



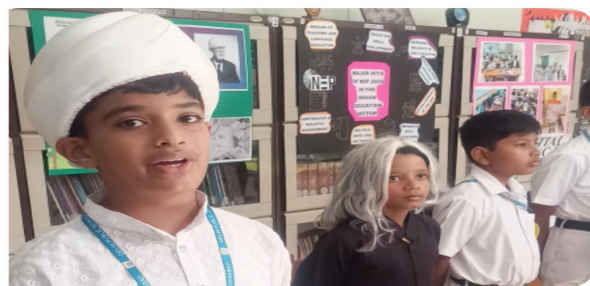
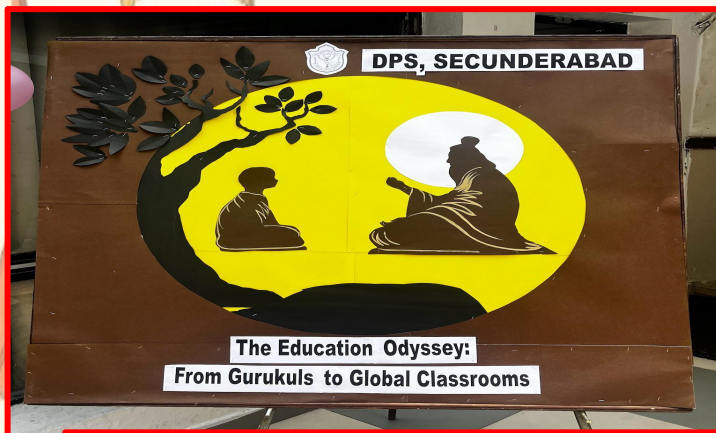
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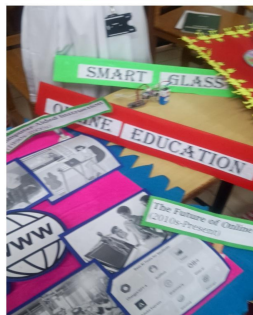
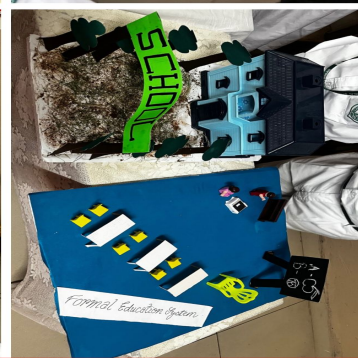
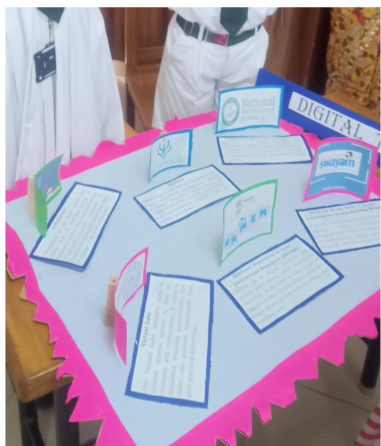
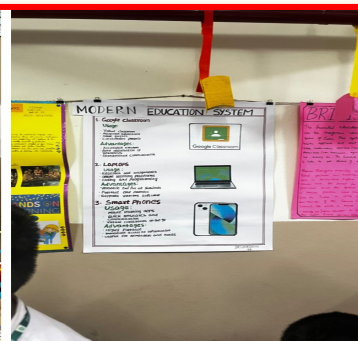
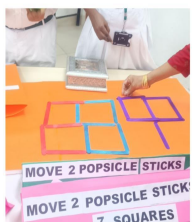
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Field Trip @ GRADE 3

Delhi Public school, Miyapur, arranged a field trip for the students of Grade III A-J sections on September 18, 2024 (Wednesday). Students were accompanied by their class teachers, language teachers and PET teachers. The students were taken to the Kandlakoya Oxygen Park at Seethariguda. The students boarded the bus at 8:30 am and reached their destination by 9:30 a.m. All the students were excited to explore the park.

The Oxygen Park surrounded by widespread trees, creepers and the canopy was a feast for the eyes. The students walked around the enclosures and were fascinated by the various species of birds. Students also caught glimpses of peacocks and a small lake. The 'Walk-in Aviary' is built around the tree canopies of Oxygen Park.

Students were astonished to see the monster tree and butterfly statue. They also enjoyed the lecture given in the open classroom. There were two huge outdoor classrooms complete with blackboard and chairs. Students played in the playground and the green area. Trip ended with all the students having a peaceful lunch in the park under the shade of green trees.

Students enjoyed the deep forest outing and had a wonderful day. Students were back to school by 2:00 pm. After they arrived, school students were asked to share their trip experience.

Learning outcomes from the trip:

- Students learnt about various species of birds.
- Students learnt about different types of plants.
- Students were exposed to a forest-like experience.
- Students got a visual learning experience which is different from classroom learning.
- Students developed critical thinking and extended their learning to the real world



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Field Trip @ GRADE 4

**“Where history ends,
archaeology begins its meticulous search for the untold stories”**

Learning Outcomes:

- Gain knowledge about ancient civilizations, their cultures and how humans have evolved.
- Understand the importance of preserving ancient artifacts, sites, and historical objects.

Field trips are an essential part of experiential learning, giving opportunities for students to engage with the real world outside of the classroom. Field trips to historical or archaeological sites give students increased cultural awareness, fostering a sense of identity and connection to the past.

On 18th September 2024, Grade IV students started their journey at 8:30 AM with their concerned teachers for a field trip to 'The Telangana State Museum' in Hyderabad, which is one of the richest repositories of antiquities and art objects in the country. Built in 1928 by Nizam VII, the museum building itself is a fine example of Indo-Islamic architecture.

The museum contains a Buddhist gallery, a Brahmanical and Jain gallery, a bronze gallery, an Arms and Armour gallery, an Ajanta gallery and more. The museum's main attraction is its 2,353-year-old Egyptian mummy, which was bought by the son-in-law of VI Nizam – Mehboob Ali Khan, for 1000 pounds and donated to Nizam Mir Osman Ali Khan.

Students visited the Cannon Gallery, Ajanta Gallery, the decorative art gallery, the History of Buddha, and the old Chariot. They were surprised to observe a variety of decorative objects used by Kings and Queens, such as jewellery, hand mirrors, Arabic wall art, daggers, and clothes, which were safely preserved inside a glass room.



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Field Trip @ GRADE 11 & 12

On 10/09/24, Students of grade 11 and 12 from the Psychology department were taken for a field visit to Chetana Mental Health Centre for case study as a part of their CBSE project work. They were guided by Ms Sneha who is a social Psychiatry and she also works for sexually abused children. She took an insightful session for the students educating them on the different types of disorders and the age group where the different disorders are prominent. She took the students to the different wards where the patients are kept based on their problems like the deaddiction ward, PICU etc . She even showed them the OPD ward where the patients are kept in day care who are taken care of by the psychologists, therapists and Psychiatrists. They all work together to help the patients recover and bring them back to their normal life.

Mr. Philip was introduced by Ms Sneha who was in charge of the RTMS, a system of a therapy where a serious patient needs the treatment through this system. It creates a magnetic field to cure the patients like OCD, depression etc . Previously it was treated with a therapy called ECT (electrocompulsive therapy) where electric shocks were given. It is a new technology which has helped the patients to recover with less pain.

The following are the details of the takeaways from the field trip:

Psychiatric social work-

- Solve basic social, family, job issues faced by the patients.
- Friendship, health, coping, vocational
- Illness (according to Brown)-



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The three main pillars where they work for the people:

1. Biological
2. Psychological
3. Social

- >10yrs-ADHD,ASD,LD,TBI
- 20yrs-Schizophrenia,Anxiety ,stress, depression, substance abuse, TBI,PTSD,BPD,BPAD,DID,ED,PD,Somatic symptom
- 70yrs-Alzheimer,Dementia, IAD,GDA,SD
- Normal person- perform daily functions,communication, no harmful behaviour
- Mental Illness-affects functionality
- Hospital had separate medicine boxes for each patient.
- Alcoholic, Schizophrenic,depressed patients could be given medication with consent by immediate family member.
- Mental Health Review Board-decides if a patient has to be admitted if he/she doesn't have family members.

Psychology is nothing without empathy towards patients

- In case of misdiagnosis, different psychiatrists discuss together.
- In severe mental illness, relapse of illness can occur due to expressed emotions.
- Expressed emotions- Such as positive(eg:pampering), negative (eg:insulting), High burden-high expressed emotions-high chance of relapse of illness Recurrent depressive disorder
- Comorbid-2 or more health disorders(eg:PCOD+Thyroid can cause anxiety)
- ADHD- Depends on biological, social, psychological conditions Non-directive therapies are given.

- Autism- present by birth (genetics)

- Grounding- 5-see, 4-touch, 3-hear, 2-smell, 1-taste

ECT- Electro Compulsive Therapy - More effective, Jerk is given in any one hand or leg, Life saving procedure

Uses electrical current

rTMS- (Repetitive Transcranial Magnetic Stimulation), new treatment, Uses magnetic field, RTMS are used to reset neuro-chemical balance.



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Field Trip @ GRADE 11 & 12

On 30/08/24, students of grade 11 and 12 all the sections went for a school field trip to ICRISAT. Friday morning was beautiful with clouds, drizzles, cool breeze among the lush green environment took all of us to a field of nature's bounty surrounded by a green blanket.

ICRISAT –International Centre of Research for Semi-Arid crops set in the year 1972 is a research centre for hybrid and genotype crops. Its area is about 3500 acres. One of the Research Scholar from the esteemed institute Ms Kalpana guided us to understand the details of crop research and the procedures followed in the research centre by the different scientists.

The following details were the highlight and take away of the trip:

Phenotype Identification: Cultivated 50000 groundnuts to study the phenotype characters. After the complete growth 100-150 plants are selected for genotype study. They preserve the germ plasma seed (pure seed).

6 Crops are mainly taken for their research. They are:

- Groundnut
- Pigeon Pea
- Chickpeas
- Sorghum
- Finger millets
- Pearl millets.

They are sold to the government and the government sells it to the farmers at a lower price. The first generations of seeds are hybrid but not generations followed by it. They become natural not hybrid later.

There are 6 manmade lakes catchment area, type of soil, rainfall. Olive plantation: Olive oil is expensive due to extraction procedure. Oleic acid is present in groundnut 70%.



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There is Biotechnology lab. Genetic engineering change genotype of plant to change its physical characteristics called as gene editing. GMO-Genetically modified Organisms.

Irrigation facilities are drip irrigation and Rapid irrigation. Bagging: this is another process to prevent cross pollination. It is pure breeding.





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Inter House Competition NUKKAD NATAK @ GRADE 5&6

Nukkad Natak is a form of theater that is performed in public places, such as streets, parks, and markets. Nukkad Natak is often used to raise awareness about social issues, such as poverty, education, and environmentalism. There are many benefits to using Nukkad Natak to raise awareness about social issues. Nukkad Natak, literally translated as "street play," is a powerful form of theatrical expression that takes the stage to the streets, bringing drama and social messages to the heart of communities.

- The school focuses on the holistic development of the students and actively engages them in activities beyond the classroom.
- An Inter House Nukkad Natak Competition was conducted for the students of grade V on 11th September, 2024 to enhance the confidence and speaking skills of the students.
- The students performed a street play in school, showcasing various locations famous for their sightseeing attractions, their clothing, food and cultures.
- The Competition was held in both Telugu and Hindi languages. They had chosen the states like Rajasthan, Telangana, Jharkhand, Karnataka, Kashmir, Gujarat, Madhya Pradesh.
- The young minds performed so well with self prepared props and well organized. It was a feast for the eyes to see these young artists perform so well. The judges were mesmerized by the performance

RESULTS

The results of the Nukkad Natak are as follows: Hindi has three winners, while Telugu has two winners.



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DIPS-BUZZ

1st Position - Jharkhand Nukkad Natak (Hindi)

Serial No.	Name of the student	Class/ Sec	Position	House
1	SOUHARDO DAS	5E	FIRST	AGNI
2	DIVVYANSHI GUPTA	5E	FIRST	JAL
3	ANVI KUMARI	5E	FIRST	AGNI
4	RUTVIK KELKAR	5E	FIRST	JAL
5	AKSHVEER KAMAR	5E	FIRST	AGNI
6	RUTHVIKA ARUHI INJARAPU	5E	FIRST	AGNI
7	TANUSH CHOUDHARY	5E	FIRST	PRITHVI
8	AARUSH CHAURASIYA	5E	FIRST	AAKASH
9	SAI VARNIKA GADA	5K	FIRST	JAL
10	SRI LAASYAVI GRANDHI	5K	FIRST	AGNI
11	SRI VARSHINI OBILINENI	5K	FIRST	PRITHVI
12	AANVI MITTAL	5K	FIRST	AGNI
13	RYKA KATYAL	5K	FIRST	AAKASH
14	ARIHANT JHA	5K	FIRST	AAKASH
15	ANAIIKA ADHIKARY	5E	FIRST	AAKASH
16	SOURISH GOYAL	5K	FIRST	PRITHVI



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2nd Position – Telangana State Nukkad Natak (Hindi)

Serial No.	Name of the student	Class/ Sec	Position	House
1	AISHANI SAHA	5J	SECOND	AAKASH
2	AKSHAT SHRIVASTAVA	5J	SECOND	AAKASH
3	ANAIKA ROY	5J	SECOND	AAKASH
4	PENMETSA AASHRITH VARMA	5J	SECOND	AAKASH
5	AAYUSH KADLURE	5J	SECOND	AGNI
6	CHINNAM HASINI	5J	SECOND	AGNI
7	KOLLI HAVISH REDDY	5J	SECOND	AGNI
8	NAVYA PAL	5J	SECOND	AGNI
9	SHARANYA TADIKONDA	5J	SECOND	AGNI
10	BHAVAGNYA KATTEKOLA	5J	SECOND	JAL
11	CHOWDAM KETHAN	5J	SECOND	JAL
12	NIHIT GUPTA	5J	SECOND	JAL
13	RISHIKA GANGULY	5J	SECOND	JAL
14	SONAKSHI PANDAB	5J	SECOND	JAL
15	NANDINI MISHRA	5J	SECOND	PRITHVI
16	NIYATHI GORAPALLI	5J	SECOND	PRITHVI



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3rd Position – Madhya Pradesh State Nukkad Natak (Hindi)

Serial No.	Name of the student	Class/ Sec	Position	House
1	AAROHI DE	5I	THIRD	AAKASH
2	HANSVI SATULURI	5I	THIRD	AAKASH
3	NAGA SAI VARUN Y	5I	THIRD	AGNI
4	SEERAT GULATI	5I	THIRD	AGNI
5	DEEKSHA SITALGERE	5I	THIRD	JAL
6	RACHEPALLI JASWANTH	5I	THIRD	JAL
7	VISHIKA VENNELA	5I	THIRD	AGNI
8	ANUBHAV TIWARI	5D	THIRD	AAKASH
9	AARAV ROHAN DHOBE	5D	THIRD	AGNI
10	DAIWIK SHISHODIYA	5D	THIRD	AGNI
11	NASANI AKSHARA	5D	THIRD	AGNI
12	BHOUTIK DHANUKA	5D	THIRD	JAL
13	VALLARI GONUR	5D	THIRD	JAL
14	MAHESH SAI PEDDIBOINA	5D	THIRD	PRITHVI
15	NILA P NAIR	5D	THIRD	PRITHVI
16	VATTIPALLI INDEEVARA DHYAAN	5D	THIRD	PRITHVI



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1st Position – Jharkhand State Nukkad Natak (Telugu)

Serial No.	Name of the student	Class / Sec	Position	House
1	SATHYA SRI LASYA SARASWATHULA	5A	FIRST	AGNI
2	SREEVIDYADHARI KANAKAGIRI	5A	FIRST	AAKASH H
3	SRIYA SINGAMSATTI	5A	FIRST	PRITHVI
4	CHOWDAM RUDRAVEER	5A	FIRST	AGNI
5	TARIKA LAM	5B	FIRST	PRITHVI
6	LAKSHMI AVANTHIKA NANDAGIRI	5B	FIRST	AGNI
7	LOUKYA MUKKA	5B	FIRST	AAKASH H
8	ATHARVA GUNNALA	5B	FIRST	PRITHVI
9	KHETAVATH JAYANSH	5B	FIRST	PRITHVI
10	ROOPREDDY BALANARASIMHA REDDY	5C	FIRST	PRITHVI
11	SAHASRA VEERAVALLAM	5C	FIRST	PRITHVI
12	TRINAY ADUSUMALLI	5C	FIRST	PRITHVI
13	ADWITHA BANAGARI	5C	FIRST	AGNI
14	SAKETH REDDY YAGANTI	5C	FIRST	AGNI
15	KANAKALA EEKSHITHA	5B	FIRST	JAL



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2nd Position – Telangana State Nukkad Natak (Telugu)

Serial No.	Name of the student	Class/ Sec	Position	House
1	BIRAVELLY VASHISHTA SAI	5G	SECOND	AAKASH
2	SAMHITHA REDDY KAITHA	5G	SECOND	AGNI
3	HEVANIKA ATCHUTHA	5G	SECOND	PRITHVI
4	KOKKILIGADA PRAKETH	5H	SECOND	PRITHVI
5	MAHANKALI HASVITHA	5H	SECOND	AAKASH
6	SRIHITHA RAMBAPPAGARI	5H	SECOND	AAKASH
7	JOSHIKA NAGA SAI SRI	5H	SECOND	AGNI
8	PATTI NAGA NISHITHA	5H	SECOND	AGNI
9	PONNADA DOUSHIK SURYA VIREN	5H	SECOND	JAL
10	SAHASRA SRIVALLI GUNTUR	5H	SECOND	JAL
11	NIHAL YADAV BATT	5H	SECOND	AGNI
12	PUSHKAL ROBBI	5H	SECOND	PRITHVI
13	VANKA ANUHYA	5H	SECOND	PRITHVI
14	GADDA LOCHANINDRA	5H	SECOND	AGNI
15	RAYAVARAPU VENKATA PREVEEKSH	5H	SECOND	PRITHVI



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GRADE - 6 1st Position - Telangana Nukkad Natak (Hindi)

S.No	Name of the student	House	Class /Sec	Position
1	AARISH KHAN	AAKASH	VI H	I
2	BOODE SAI MANASWINI	AAKASH	VI H	I
3	NALLA SHASHI VARAN	AGNI	VI H	I
4	VENKATA SAATHVIK AKURATHI	AGNI	VI H	I
5	ESHANIKA PRASAD	JAL	VI H	I
6	SAAINISWAANY NAMBURI	JAL	VI H	I
7	KALPESH DODDA	PRITHVI	VI H	I
8	MAAHIRA KHAN	PRITHVI	VI H	I
9	ANIKA GUPTA	AAKASH	VI K	I
10	PRITISH PRAMANICK	AGNI	VI K	I
11	KRITAHNIK CHATTERJEE	JAL	VI K	I
12	CHINMAYEE AADHYA VARMA	JAL	VI K	I
13	DIVYAM BANSAL	PRITHVI	VI K	I
14	ANUSHKA PAUL	PRITHVI	VI K	I



DELHI PUBLIC SCHOOL, Miyapur

DIPS-BUZZ

GRADE - 6 2nd Position - Gujarat State Nukkad Natak (Hindi)

S.No	Name of the student	House	Class/Sec	Position
1	ACHINTTYA KOMAR SINGH	AAKASH	VI B	II
2	SAI KARTIKEYA KOMARINA	AGNI	VI B	II
3	VAIBHAV KUMAR SINGH	AGNI	VI B	II
4	AAKARSH MOJUMDAR	AGNI	VI B	II
5	MOHANAPRIYA PATANGAY	AGNI	VI B	II
6	GAJULAPALLI SAI NAMISH	JAL	VI B	II
7	HARSHIKA SINGH THAKUR	PRITHVI	VI B	II
8	AAROL P BASUMATARY	AAKASH	VI G	II
9	SIDDHI KAUSHIK	AAKASH	VI G	II
10	AAROHI CHAUHAN	AGNI	VI G	II
11	DIBYANSHU PRADHAN	AGNI	VI G	II
12	SURA SOURISH	AGNI	VI G	II
13	RAEESA MAHEEN	JAL	VI G	II
14	P. KETHAN SRI CHERAN REDDY	PRITHVI	VI G	II
15	VIHAAN JAIN	PRITHVI	VI G	II
16	ARNAV SINGISETTI	PRITHVI	VI G	II



DELHI PUBLIC SCHOOL, Miyapur

DIPS-BUZZ

GRADE - 6 3rd Position - Kashmir State Nukkad Natak (Hindi)

S.No	Name of the student	House	Class /Sec	Position
1	AARUSH ARYAN	AAKASH	VI A	III
2	ISHANI ROY	AAKASH	VI A	III
3	HEMAN ADHARVA NEELI	AAKASH	VI A	III
4	MEKA SNITHIK RUSHI	AAKASH	VI A	III
5	SATRAJIT ROY	AGNI	VI A	III
6	DEEPIKA SIRVI	AGNI	VI A	III
7	SAANVI DUTTA	JAL	VI A	III
8	SANKALP PATEL	JAL	VI A	III
9	SRI AGASTYA ACHANTA	JAL	VI A	III
10	PARUCHURI SRI MAANYA	JAL	VI A	III
11	KSHATRI SONAL SINGH	PRITHVI	VI A	III
12	NADISH GADHARTHI	PRITHVI	VI A	III
13	AKSHAYA YELETI	AAKASH	VI F	III
14	VAIBAV NATESH	AAKASH	VI F	III
15	POPURI VAARSHITH	AGNI	VI F	III
16	MOGANTI NAYONIKA	JAL	VI F	III
17	OINDRI BARDHAN	PRITHVI	VI F	III



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DIPS-BUZZ

GRADE - 6 1st Position - Kashmir State Nukkad Natak (Telugu)

S.No	Name of the student	House	Class /Sec	Position
1	JAHNAVI POLISETTY	AGNI	VI I	I
2	DABBARA YASHIKA VISHNU	JAL	VI I	I
3	ALAJANGI RENVIKA	JAL	VI I	I
4	ATHKURU VENKATA SAI SRI DURGA AASHRITHA	AAKASH	VI I	I
5	CHINTA JASRITHA	JAL	VI I	I
6	VADAPALLI VARSHITHA SANVI	JAL	VI I	I
7	CHITTI BINDHU SAATHVIKA	JAL	VI I	I
8	THOTA MANUSHREE	AAKASH	VI I	I
9	VEMA ISHANVI	AGNI	VI I	I
10	SUSHANTH KUMAR DARAPU REDDY	JAL	VI I	I
11	GUMMADI TANVI	PRITHVI	VI I	I
12	LOKSHITHA CHILUKURI	JAL	VI J	I
13	PEESARI SHARVANI REDDY	PRITHVI	VI J	I
14	NEERUKATTU ALA	AGNI	VI K	I
15	BENDI SUHRITHA	JAL	VI K	I



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Inter House Competition DECLAMATION @ GRADE 7

Declamation is the art of delivering a memorized speech with expressive and persuasive presentation, focusing on effective communication and audience engagement.

DPS, Miyapur conducted an Inter House Declamation Competition for Grades 7 on 30th August 2024. The theme of the competition was 'Passionate Patriots'. The students had to deliver an excerpt of a speech by an Indian Freedom Fighter.

The competition took place in the respective classrooms where all the students of Grade 7 participated enthusiastically.

The IHC aimed at exploring and encouraging public speaking in children, giving them a platform to display and hone their communication and public speaking skills, and introducing the audience to great speeches of iconic personalities.

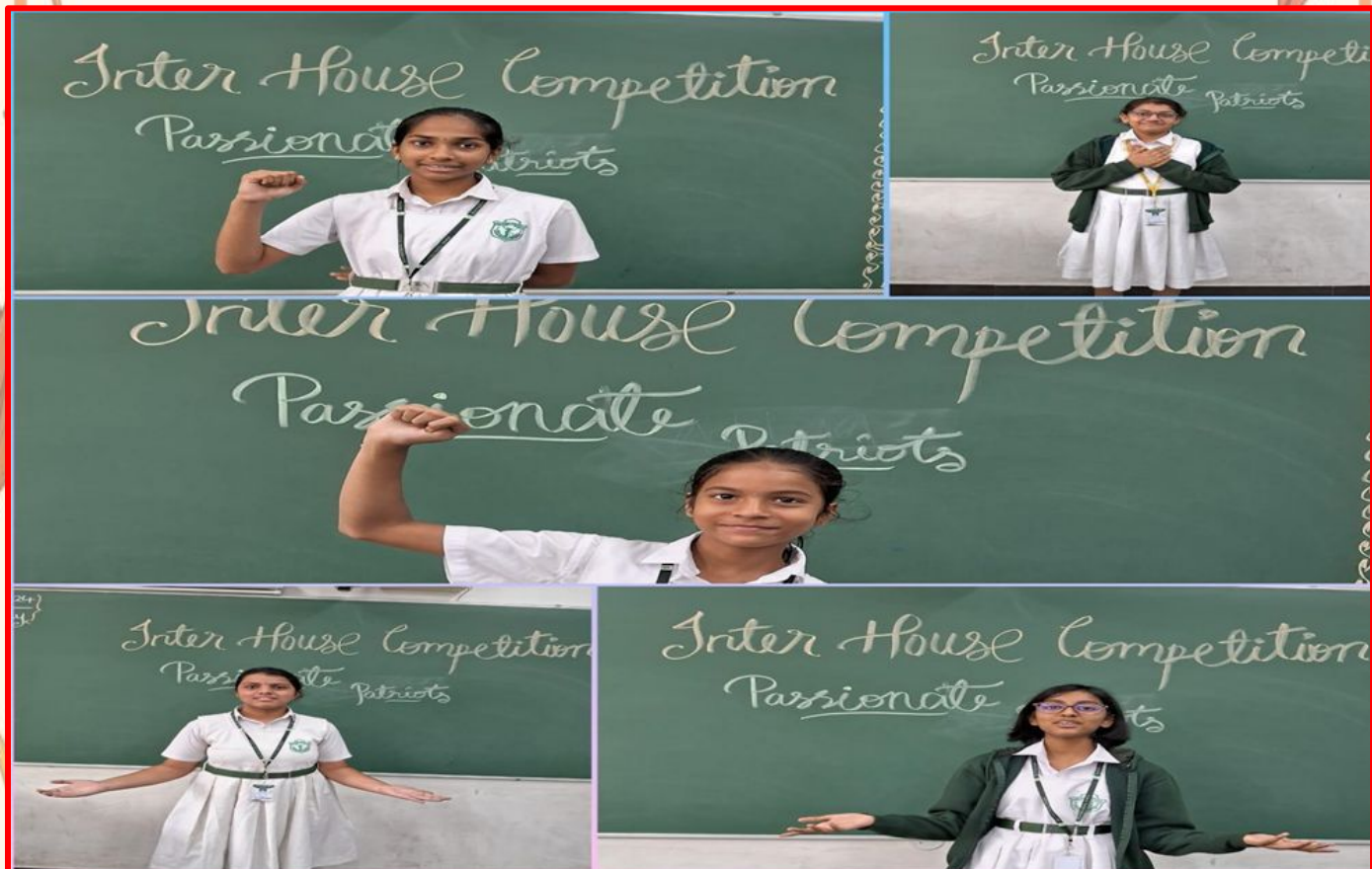
The competition was conducted keeping in mind, SDG Goal 16 - Peace, Justice and Strong Institutions, which is about promoting peaceful and inclusive societies, providing access to justice for all, and building effective, accountable, and inclusive institutions at all levels.

The students were filled with excitement to witness their peers present their speeches. The teachers encouraged and motivated the students with their positive comments. Overall, this competition was a treat for all of us.



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Serial No.	Name of the student	Class/ Sec	Position	House
1	DHRUV KALA	7 A	I	AAKASH
2	VIDHAN KUMAR		II	JAL
3	KUMARA KARTHIKEYA GURIGINJAKUNTA		III	AGNI
4	ANANTH AVASARALA	7 B	I	AAKASH
5	V CHARAN REDDY		II	AGNI
6	SHASHWAT BANERJEE		III	PRITHVI
7	MALEPATI SHRIHAN	7 C	I	PRITHVI
8	ARJUN ABILASH		II	AAKASH
9	SUSHUMNA REDDY PATLOLLA		III	AAKASH
10	PRITHVI	7 D	I	AAKASH
11	AAKASH		II	PRITHVI
12	AAKASH		III	AAKASH
13	DIVIJA MANTHA	7 E	I	JAL
14	HEEMANI SHEORAN		II	AGNI
15	CHILLARA SREE LAASYA PRIYA		III	JAL



DELHI PUBLIC SCHOOL, Miyapur

DIPS-BUZZ

Serial No.	Name of the student	Class/ Sec	Position	House
16	CH BHUVANAKRUTHI	7 F	I	JAL
17	DHRUTHI MADISHETTY		II	AGNI
18	SUBHANGI BHATTACHARJEE		III	JAL
19	SONAKSHI DHANUKA	7 G	I	AGNI
20	ANIKA SINGH		II	AGNI
21	SOUMYA CHAUHAN		III	AGNI
22	AITHARVA PRATAP JITHUKA	7 H	I	JAL
23	SHLOK TANTIA		II	AGNI
24	TANISHKA		III	AAKASH
25	B. ARNAV REDDY	7 I	I	JAL
26	ANISH VARANASI		II	AGNI
27	B. SAI BHAVYASREE		III	PRITHVI
28	RACHITA YAGALLA	7 J	I	AAKASH
29	SARTHAK PANDEY		II	AGNI
30	AADHYA MEGHAM		III	PRITHVI



Inter House Competition DECLAMATION @ GRADE 8

“The freedom we cherish today is the gift of countless sacrifices; let us honour our heroes by upholding the values they fought for.”

On 30th August, our school had conducted an inspiring Inter-house Declamation Competition, where the students paid tribute to India's valiant freedom fighters. The event was a resounding success, filled with passion, eloquence, and a deep sense of patriotism.

Participants from grades 8 took to the stage, each delivering powerful speeches that brought to life the struggles and sacrifices of our nation's heroes. From Mahatma Gandhi's unwavering commitment to non-violence to Bhagat Singh and Netaji Subhash Chandra Bose's fearless resolve, the speeches captured the essence of the freedom struggle. The students not only highlighted the historical significance of these figures but also reflected on their continued relevance in today's world.

The competition was judged by our esteemed teachers, who praised the participants for their oratory skills, confidence, and in-depth understanding of the freedom fighters they represented. The event concluded with praises and appreciation for their outstanding performances.

Overall, the Declamation Competition served as a reminder of the immense contributions of our freedom fighters and encouraged students to appreciate the value of the freedom they fought for. It was a day filled with learning, reflection, and pride in our nation's history.

The Parameters for Judgement were:

- Memorization
- Clarity and Intonation
- Delivery
- Confidence
- Audience Engagement



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Serial No.	Name of the student	Class/ Sec	Position	House
1	SIDDHARTH KIRAN A	8 A	I	JAL
2	SUYASH KUMAR SINGH		II	AAKASH
3	HANDEBAGH ABHIJAY SIMHA		III	AGNI
4	ARKADIPTA HALDAR	8 B	I	PRITHVI
5	SHREEYA SHARMA		II	AAKASH
6	MAJETY ANANYA		III	PRITHVI
7	NAISHA ALAHARI	8 C	I	JAL
8	VIHAN CHAUHAN		II	AAKASH
9	B KIRUPHAHARI		III	AAKASH
10	SAANVI TANTIA	8 D	I	AGNI
11	MISHITA CHANNA		II	AGNI
12	GOVING BHAGAT		III	PRITHVI
13	SHUBHANKAR BHATTACHARYA	8 E	I	PRITHVI
14	RAVULA DHURVA TEJA		II	JAL
15	NAGA LAKSHMI SAHASRA		III	AGNI



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Serial No.	Name of the student	Class/ Sec	Position	House
16	DHATHRI SRI PARUCHURI	8 F	I	PRITHVI
17	AAYUSHMAAN ROY		II	JAL
18	MOPADA AMRITHA		III	AGNI
19	NEDUNURI VISHRUTH	8 G	I	PRITHVI
20	DHEIRYA MANISH MECKWAN		II	JAL
21	SOHUM KAPISH KALDA		III	AAKASH
22	DAMERA AKSHIT	8 H	I	PRITHVI
23	DASYAM LAKSHYA		II	JAL
24	SRESTA ABDULLAPUR		III	AGNI
25	MARAM SAI DARAHAS	8 I	I	AGNI
26	MOHAMMED ZAYAN		II	PRITHVI
27	RAMAGIRI SAI JAISHNA		III	AAKASH
28	ADHYA MANGAL	8 J	I	AGNI
29	NANDHITHA DIRISALA		II	AGNI
30	B. NISHANK		III	PRITHVI



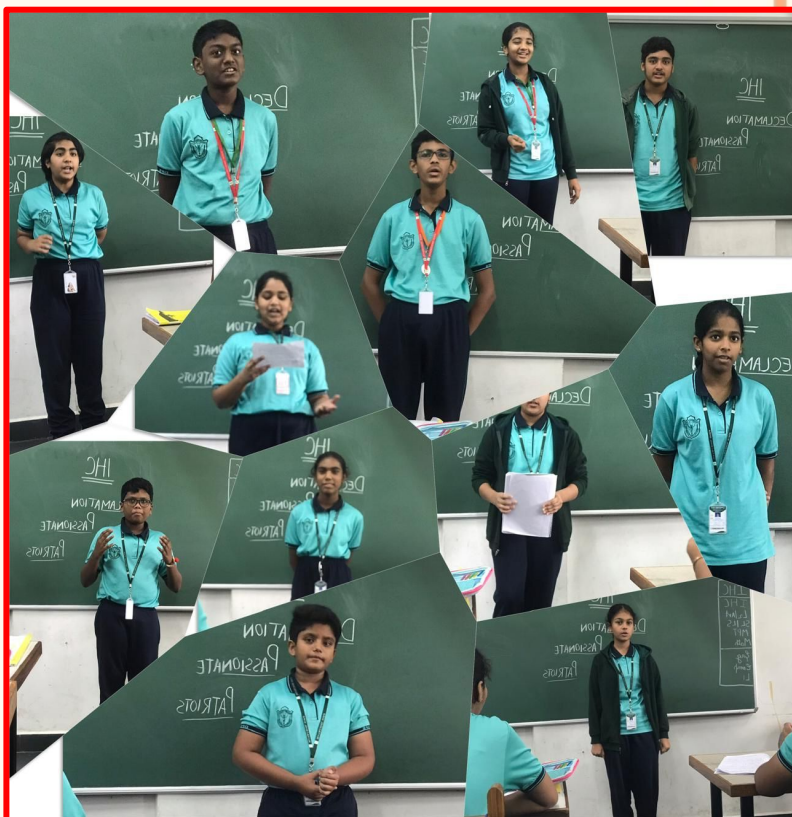
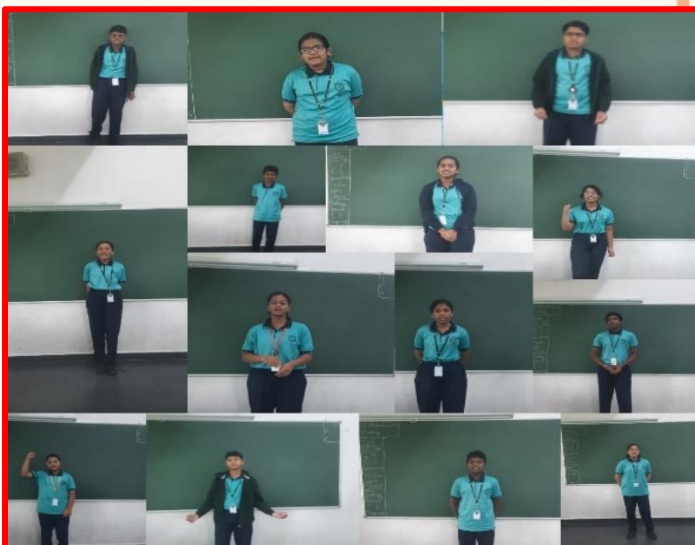
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Class Activities @ PRE PRIMARY

PRE NURSERY

"Children are like tiny flowers. Play is the highest form of research"
-Albert Einstein

Pre-nursery kids have shown significant growth in both fine and gross motor skills this month. With continued practice and engaging activities, they are expected to be seen in further development in their overall physical abilities.

Fine Motor Skills:

- ☐ Pincer grasp: 80% of children can pick up small objects like beads and buttons using their thumb and index finger.
- ☐ Drawing: 70% of children can make simple scribbles and lines on paper using crayons.
- ☐ Puzzle play: 60% of children can assemble simple puzzles with 5-6 pieces.

Gross Motor Skills:

- ☐ Walking: 90% of children can walk independently, with 50% showing improved balance and control.
- ☐ Running: 70% of children can run short distances, with 30% demonstrating increased speed and agility.
- ☐ Ball play: 80% of children can kick, throw, and catch a ball with both hands.



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In addition to this, they have also participated in sports bagless day in Tug of war, 30 metres running. Rhymes and oral practice have also been done in the classes during class hours. Few glimpses of the children during class hours are as follows.





LKG - CIRCLE TIME

"The magic of circle time lies in its simplicity—a place where stories are told, ideas are born, and every child feels seen and heard."

Circle time is a special part of the day where children gather to share, learn, and connect as a group. It provides an opportunity for them to practice social skills, listen to each other, and participate in discussions. During circle time, children can explore new concepts, sing songs and express their thoughts and feelings in a supportive environment. Activities for encouraging positive interactions among peers.

TOPICS COVERED:Plants World and Germination of plants

Plants: Plants are very important because they help us in many ways. They give us the air we breathe, food to eat, and even places to play and rest.

Understanding Basic Plant Life: Students learned the fundamental parts of a plant (roots, stem, leaves, flowers) and their roles, fostering a basic understanding of how plants grow and live.

Types of plants: Students witnessed different types of plants such as trees, shrubs, climbers, creepers, herbs and thorny plants through nature walk in the school.

Germination of Plants: Germination is the process by which a seed develops into a new plant.

Teaching about the plant world and germination helps students to develop a lifelong appreciation for nature and an understanding of the vital role plants play in sustaining a life on Earth.



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LKG - MATH ACTIVITIES

"Math is fun when you play with numbers,"

TOPICS COVERED: 1. Zero

2. Numbers 9, 10

3. Sequence Writing

4. Shapes: Circle, , Rectangle, Triangle, Star, Oval, Diamond.

5. After and In between Numbers

Numbers: The main objective is to introduce the concepts of numbers to the kindergarten students in an engaging and interactive way. This will help the children to recognize and understand numbers and to begin associating these numbers with quantities.

Shapes: The aim was to help children recognize the basic shapes such as circles, squares, triangle, rectangle, oval, star, diamond in their environment and begin to understand their properties. This was done with various activities like shape tracing, shape hunt, shape song and hands on activities and it made the learning process enjoyable and effective.

After, In between and Bigger Numbers: The goal was to enable students to identify the numbers that comes directly after a given number and to recognize which number falls between two given numbers. This was introduced using Number line, Using flash cards, Number hop, Number match using cards.

All the activities are well received and the children displayed a strong grasp of all the concepts. This foundational understanding will support their future learning in number sequences and basic arithmetic.



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LKG - ENGLISH ACTIVITIES

"Through education, we plant the seeds of curiosity that grow into the trees of knowledge."

Pre-writing strokes in LKG is very important as they form the foundations of writing and drawing. For any life skill, it is important that the foundations are strong to support whatever comes on top of it. It helps children get familiar with holding and moving a pencil comfortably. They also help the child effectively move the pencil around, which produces legible handwriting. Pre-writing skills help the child to build eye-hand coordination, finger strength, grip strength, and wrist movement.

- In DPS Miyapur, teachers have introduced letter- Tt, Jj, Aa through stories, phonetic rhymes, activity- based learning like letter tracing on alphabet wooden board, salt tray, floor and slate along with the formation of letters with ice-cream sticks, sticking paper crumpling balls and cotton dabbing on letters.
- It builds Cognitive Development: Engaging in activities that promote letter recognition stimulates cognitive development in young children. By sorting, matching, and identifying letters, children exercise their visual discrimination and problem-solving abilities.
- Also introduced sight words like I, a, am, an, at, as, my, by, be, me, we, he, go, no, so, of, on, do, up, us, is, you, all, and, the, she, this, that, went. Sight words are important for speech development because they help children to recognize words quickly and without having to sound them out. Children can more easily understand the meaning of a text, improving their reading comprehension.



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UKG - ENGLISH ACTIVITIES

TOPICS:

- Long sounds of a,e,i,o,u
- Introduction of This, That, These and Those.
- Fill in the blanks.
- Question and answers.
- Introduction of blends (bl, cl, fl).

LONG SOUNDS:

Students will differentiate between long and short sounds. Long vowel sounds are important foundation for literacy and can help children learn to read ,spell and pronounce words .It helps to expand vocabulary and help children to learn different spellings. Students can feel more comfortable and easy when they know the rules of long vowel sounds. Students are well versed with the rules of long vowel sounds. By the end of this concept the students will discriminate the correct pronunciation . They can classify words according to the sound.

This , That, These, Those :

Words this, that, these, those are important which is used to indicate distance, time and emotional connection. Children can help to tell us if object is singular, plural , near or far away. Teachers explained using different objects in a simple way with activities.

Question and answers:

Students can stimulate creative and critical thinking .It can help to learn more about something and identify gaps in framing sentences .Students learnt the usage of prepositions. Students learnt the fluency in their vocabulary. Teachers explained by asking questions in different ways by using position words. Teachers used different things and placed them in different positions and enabled children to think beyond.



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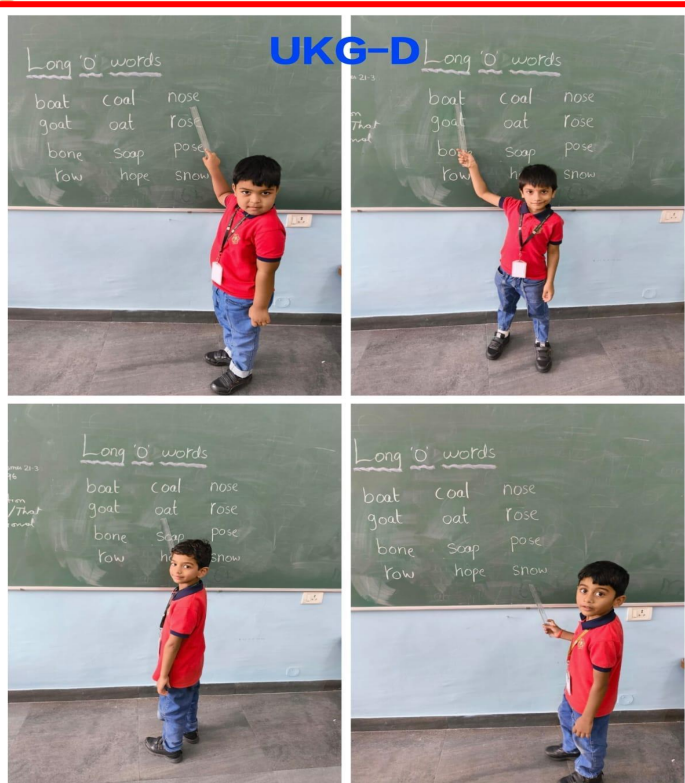
Blends:

Students can learn crucial skills for reading and writing and is especially important for young children who encounter many unfamiliar words using letter-sound patterns. It helps children avoid choppy sounding. It helps children to manipulate sounds and graphemes to form words. Teachers explained by using different flash cards and with different words.

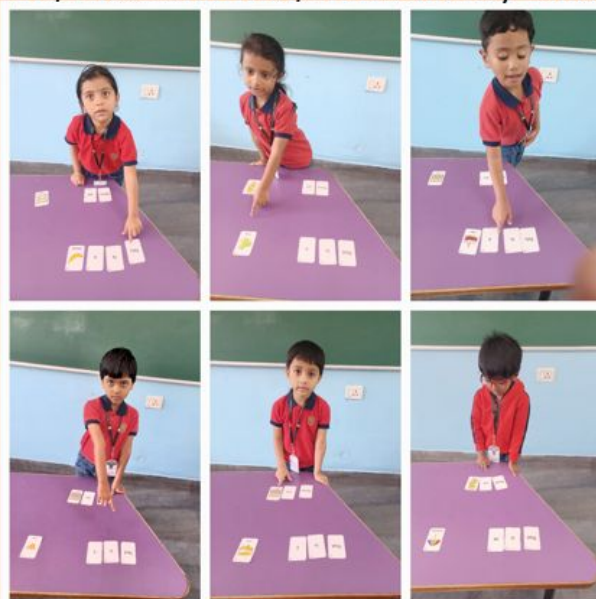
long sound words reading –UKG-A



UKG-B



This/These and That/Those activity- UKG-A





UKG - MATH ACTIVITIES

Topics covered:

1. Numbers
2. Number names
3. Missing Numbers
4. Bundle counting
5. Greater than ($>$), less than ($<$) and equal to ($=$)
6. Addition

Numbers: When children begin kindergarten, their knowledge about numbers helps prepare them for learning math. Children use number skills daily in their work and play. Numbers help us compare, measure, order, add, subtract, and solve problems of all kinds.

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

Missing numbers: The activity of finding missing counting numbers can help the students to develop mental skills and enhance their problem- solving skills.

Bundle counting: Bundle counting (numbers) helps students become more familiar with the property of numbers and learn how larger numbers can break down into smaller numbers. It helps to know the place value of numbers. The teacher taught the concept using matchsticks and explained that each bundle contains 10 sticks.

Eg: if the number is 16. It contains one ten and six ones, so we have to make one bundle (10 sticks) and six (ones) single sticks.



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Greater than ($>$), less than ($<$) and equal to ($=$) : Greater than, less than and equal to symbols are used to help children to compare objects or numbers and establish whether a number is bigger than, smaller than or equal to another number.

Addition: Adding objects and numbers helps the students understand the word problems related to daily life situations. It helps to develop the skills of correct calculation and enhance the mental ability of the students.

BUNDLE COUNTING





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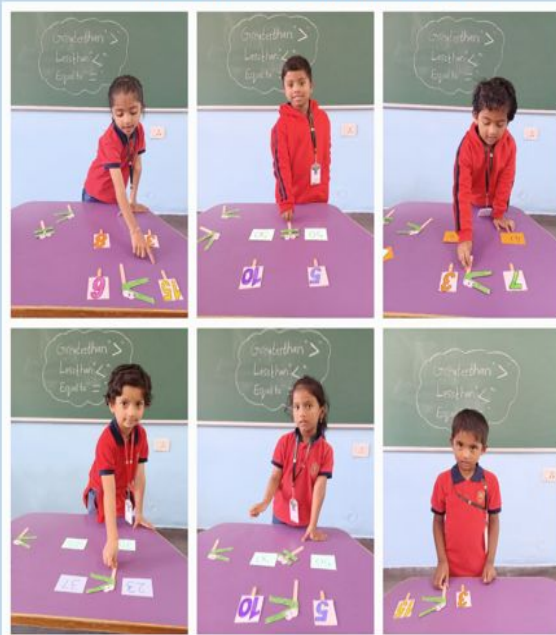
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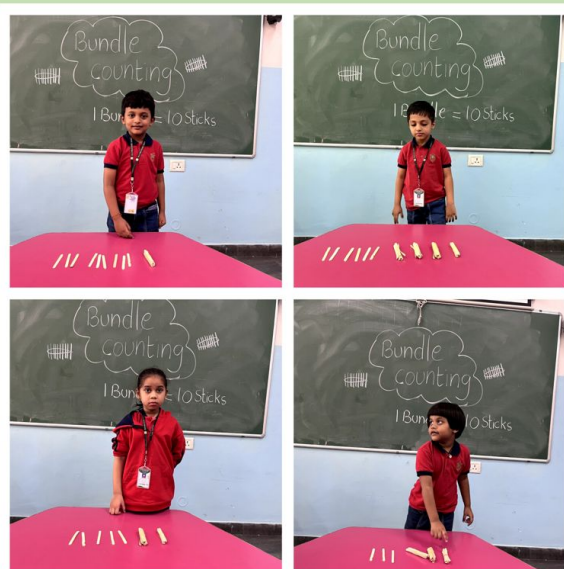
Addition activity –UKG-A



">, < or =" activity- UKG-A



UKG B: Bundle Counting



UKG B: Addition





UKG - CIRCLE TIME

Topics :

1. Festivals (National and traditional festivals)
2. National symbols
3. Seasons

Festivals:

Celebrating festivals is a great way to understand one's culture. A child can be taught more about their culture and their country during festivals and celebrations.

This teaches the kids to know about their roots in the world and makes them proud of their country and culture. Festivals bring happiness to our lives and strengthen our sense of community.

National symbols:

National symbols help the children to know about the country's culture and pride. They are able to know the significance of different symbols like national tree, fruit, flower, emblem, flag, currency, game, animal etc.

Seasons

The several seasons of the year enable youngsters to understand how the climate varies with each season. Kids learned what to wear, what kinds of food to consume in different seasons, and how to dress appropriately for the weather. The subject matter enhanced the kids' vocabulary and environmental awareness.

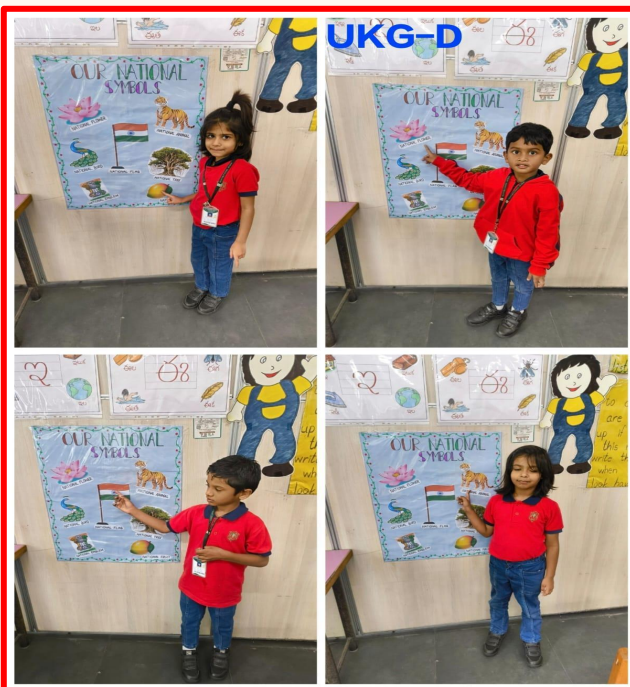


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UKG B: *National Symbols*



NATIONAL SYMBOLS





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UKG - HINDI ACTIVITIES

हिंदी गतिविधि (सितम्बर)

विषय – क-वर्ग तथा च-वर्ग : देखो और बोलो गतिविधि (Show and Tell Activity)

इस गतिविधि द्वारा बच्चों को क-वर्ग तथा च-वर्ग के अक्षरों से शुरू होने वाली वस्तुओं को दिखाया गया तथा उनके नाम बताये गए। गतिविधि के अन्तर्गत उन वस्तुओं का नाम हिंदी में भी बताया गया। इस गतिविधि में बच्चों ने क-वर्ग तथा च-वर्ग के अक्षरों तथा उनसे शुरू होने वाले शब्दों के बारे में सीखा। इस गतिविधि में बच्चों ने विभिन्न वस्तुओं की पहचान की तथा हिंदी में उनके नामों का उच्चारण करना भी सीखा। बच्चों ने बड़े ही उत्साह तथा आनंद के साथ गतिविधि में भाग लिया। बच्चों ने क-वर्ग तथा च-वर्ग के अक्षरों का उच्चारण सीखा एवं उनसे शुरू होने वाले शब्दों की जानकारी प्राप्त की।





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Class Activities @ GRADE 1

English - Singular and Plural - Group Activity:

Activity on One and Many. The teacher asked the children to show some objects for singular and plural and also write singular noun on the board/flash card and then write its plural form incorrectly such as sheep/sheeps. Kids were asked if the form is correct by showing a thumbs up or a thumbs down.

Objective:

- Children will be able to Identify Singular and Plural Nouns
- Understand Rules for Forming Plurals.

Learning Outcomes:

- Learn to apply Pluralization Rules to Different Noun Types:
- For most nouns: Add -s (e.g., dog → dogs).
- For nouns ending in -s, -sh, -ch, or -x: Add -es (e.g., bus → buses, wish → wishes).
- For nouns ending in a consonant + y: Change y to i and add -es (e.g., city → cities).
- For nouns ending in -f or -fe: Change f to v and add -es (e.g., leaf → leaves, knife → knives).





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Noun - Class activity for nouns:

- Students will be given flashcards of different nouns and asked to segregate them according to their type.
(e.g., person, place, thing, and animal)

Objective:

- Students will be able to define what a noun is and identify nouns in sentences.
- Example Activity: Highlight nouns in a passage or sentence

Learning Outcomes:

- Students will demonstrate the ability to use nouns in different grammatical roles within sentences, including as subjects, objects, and complements.



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Math - Abacus Individual Activity:

- Teacher will show the spike abacus in the math lab and will be given a number strip to show the place value for the given number on the abacus. Later students will draw the pictures in the Math notebook to show the place value of the given number.

Objective: Understand the concept of Abacus.

- Students will be able to identify and describe the different parts of an abacus, including the rods, beads, and the place value system.
- Students can label a diagram of an abacus and explain the function of each part.

Learning Outcomes:

- Students will comprehend and apply the place value system on an abacus to represent numbers accurately.
- Students convert numbers between abacus representations and standard numerals and explain how place value is represented on the abacus



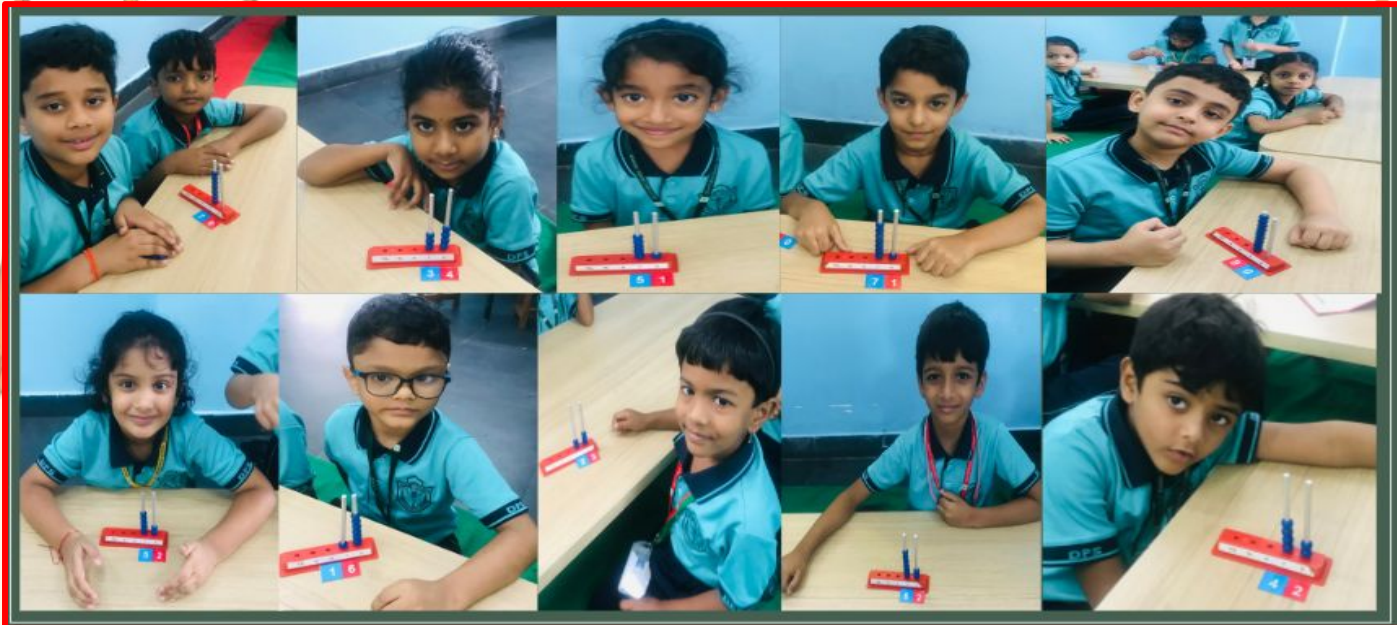
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Math - Comparison of Numbers -

Group Activity: Ascending and Descending order

Teacher will give students a set of number cards and ask them to arrange the numbers in ascending or descending order on the stairs.

Objective:

- Students will be able to arrange a given set of numbers in ascending order (from smallest to largest) And the set of numbers in descending order (from largest to smallest)

Learning Outcomes:

- Students will compare numbers to determine their correct position in ascending or descending order.





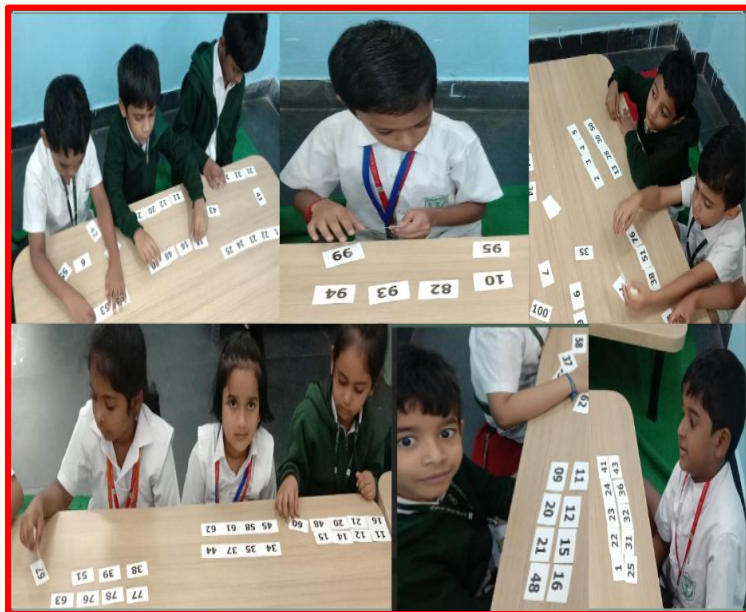
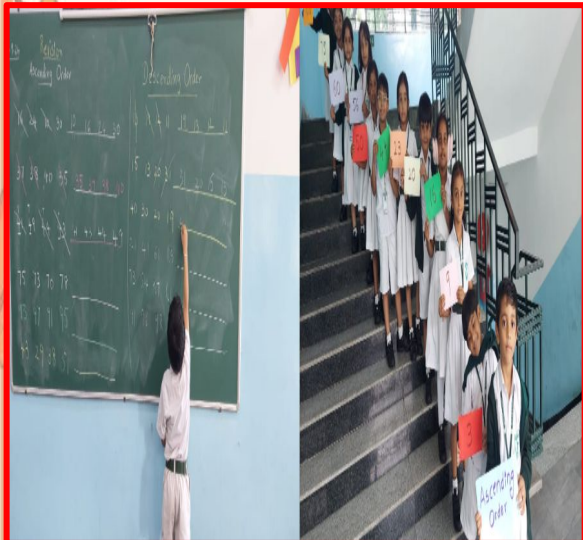
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Hindi - TOPIC : वाचन कौशल (Speaking skill)

LEARNING OBJECTIVES: बच्चों को हिंदी भाषा का प्रयोग करने का अवसर दिया गया। इस गतिविधि में बच्चों को अपनी पसंदीदा खिलौने के बारे में बताने का अवसर दिया गया। जिससे बच्चों में वाचन कौशल का विकास होगा।

PROCEDURE: इस गतिविधि में बच्चे अपना पसंदीदा खिलौना लेकर आये थे। फिर उन्होंने उनके बारे में बताया की वह उनको क्यों पसंद है ? उसका आकर क्या है?, और उनके खिलौनों के रंगों की भी बात की। बच्चों को यह गतिविधि करते समय बहुत मज़ा आया और उन्होंने अपने सहपाठियों से नए-नए शब्दों की जानकारी प्राप्त की।

LEARNING OUTCOMES: बच्चों में वाचन कौशल का विकास हुआ। उन्होंने अपनी पसंदीदा खिलौने के बारे में अपने सहपाठियों को बताया।





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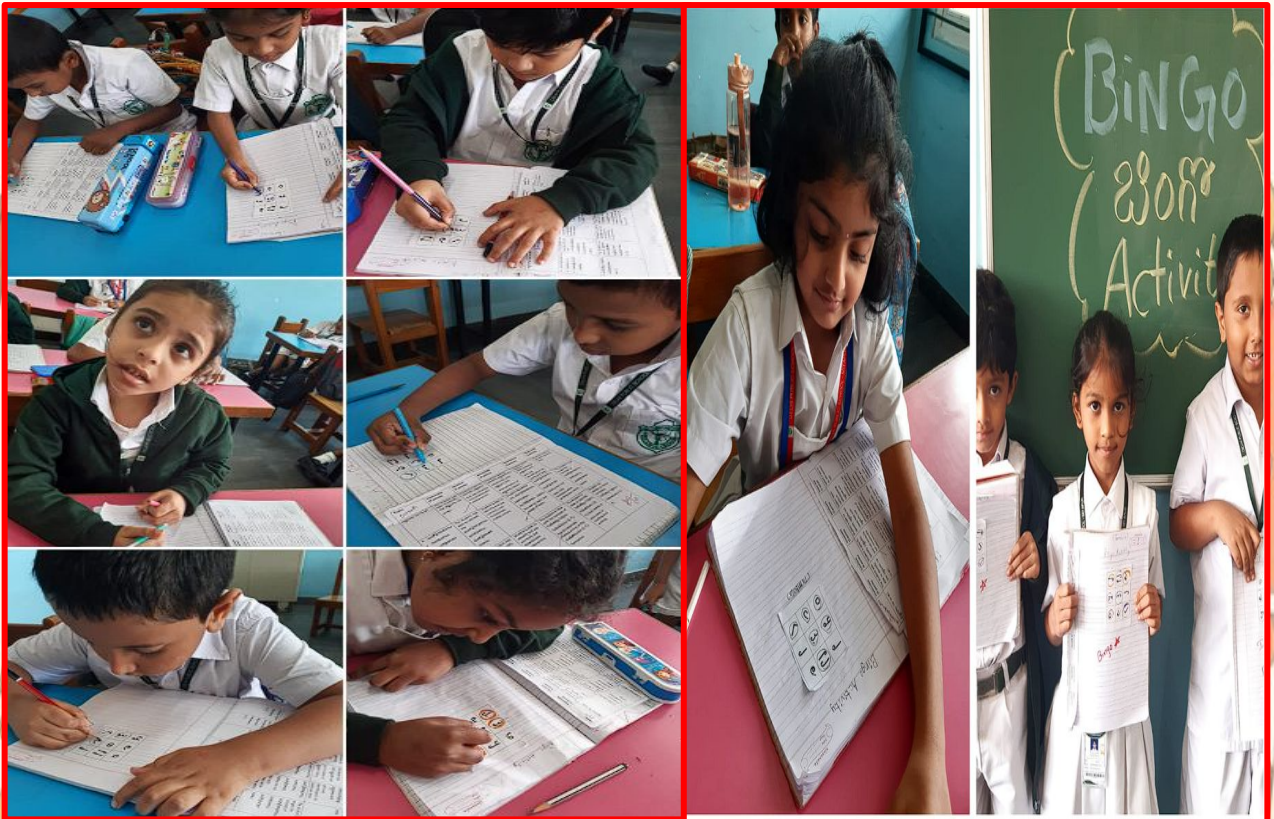
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Telugu - BINGO ACTIVITY

Play Way method improves to cognitive, physical, social and emotional well being of children. Through play way method children learn about the world and themselves. It develops their imagination which is importance for literacy skills, and intellectual reasoning.

In this activity we teachers taught Gunintapugurthulu in the class. In this activity we gave a small Bingo slip to each student. In the slip, 9 random gunintapu gurthulu we're given. After distribution of the slips, the teacher called random gunintapu gurthulu.

If the student finds the symbol in his slip, he has to circle it. The first one to circle 5 symbols gets the "First Five" title and the first one to circle all gets the "Bingo".





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Reading Skills and Circle Time - Parts of a book -

Every book contains elements such as the front cover, back cover, and title. Children learnt about the different parts of a book through a demonstration of a story book and a kinesthetic activity, followed by a video. They were then asked to practice identifying these parts in the GG-2 book.





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Reading Skills and Circle Time - Characters:

Characters are the people, animals, or creatures who play a role in the story. Children learn about the characters of the story through simple and engaging activities to help them understand who the characters are, their roles, and how they contribute to the story. This is followed by video and story reading. They were then given the opportunity to practice the same in the GG-2 book.





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Reading Skills and Circle Time

The farm-to-fork concept is an essential aspect of sustainable food production, emphasizing the entire journey of food from its origin (the farm) to the consumer's table. Children experienced this concept through a show-and-tell activity where they were shown a video depicting the journey of food. Subsequently, the children presented their individual thoughts by demonstrating different food wrappers.





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Hindi

(

IDP

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IDP छात्रों को गहरी समझ, आलोचनात्मक सोच, रचनात्मकता और सहयोग कौशल विकसित करने में मदद कर सकते हैं। इसलिए, युवा शिक्षार्थियों को अपने बोलने के कौशल को बढ़ाने का मौका प्रदान करना। यह परियोजना अंग्रेजी, हिंदी और तेलुगु विषयों को शामिल करती है, जो एक समग्र शिक्षण अनुभव बनाती है।

Materials Used: कागज़, कलम और रबड़।

OBJECTIVE :

- किसी भी कार्य में सफलता तभी मिलती है, जब हाथ और संवेदी अंगों के बीच सामंजस्य हो।
- विचारों और अवधारणाओं को प्रभावी ढंग से संप्रेषित करने के लिए बोलने के कौशल का विकास करें।
- शब्दावली बढ़ाएँ और उच्चारण में सुधार करें।

STEPS

- बच्चों को सभी भाषा में आकारों की जानकारी दी गई।
- सभी आकारों से सम्बंधित बच्चों ने दो-दो चित्र बनाए और उसका पठन किया।
- उनका मूल्यांकन करने के लिए उनको WORKSHEET कराई गई।

LEARNING OUTCOMES

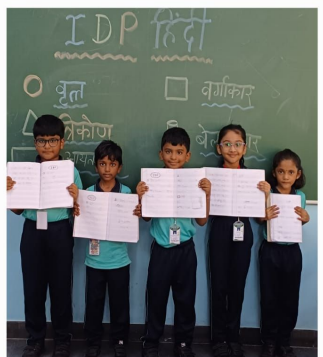
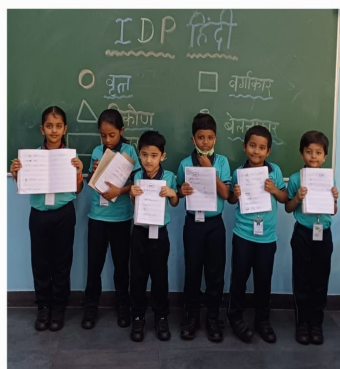
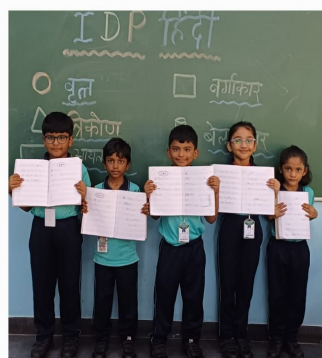
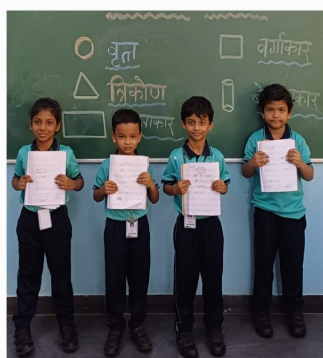
- बच्चों ने सभी आकारों को अंग्रेजी, हिंदी और तेलुगु भाषा में पढ़ा।
- इस गतिविधि से बच्चों ने सभी वस्तुओं में आकारों को ढूँढने की समझ आ गई।





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Telugu - IDP

INTER DISCIPLINARY PROJECT ACTIVITY

In this activity students were taught about shapes in telugu. For example:

- circle in telugu vrutthamu,
- square in telugu chaturasramu,
- rectangle in telugu dheerghachaturasramu,
- triangle in telugu tribhujamu,
- semi circle in telugu Artha chandraakaramu.

Learning Outcome:

Through this activity students learnt new words in Telugu vocabulary. This activity was conducted in 4 methods (LSRW). Students had participated in this activity very enthusiastically.





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Class Assembly @ GRADE 1J

The assembly aimed to teach students about the benefits of eating healthy foods compared to consuming too much junk food. It started with a prayer followed by current News. The narrator started the assembly with a warm welcome and introduced the theme of the day: a story about Healthy Hero and Junk Food Jester.

Healthy Hero. He talked about how fruits, vegetables, and healthy foods make us strong and happy. He reminded everyone that while it's okay to have treats, too much junk food can make us feel tired and sick.

Junk Food Jester: He shared his love for sweets, chips, and sugary drinks. However, he agreed that eating more fruits and vegetables is also a good idea. Healthy Hero reminded everyone that while treats are okay in moderation, it's important to mostly choose healthy foods to feel good and stay active.

Junk Food Jester agreed with Healthy Hero and promised to eat more fruits and vegetables. The narrator asked the kids what they should choose most of the time—healthy foods or junk food. The students all answered "Healthy foods!"

The assembly ended with a song. The assembly was engaging and successfully conveyed the importance of making healthy food choices while allowing students to enjoy occasional treats.





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Class Activities @ GRADE 2

Math - Topic: Addition

Learning Objectives: Students will be able to:

- understand addition.
- add one, two and three digit numbers with and without regrouping
- work in a group

Procedure:

- The activity was done in the classroom or on the ground.
- The children were divided into equal groups depending on the strength of the class(6 groups of 6 children each) .
- The teacher drew three concentric circles on the floor and write one number with plus sign in the center most circle. The second circle was divided into different parts depending on the number of children in each group(6).
- In the second circle each child was asked to write any random two digit number of their choice. In the outermost circle the children had to add the numbers and write the answers accordingly. The activity was done simultaneously by all the 6 groups.

Learning Outcomes: Students were able to:

- recall addition facts,
- use place value for adding one, two and three digit numbers with and without regrouping,
- apply mental strategies,
- solve simple word problems,
- explain their reasoning,
- recognize addition patterns, and
- engage in collaborative learning



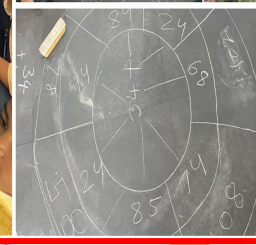
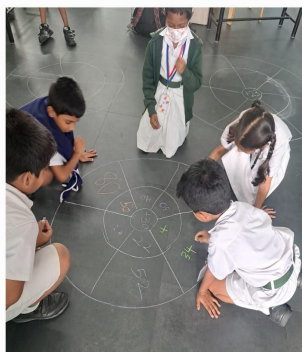
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Math - Activity dated: Topic: Patterns

Learning Objectives: Students will be able to:

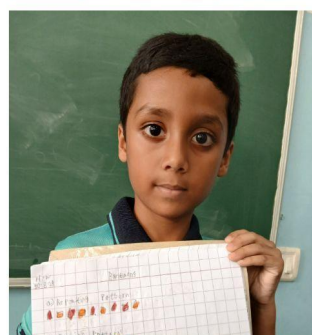
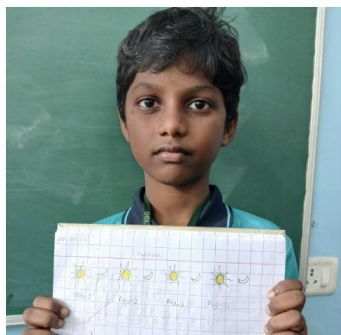
- know meaning of sequence and understand elements of a pattern
- learn the rules of a pattern
- know the relationship between sequence and pattern
- apply the knowledge of patterns in real life situations

Learning Outcome: Students were able to:

- explain the concept of patterns and sequence.
- differentiate between a correct and an incorrect pattern.
- draw different types of patterns.
- use different objects to form patterns.

Procedure -

- Notebook Activity: Children were asked to draw at least three patterns in their notebook based on their observations around them(This was given as HW)

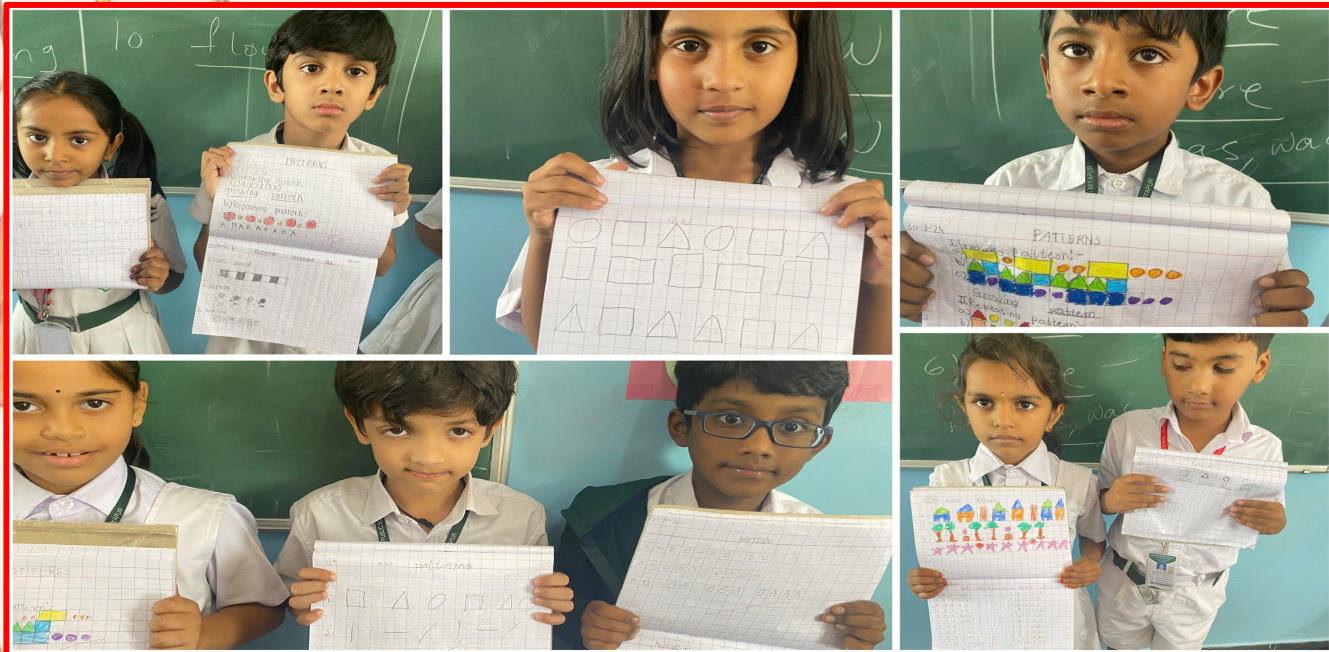




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English - ACTIVITY - 1 Snake and Ladders Countable and Uncountable nouns, Gender, Singular/Plural nouns

LEARNING OBJECTIVES

- Students will be able to recognize countable nouns and uncountable nouns
- Students will be able to differentiate the genders.
- Students will be able to understand singular and plural nouns
- Students will value the lesson through active participation
- Students will learn to understand and follow instructions.
- Students will make proper use of the resources
- Students will learn to utilize hand to eye coordination.

Procedure -

- Students were taken outdoors to the Snake and Ladder area. They were divided into 2 groups. From each group a child was called and asked a question (ex: what is the feminine gender for cock-hen, spell it/ name one countable noun and spell it out/what is the plural form of mango-spell it out).
- Based on the answers/spellings told by the students, they would play the game and move forward or walk down.
- The game continued until all the students get a chance.





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COGNITIVE

- Differentiate countable and uncountable nouns.
- identify countable and uncountable nouns.
- use the correct rule to change a singular noun into a plural noun.
- Identify the genders
- enhance their vocabulary

AFFECTIVE

- Students will learn to use their imaginations and also learn to follow instructions and work effectively in groups
- Students learnt to listen, follow rules and respond
- Students will learn to avoid monotone in speaking and writing

PSYCHOMOTOR

- Students present their work neatly and in a proper structure
- Rubrics for the following activity are provided below.



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English - ACTIVITY - 2 Speaking Skills ON "TAILS" LEARNING OBJECTIVES

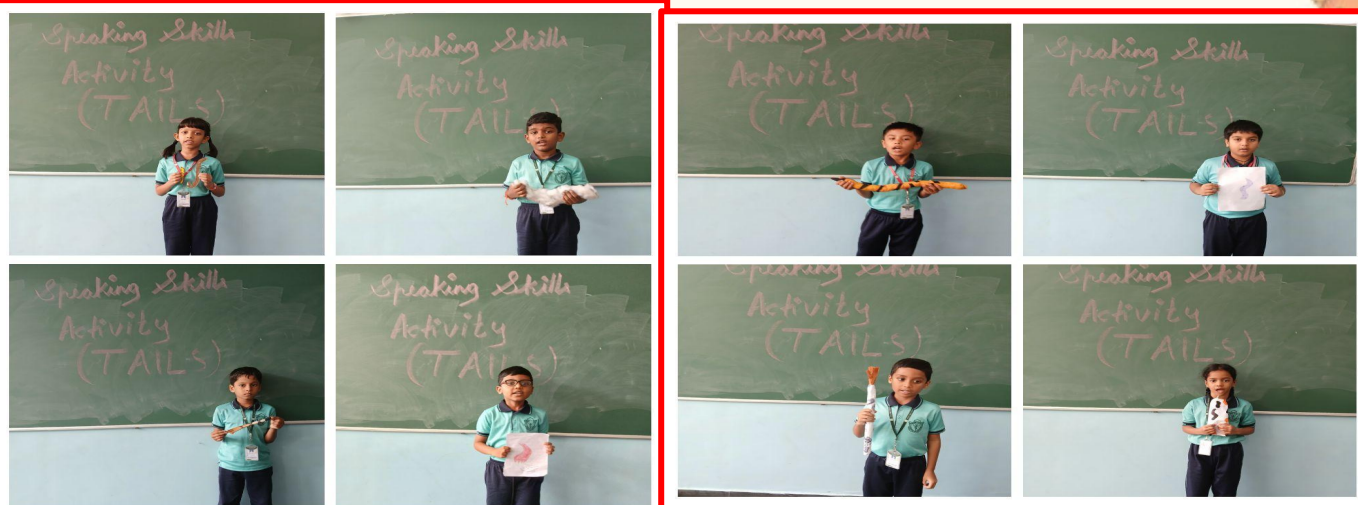
- Students will recognize and differentiate various animal tails, use fine motor skills to replicate them, and speak about the tails and their animals. This activity will boost their confidence, enhance vocabulary, and improve descriptive skills

PROCEDURE:

- Students will first be explained the poem "Tails" and then create an animal tail of their choice using materials from home. The next day, they will individually present their tail, introducing themselves and discussing the tail's function and the animal it represents. Finally, all the tails will be displayed on a class chart.

LEARNING OUTCOMES:

Speaking improved communication by helping students express ideas clearly, build confidence, organize information logically, engage audiences, use effective body language, and respond thoughtfully to questions. These skills enhanced their ability to speak persuasively and confidently in various settings.





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Hindi (L2) - "ई" (ी) एवं "उ" (ु) मात्रा गतिविधि

Learning objectives-

"ई" एवं "उ" मात्रा की गतिविधि के माध्यम से बच्चों को विस्तार पूर्वक मात्राओं का ज्ञान प्रदान करना

Procedure -

- "ई" मात्रा की गतिविधि के अंतर्गत बच्चों से ई मात्रा का पाठ पढ़कर अपनी कार्य पुस्तिका में सूरज का चित्र बनाकर उसकी किरणों के ऊपर ई मात्रा से सम्बंधित शब्दों को लिखने को कहा गया ।
- "उ" मात्रा की गतिविधि के दौरान बच्चों को उ मात्रा के शब्दों से बनी कहानी सुनाई गई एवं कहानी सुनते समय बच्चों ने उ मात्रा के अक्षरों को ध्यानपूर्वक सुनकर अपनी कार्य पुस्तिका में लिखा

Learning outcome –

- बच्चों ने बड़े ही उत्साह के साथ दोनों गतिविधियों में हिस्सा लिया ।





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Hindi (L1) गतिविधि -क्रिया, कविता गायन -पानी

उद्देश्य –(Learning Objective)- क्रिया शब्दों से वाक्य बनाना

प्रक्रिया –(Procedure)- क्रिया शब्दों को शिक्षिका द्वारा हरितपट पर लिखा गया। बच्चों ने क्रिया शब्दों को अपनी उत्तर पुस्तिका में लिखकर वाक्य बनाए।

परिणाम –(Learning Outcome) बच्चों ने क्रिया शब्दों को समझा और वाक्यों में क्रिया शब्दों के प्रयोग को सीखा। इस गतिविधि से बच्चों में क्रिया शब्दों से वाक्य बनाने की क्षमता (लेखन) का विकास हुआ।

- कविता गायन गतिविधि के माध्यम से बच्चों ने पानी कविता को लय में गाया।
- बच्चों ने प्रोप (prop) के माध्यम से कविता का गायन कक्षा में किया
- इस गतिविधि से बच्चों में आत्मविश्वास बढ़ा और उनके हिंदी शब्दों को बोलने की क्षमता में विकास हुआ
- शिक्षिका ने बच्चों को विभिन्न पैरामीटर के द्वारा आंकलन किया और उसके आधार पर बच्चों को Grade दिए गए।
- इस गतिविधि में बच्चों ने उत्साह पूर्वक भाग लिया और बच्चों में वाचन (speaking skills) का विकास हुआ।

IDP

- बच्चों ने शिक्षिका द्वारा दिए गए शब्दों में से पाँच शब्दों से वाक्यों को बनाकर शिक्षिका के सामने प्रस्तुत किया
- बच्चों ने शब्दों को पढ़ा, समझा और शब्दों को वाक्यों में प्रयोग करना सीखा।
- बच्चों के पठन और वाचन कौशल का विकास हुआ।



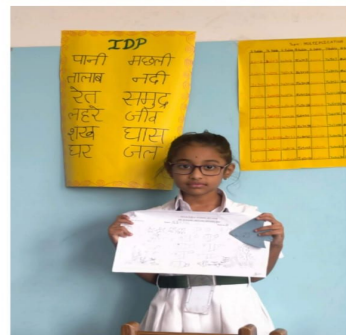


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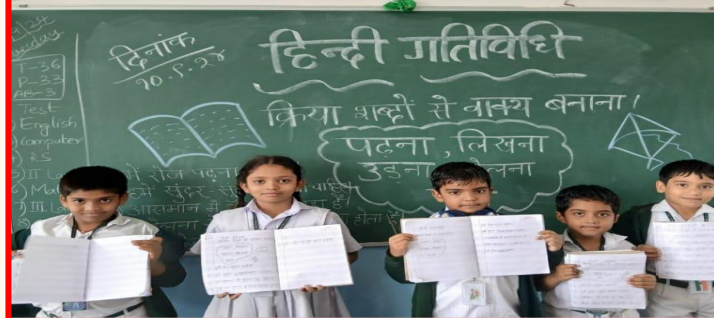


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Telugu (L2) Activities: 1. గుణింతపద చిత్రాలను గీసి, పేర్లను రాయుట.
2. Inter Disciplinary Project(IDP)

Topic: Guninthapada chithraalu and it's names.

- In Grade 2 (L2), during our Telugu class, we teachers conducted an activity on “Guninthapadha chithraalu and its names” based on grammar.
- In this Activity students explained about it, which they learned in the class, as well as created their own examples of guninthapadhalu related words and shared them with the class. After given instructions students drew the related pictures colorfully and named to those pictures.
- The learning outcome of this activity was that students gained a better understanding of the guninthapadhaalu and related words. Furthermore, they improved their recognizing guninthapu gurthulu symbols with usage in words, devolped reading skills with proper pronunciation and drawing skills. Students participated in this activity enthusiastically and actively.



Learning out comes:

- Recognition
- Reading skills
- Pronunciation
- Vocabulary
- Drawing skills



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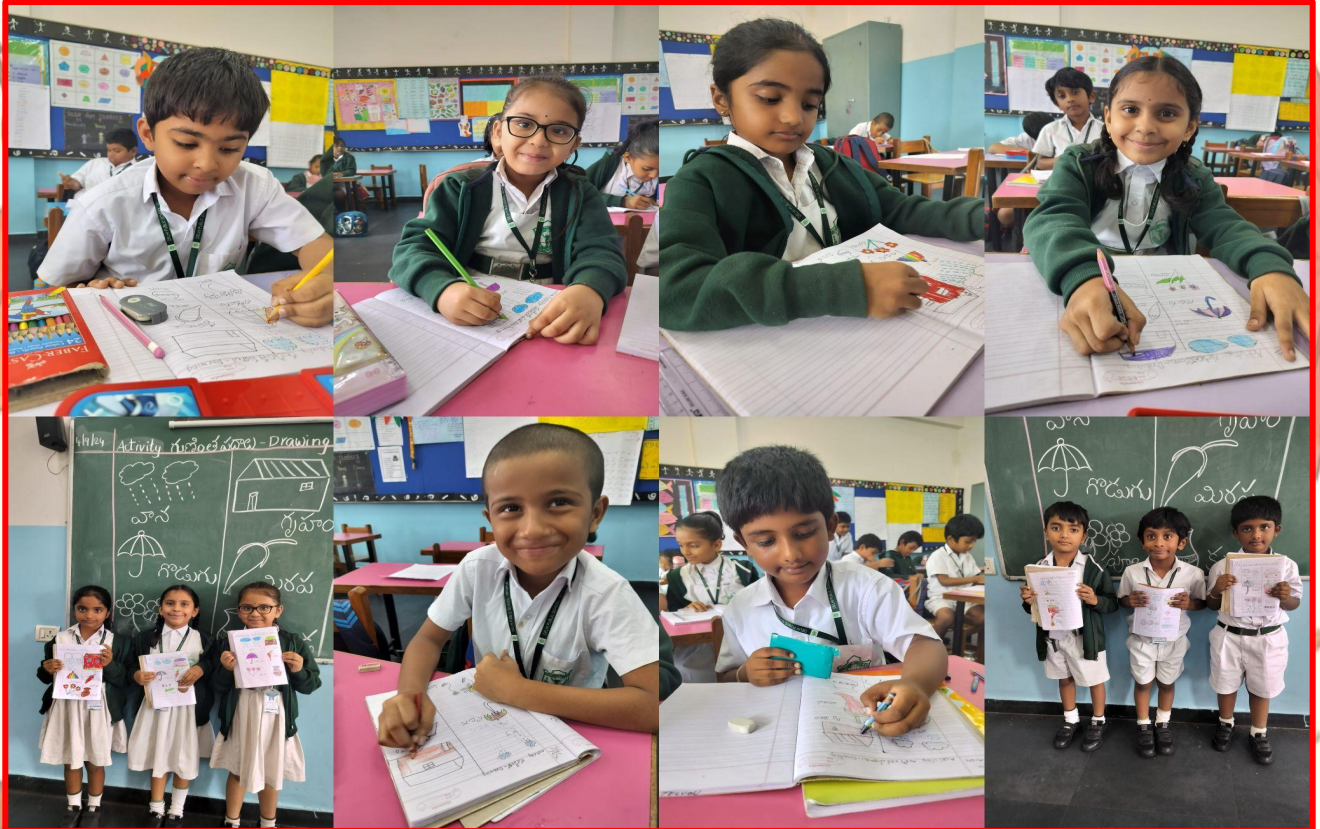
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Telugu - IDP Topic: Inter Disciplinary Project(IDP) in Telugu.

The IDP was based on the IHC-Oceanic Origami. The students had to name the objects and identify the first letter of the object from their respective sheet. They showed great interest in participating in this activity.

Through this activity, they gained confidence in speaking, improved their vocabulary and pronunciation, and participated very actively.

Learning outcomes:

Recognition, Pronunciation, Vocabulary, Confidence





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Telugu (L2) - Telangana State and National Symbols Activity

About the Activity: Activity was based on the lesson "Telangana Rashtram." Students were instructed to collect and affix information about Telangana's symbols and national symbols in their notebooks.

Through this research, students learned the significance of these symbols and distinguished between national and state symbols. They effectively identified and discussed each symbol. The activity was met with great enthusiasm and active participation from the students.





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Telugu (L1) Month: September Activity: IDP Activity

IDP was based on the IHC-Oceanic Origami -As part of this activity, children drew an ocean scene and identified five key objects from their picture. They used these objects to frame and deliver sentences in class.

Learning Outcomes: This activity helped children develop new vocabulary, improve sentence framing, and enhance their overall vocabulary skills.





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Reading Skills and Circle Time - Problem and solution (More Story Elements) -

In storytelling, problem and solution are key elements that drive the narrative. The problem is the conflict or challenges faced by the characters, creating tension and giving the story a sense of purpose. The solution refers to how the characters resolve the problem in the story.

These concepts together develop critical thinking skills in children, helping them make better decisions and develop a positive attitude by learning the right actions to take in real-life situations. Children are taught these concepts through written and verbal communication, using various difficult situations as examples.





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Reading Skills and Circle Time -

Character Traits - Character traits in a story are the qualities, behaviors, and attitudes that define a character's personality. These traits drive how a character interacts with others and influence the plot of the story. The traits are categorized into two groups: inner traits and outer traits.

Children have been introduced to these concepts through different storytelling activities and discussions on real-life examples to instill values.





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Reading Skills and Circle Time - Living and Non Living Things

Living things are considered alive and can change or grow, while nonliving things are not regarded as alive and remain the same.

To help the children understand this concept, they participated in a group discussion following a video presentation and a hands-on activity. During the activity, the students sorted various objects (animals, plants, and rocks written on pieces of paper) into two categories: living and nonliving things on a chart paper. Furthermore, the children went on a nature walk around the school to observe and identify living and nonliving things.



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IDP -

Interdisciplinary involves the combination of multiple academic disciplines skills such as English, Math, Science, Languages, General knowledge, Art and communication into one activity (research project.) They can help the students to develop deeper understanding, critical thinking, creativity and collaboration skills.

Hence, to provide young learners with the chance to enhance their speaking skills.

This project incorporates English, Hindi, and Telugu subjects, creating a holistic learning experience.

Theme - The Interdisciplinary project was linked to the Oceanic Origami Odyssey which was conducted on 21st August.

The competition was based on the principle of Sustainable Development Goal 14 which is about "Life below water" and is one of the 17 Sustainable Development Goals established by the United Nations in 2015. The SDG 14 aims to conserve and sustainably use the oceans, seas and marine resources for sustainable development.

Materials Used:

Origami colour papers, crayons / colour pencils and glue.

The students would :

explore topics using ideas from different subjects, think critically, work together, adapt to new ideas, and understand how their work effectively.

PROCEDURE:

The students showcased their origami sea creatures and described them along with their sea-themed artwork. They were evaluated based on their understanding and knowledge of the project. 10-15 clue words were given to them. Photographs were taken for documentation purposes.

LEARNING OUTCOMES

integrate knowledge from multiple disciplines, enhance critical thinking, collaborate effectively, solve complex problems creatively, apply diverse research methods, connect theory to practice, adapt flexibly, and consider the ethical and social impacts of their work.



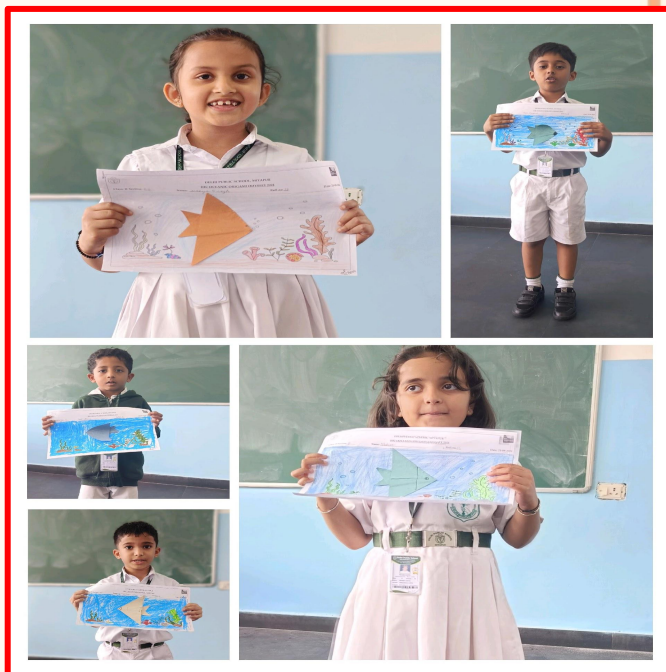
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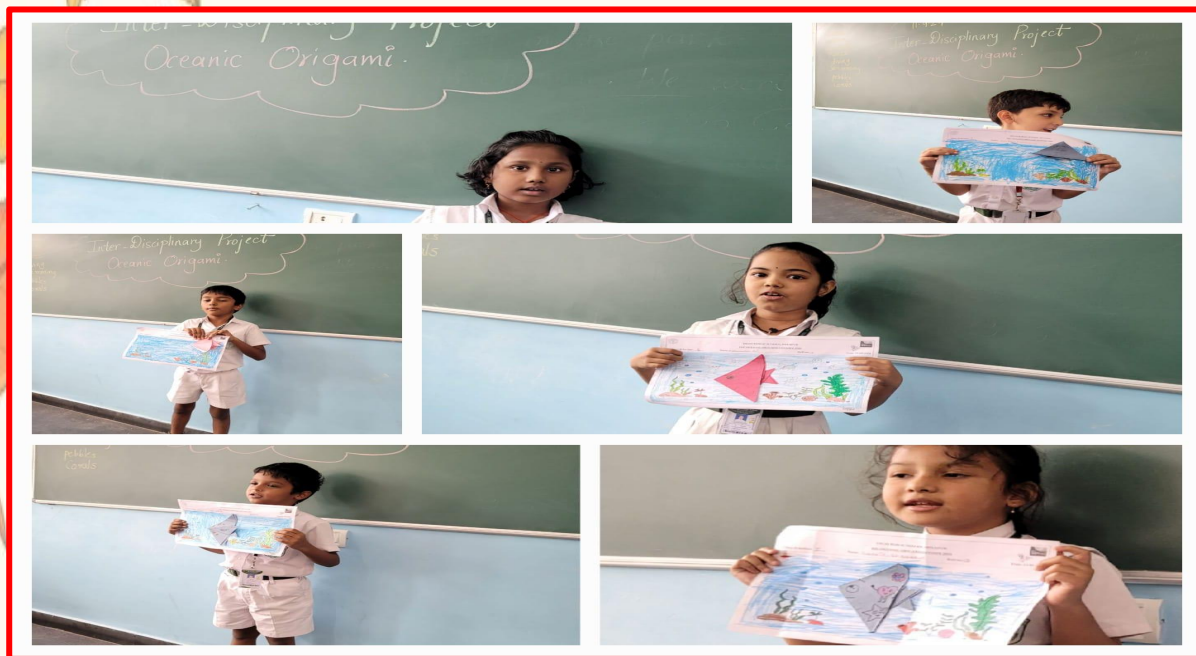




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Class Assembly @ GRADE 2 E

"It's not just about winning or losing, but to learn about teamwork, learn about sportsmanship, learn about discipline and the value of working together for a common goal. Have the emphasis on fundamentals, not just games".

The students of Grade 2E presented the Class Assembly on 28.08.24 highlighting the reason behind celebrating the National Sports Day on 29th August of every year. The purpose of the assembly was also to showcase the sportspersons, different types of sports played, importance of sports and sharing some information on Paralympics. The assembly started with a symphonious prayer followed by the news and a ramp walk where each student introduced themselves as a sportsperson holding their props and speaking about the sport they are specialized in.

This was followed by the students who shared some information on sports. To introduce the Paralympics, a child came onto the stage on a wheelchair and the Paralympic games were emphasized. The assembly was concluded with a beautiful dance. Students were motivated to participate in various sports and bring pride to our country. The assembly presentation was well received by the audience.





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Class Assembly @ GRADE 2 D

“Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.”

The students of Grade 2D presented their Class Assembly on 04.09.24 describing the importance of Teachers, roles and responsibilities in our lives and the celebration of Teacher’s Day. The purpose of the assembly was to make the children understand the reason for celebrating the Teacher’s Day on September 5th of every year.

The assembly started with a prayer followed by the news and a small conversation between two children looking at the other children’s discipline and well-mannered behavior taught to them by their teachers.

This was followed by the students who shared the important information on education, the importance Dr. Sarvepalli Radhakrishnan and honouring the Best teachers with National Teachers Award on Teacher’s day. The assembly was concluded with an action song on the appreciation of the teachers for their efforts to make the learning fun.

The importance, role of a teacher and the purpose of the celebration of Teacher’s Day on September 5th was clearly explained by the Headmistress ma’am Ms. Raina Bhatt. The new marshals were declared by Ms. Sunitha for the month of September and the previous marshals were appreciated for their support and good work.

“Star of the month” for August month of all the 10 sections of Grade 2 were declared and given badges by the respective teachers in their classrooms.

Grade 2B was declared as the winners of the Rolling Trophy for following the Classroom rules, keeping the classroom clean and tidy and being disciplined. Grade 2D children gave a small token of appreciation to the Headmistress Ms. Raina ma’am, Coordinator ma’am, the other Grade 2 teachers and the PE teachers.

The coordinator ma’am appreciated the teacher and the students of Grade 2D for their performance.



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Class Assembly @ GRADE 2H

The students of Grade 2H presented the Class Assembly on 13.09.24 highlighting the reason behind celebrating the Coconut Day on 2nd Sep'24 of every year. The purpose of the assembly was also to showcase the Health Benefits of Coconut Tree and each part of it.

World Coconut Day, observed on September 2nd, celebrates the International Coconut Community, founded in 1969 under UNESCAP. This day aims to promote coconut-related activities, support smallholder farmers, and boost coconut industries in member countries, with India as a founder.

The assembly was followed by the students' graceful dance on celebration of Coconut Day. The assembly was concluded with that beautiful dance.





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Class Activities @ GRADE 3

CLAY MODEL MAKING OF DIFFERENT BEAKS

OBJECTIVES: The relation between the shapes of beak and foods they eat.

PROCEDURE:

The activity will take place in the classroom in pairs. Students are informed prior to bringing clay and other items required for the activity. Students are instructed to spread the newspaper on the desk and do the activity.

Now, they can give shape to the dough to make different types of beaks and present their model in the class.

LEARNING OUTCOMES:

Cognitive Domain:

- A concrete idea about shapes of different beaks.
- Relate the food habits to different types of beaks

Affective Domain:

- Learn cooperation and completion of tasks within a limited period of time.
- Construct their own hypothesis, what if the beaks of a hummingbird and a pigeon are exchanged for a day.

Psychomotor Domain:

- Molding of clay into various shapes to construct their knowledge.
- Working towards a neat presentation of work and classroom at the end of the activity.

CONCLUSION:

Students were able to identify bird beaks and their shapes based on their dietary needs.



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Math - Activity: Rakhi making

Objective: Inculcating the knowledge of statement sums of multiplication by hands on activity Rakhi making.

Description: Kids prepared a Rakhi by using one thread, one flower and 4 beads. To prepare 3 Rakhis' of same type what should be done is learnt by kids practically through this hands-on activity. By understanding these strategies and practicing various types of multiplication word problems, kids can improve their problem-solving skills and confidently tackle mathematical challenges.





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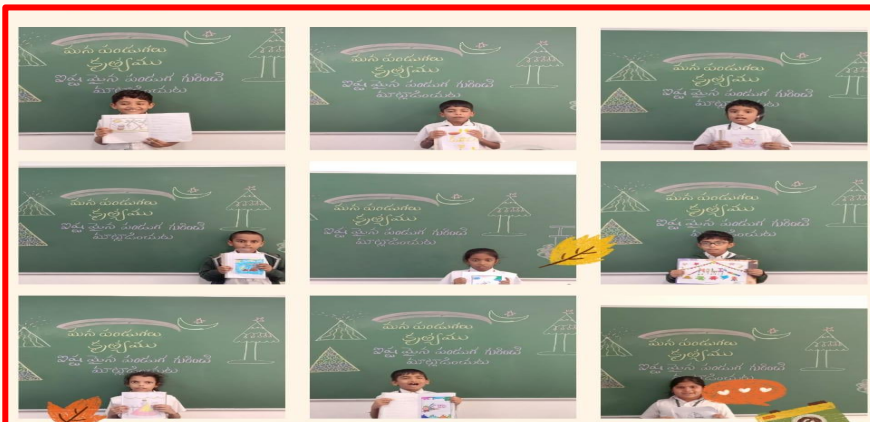
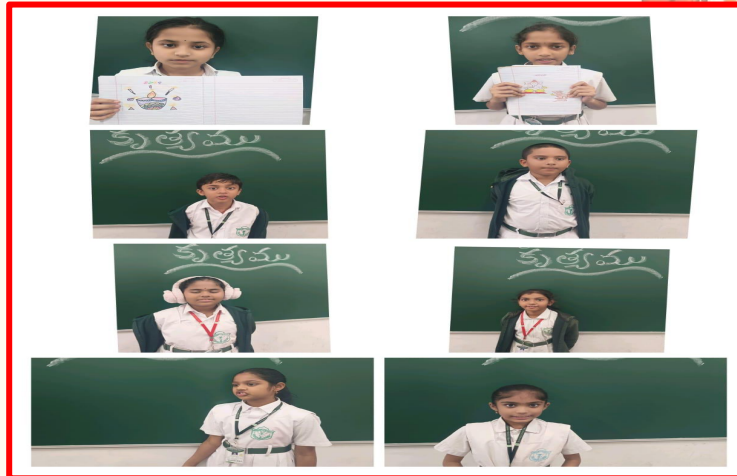
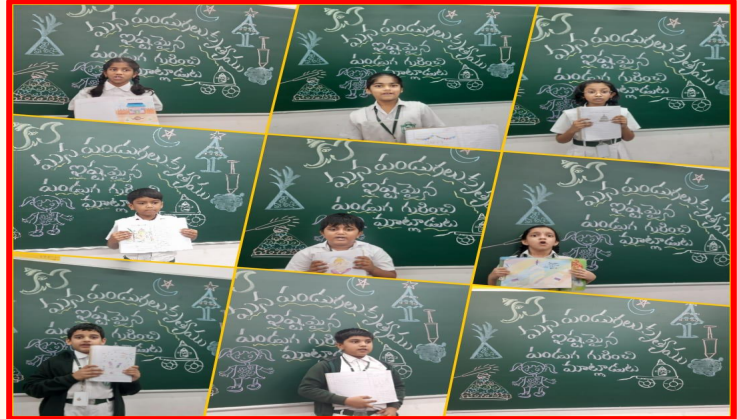
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Telugu (L1) - లక్ష్యాలు Objectives

1. ప్రతి పండుగ యొక్క ప్రాముఖ్యతను తెలుసుకొనితరగతి గదిలోవివరించగలరు.
- 2.మాట్లాడగలిగే సామర్థ్యాన్ని సరైన ఉచ్చారణ, స్వరముతో మెరుగు పరుచుకుంటారు.
3. ప్రతి విద్యార్థి వినగలిగే సామర్థ్యాన్ని మెరుగుపరుచుకుంటారు.

అభ్యసన ఫలితాలు (learning outcomes)

1. తనకు నచ్చిన పండుగను జరుపుకునే విధానాన్ని చక్కగా వర్ణించారు .
2. ఏ విషయమైనా అనర్గళంగా పరిస్థితులకు తగినట్లు వివరించే సామర్థ్యాన్ని పొందారు.
3. చిత్రలేఖనం పట్ల ఆసక్తిని కనబరిచారు.





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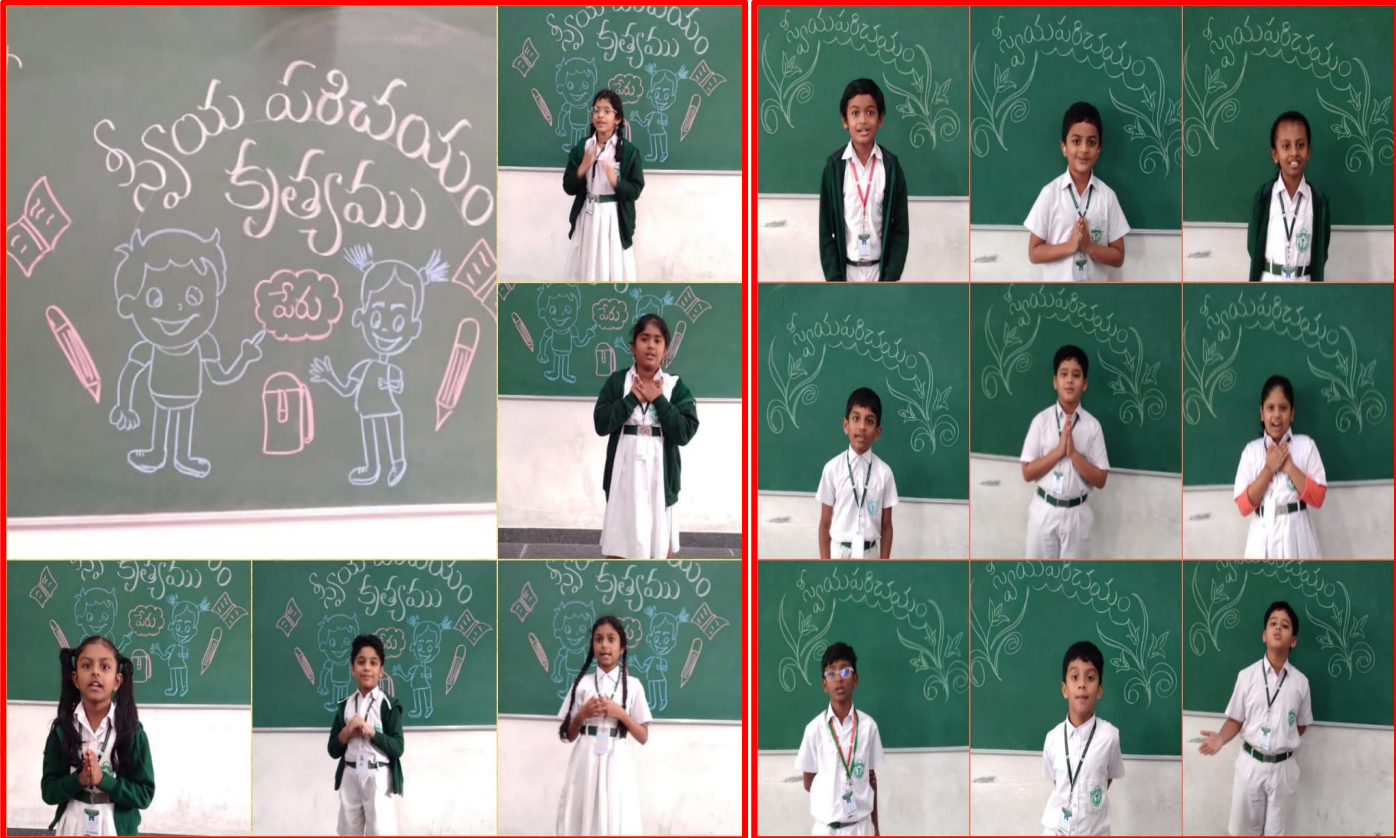
Telugu (L2)- తెలుగు (L2):

కృత్యము : భాషణం (స్వీయ పరిచయం చేసుకొనుట)

కృత్యమును చేసిన విధానము: విద్యార్థులు ఒక్కొక్కరూ తమ గురించి తాము పరిచయము చేసుకొనుట.

Learning outcomes:

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





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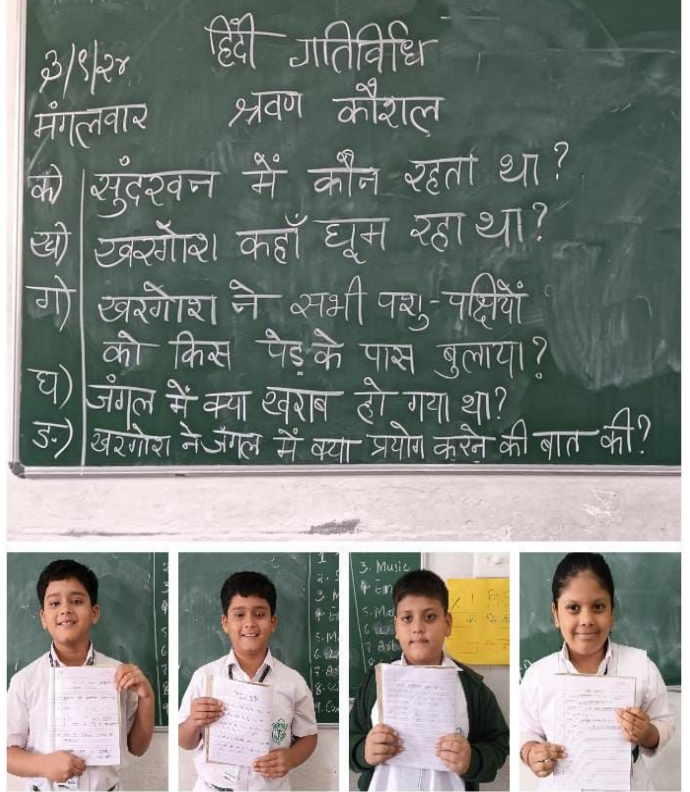
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हिंदी गतिविधि (श्रवण कौशल) पाठ- 5 जंगल में फेसबुक

गतिविधि : इस गतिविधि के दौरान अध्यापिका ने कक्षा में एक मजेदार कहानी पाठ- 5 जंगल में फेसबुक का पठन किया। सभी छात्रों ने बड़े ही ध्यान पूर्वक सुना और हरित पट पर लिखे गए पाँच प्रश्नों के उत्तर एक-एक शब्द में अपने हिंदी पुस्तिका में लिखा।

निष्कर्ष :

- इस गतिविधि में सभी छात्रों ने उत्साह पूर्वक भाग लिया। इस गतिविधि के दौरान बच्चों में श्रवण - कौशल का विकास हुआ।
- छात्रों ने पाठ को अच्छी तरह से सुना और समझा। छात्रों में स्मरण शक्ति का विकास हुआ। लेखन - कौशल का विकास हुआ। छात्रों का आत्मविश्वास बढ़ा।



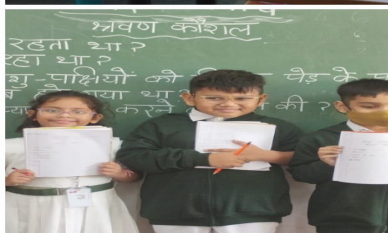
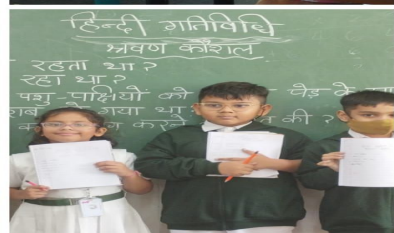
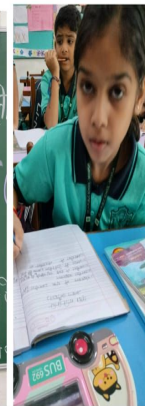
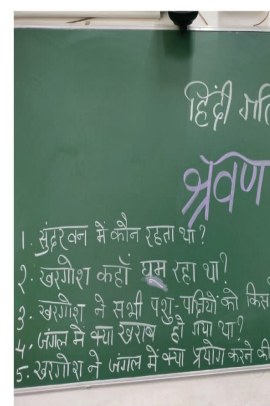


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हिंदी (L2) गतिविधि (रंगों का ज्ञान)

गतिविधि : इस गतिविधि में अध्यापिका ने कक्षा में छात्रों को हिन्दी में रंगों के नाम बताए । छात्रों ने विभिन्न रंगों का प्रयोग करके उ और ऊ अक्षर बनाए एवं रंग भरे ।

निष्कर्ष : इस गतिविधि में सभी छात्रों ने उत्साह पूर्वक भाग लिया। इस गतिविधि के दौरान बच्चों में हिन्दी भाषा के रंगों की पहचान विकसित हुई ।

छात्रों में स्मरण शक्ति का विकास हुआ। छात्रों को उ और ऊ अक्षर की पहचान एवं लेखन समझ आया ।





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Social - Our Country - Activity Procedure:

Model making activity. Students brought their own material.

Activity conducted in their respective class.

Students allotted different landforms in groups.

Students were asked to discuss about the landforms and make the models in the class.

Learning objectives:

- *Students should be able to identify India's geographical features.
- * To understand the concept of geographical features and difference between them.
- * locate it on a map.
- * learn about its physical features and neighbors.
- * They should also learn about Indian standard time and its importance.



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Learning outcomes:

- Students can learn to locate and describe India's physical features, such as mountains, rivers, plains, plateaus, and deserts on a map.
- Students can learn to identify simple features of plants and animals in their surroundings, such as their shape, color, texture, aroma, movement, and eating habits.





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OPPO F21s Pro 5G



OPPO F21s Pro 5G



OPPO F21s Pro 5G



OPPO F21s Pro 5G



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English - Collage Making -

On 2nd September 2024, Grade 3 students engaged in a creative collage-making activity using newspaper cuttings about Real-Life Heroes of India, as part of the lesson, Tenali Rama and the Thieves. This activity aimed to enhance students' artistic expression, fine motor skills and develop empathy. The students were encouraged to explore the theme, Real-Life Heroes of India.

Objectives

- To foster creativity and individual expression among students.
- To develop fine motor skills through cutting and gluing.
- To define what it means to be a hero and explore various qualities that characterize real-life heroes, such as courage, compassion, and selflessness.

The activity was assigned to the students to be done as homework. A note was sent to the children a week before the submission date with all the details. Children were asked to explore the lives of real-life heroes with the help of their elders at home and take newspaper cuttings and other printouts to create a collage. Children also wrote 2-3 sentences on the hero they had chosen for making the collage.

Students demonstrated remarkable creativity, producing diverse and imaginative collages that reflected their viewpoints. The collage-making activity fostered creativity and critical thinking among students. It provided an opportunity for self-expression and a deeper understanding of empathy and the need to help the needy.

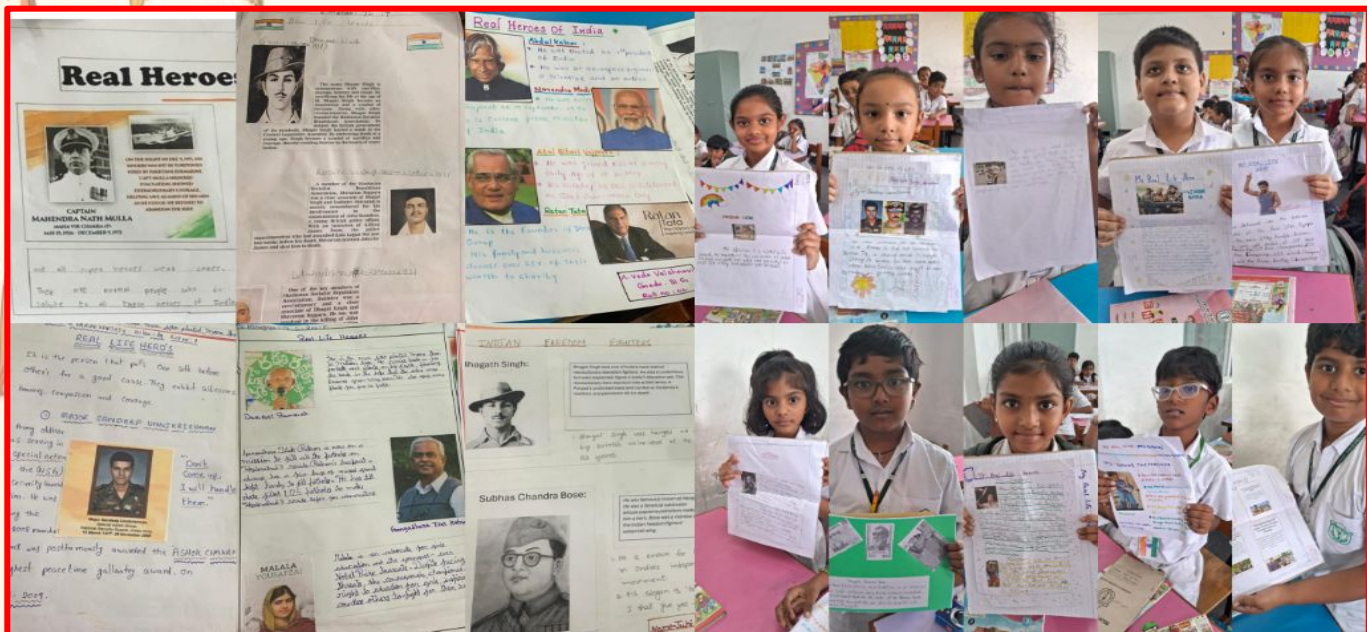


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Class Activities @ GRADE 4

English - Subject Enrichment Activity: Favourite Recipe Writing & Poem Writing

Subject Enrichment Activity: Favorite Recipe Writing

In the first week of September, a Subject Enrichment Activity on "Favorite Recipe Writing" was conducted for students of Grade 4. The activity aimed to enhance students' writing skills while encouraging them to explore and share their culinary interests and cultural heritage through their favorite recipes.

The Objective of the Activity -

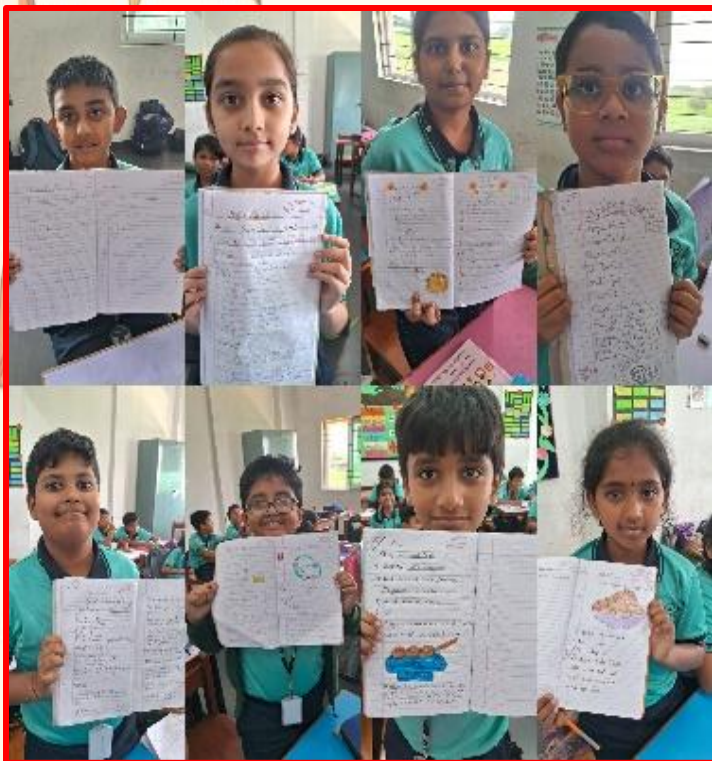
The primary objective of the activity was to improve students' descriptive writing abilities, expand their vocabulary related to food and cooking, and foster creativity. It also provided a platform for students to express their cultural backgrounds and personal preferences. Each student was asked to write about their favorite recipe, including the ingredients, preparation steps, and any personal or cultural significance attached to the dish. It also provided a platform for students to express their cultural backgrounds and personal preferences.





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English - Poem Writing

The objective of the activity was to foster creativity, improve language skills, and provide students with an opportunity to express their emotions, thoughts, and ideas through poetry. The main aim of the poem-writing activity was to enhance the students' creative writing abilities, expand their vocabulary, and help them learn different poetic forms and styles. The activity also aimed to encourage self-expression and boost confidence in using language artistically.

The activity began with an introduction by the English teacher, who explained the basics of poetry writing, including various forms such as acrostic, and rhymed poetry. The teacher also shared tips on using literary devices like metaphors, similes, alliteration, and imagery to make poems more vivid and impactful.

The poem-writing activity was highly successful, with students actively participating and showing enthusiasm for the creative process. Many students expressed that they enjoyed exploring their thoughts and emotions through poetry and felt more confident in their writing abilities. The activity also helped improve their understanding of poetic forms and techniques.



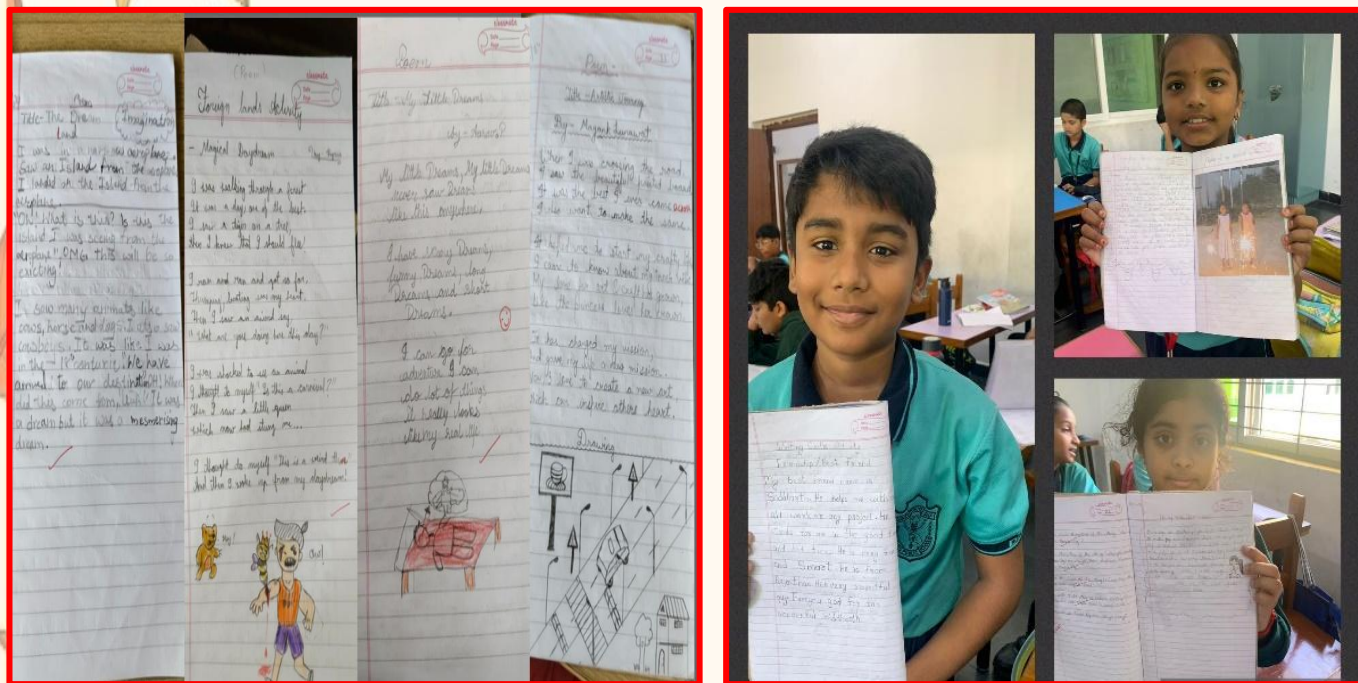


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SCIENCE: Activity: To understand the life processes (Digestive system and Excretory system) with the model- making activity.

Objective: To Identify and understand the positions and functions of the Digestive system and excretory system in human beings.

Our brain is developed to learn through observation. Young minds construct their knowledge through playful activities. For this holistic development of a child, a Model making activity of making a human digestive and excretory system has been conducted in Grade 4 at DPS Miyapur, Hyderabad.

The activity was held for all the sections across Grade 4 during the regular science periods under the guidance of the subject teachers. The activity was a part of the chapter 'Digestive system and excretory system' where children learned about the importance, positions and functions of the 'Digestive system and excretory system. Children were instructed to bring the A4 sheet paper (white), sketch pens, fruits, vegetables, dry pulses, dry fruits and other required materials for the activity.



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Model making activity demands control and fine motor skills. They arranged fruits, vegetables, dry pulses, dry fruits and labelled the Digestive system and excretory system. Children interacted among themselves to get the right functions and position in the human body. All the students were engaged and able to get a concrete idea about the position and functions of the Digestive system and excretory system at the end of the activity.

Model making involved both creative thinking and problem-solving. These type of class activities made the learning fun-filled and fostered curiosity and scientific temper in children.





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Science - Activity: To understand and identify the different plant features to survive in different Habitats.

Our brain is developed to learn through observation. Young minds construct their knowledge through observation. For this holistic development of a child, A Nature walk –Learning to understand and identify the different features in plants was organised. The teachers took them to the pond to show aquatic plants and their features.

NATURE'S WALK WILL HELP STUDENTS FOR-

Observation of Plant Parts: Being outdoors allows students to see the different parts of a plant—roots, stems, leaves, flowers, and seeds—up close. They could compare features like leaf shape, texture, and size between various plants.

Understanding Photosynthesis: In natural settings, students can observe how sunlight helps plants grow. Teachers explained how green plants use sunlight to make food through photosynthesis.

Identifying Plant Types: Students could explore various types of plants, such as trees, shrubs, herbs, and climbers, helping them categorize plants based on size, structure, and other features.



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Learning about Plant Life Cycles: By observing seasonal changes, students learnt about the life cycles of plants, such as how seeds sprout, how flowers bloom, and how fruits develop.

Exploring Plant Habitats: Nature walks exposed students to plants that grow in different environments like forests, gardens, and near water, allowing them to learn how plants adapt to their surroundings.

Sensory Learning: Nature appealed to multiple senses—touching leaves, smelling flowers, and listening to the rustle of trees—which enhances memory retention and understanding of plant features.

By interacting with nature, students could grasp key concepts and developed a deeper appreciation for the plant world.





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Social - Topic: The Southern Plateau. Activity: Peer Quiz.

Procedure:

- Activity was conducted across all the sections in their respective class.
- Children were be divided into groups and allotted sub topics that were discussed in the class from the lesson.
- Children read the topics and they framed the questions based on their allotted topic.
- Children came prepared to the class with their questions and each group asked the questions to their peer students in the presence of the teacher.

Learning Objectives:

Children learned about the southern plateaus geographical significance:

- The southern plateau is an ancient and stable land base that protects against tectonic disturbances and earthquakes.
- Learnt about the plateau's mineral deposits: The southern plateau is made up of mineral deposits like iron ore and coal.
- Learnt about the plateaus location: The plateau is located between the Western Ghats and the Eastern Ghats mountain ranges.
- Learnt about its people, their dress, language and festivals.
- Learnt about the plateaus rivers: The Rivers in the Deccan plateau flow towards the east.
- Understanding of the plateaus location.
- Understanding that the plateau is an uneven land and the rivers flow faster in this region.

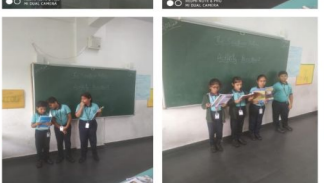
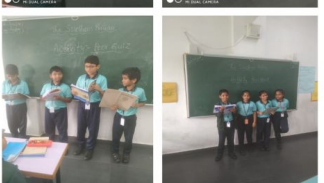




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MATHS: Activity report - Finding HCF using Multi-locking Cubes

Aim of the activity:

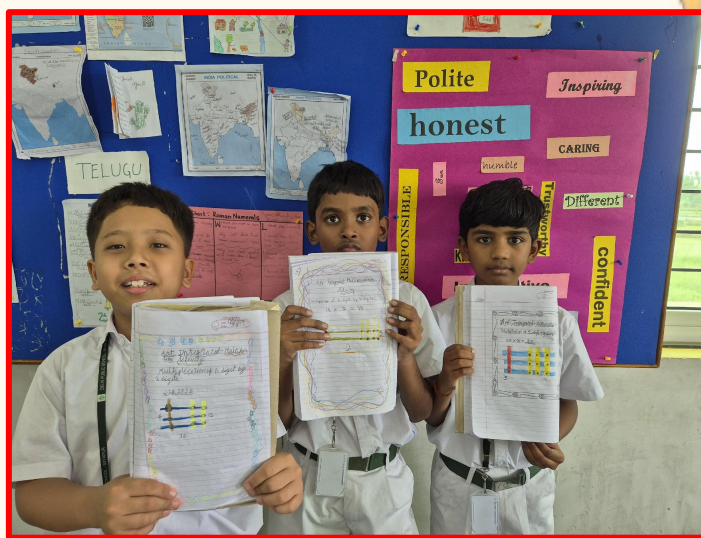
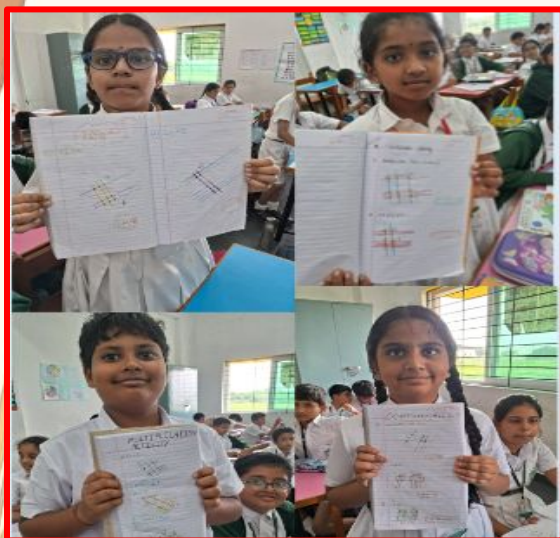
- Explore the concept of the Highest Common Factor (HCF) through a hands-on approach using multi-locking cubes.

Objectives:

- Use multi-locking cubes as a visual and tangible method for identifying common factors.
- Enhance problem-solving skills through collaborative learning.

Procedure:

- All students were divided into small groups, each group was provided with a set of multi locking cubes. We (teachers) assigned two numbers to all the groups, such as 8 and 12. Students made all factors of both the numbers using Multi – locking cubes .Then they compared both numbers and identified common factors of those numbers. Finally they chose the highest common factor. Everyone took part and experimented with different ways of making factors for different numbers.
- This activity not only helped students grasp the concept of HCF but also promoted active participation and deeper understanding. It also fostered teamwork through physical manipulations.





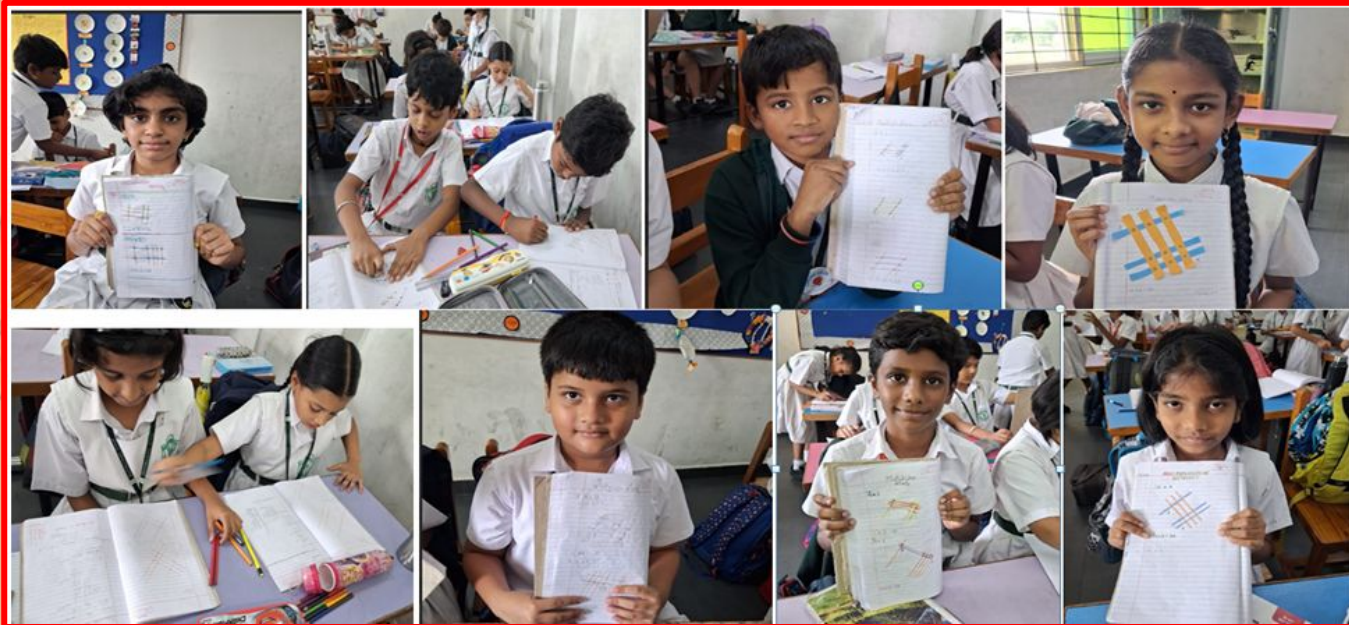
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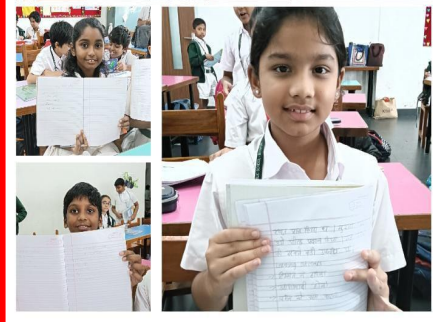
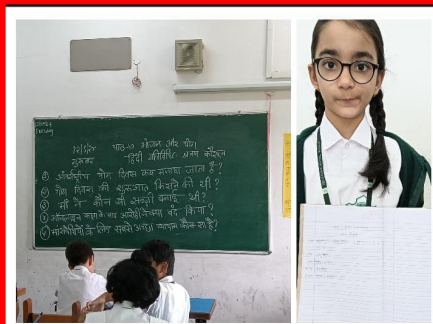
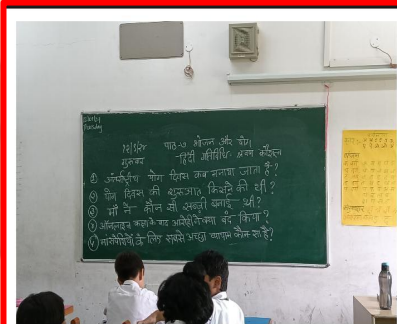
HINDI L1 हिंदी गतिविधि - श्रवण कौशल - पाठ- 7 भोजन और योग

गतिविधि : इस गतिविधि के दौरान अध्यापिका ने कक्षा में पाठ- 7 भोजन और योग पाठ का पठन किया और सभी छात्रों ने बड़े ही ध्यान पूर्वक सुना और हरित पट पर लिखे गए पाँच प्रश्नों के उत्तर एक-एक शब्द में अपने हिंदी पुस्तिका में लिखा।

निष्कर्ष : इस गतिविधि में सभी छात्रों ने उत्साह पूर्वक भाग लिया। इस गतिविधि के दौरान बच्चों में श्रवण - कौशल का विकास हुआ। छात्रों ने पाठ को अच्छी तरह से सुना और समझा साथ ही भोजन और योग के महत्व के बारे में समझा और अपने जीवन में उसका पालन करने का निश्चय किया। छात्रों में स्मरण शक्ति का विकास हुआ। लेखन - कौशल का विकास हुआ।

कहानी कहने के लाभ :

- योग का महत्व जाना पौष्टिक भोजन का महत्व जाना ।
- दूरदर्शिता का विकास हुआ ।
- स्वास्थ्य के प्रति सजगता ।
- निरोग रहने की प्रेरणा देना ।





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TELUGU L1 LS-4 దేశమును ప్రేమించుమన్నాలక్యాలు

- కళలు గురించి నేర్చుకుంటారు మరియు స్వదేశీ వస్తువులను ఉపయోగించడం నేర్చుకుంటారు .
- సోదరభావంతో ఐక్యంగా ఉంటేనే దేశం అభివృద్ధి చెందుతుందని తెలుసుకుంటారు .

అభ్యాసన ఫలితాలు

- దేశం యొక్క గొప్పతనాన్ని తెలుసుకొన్నారు.
- దేశ ప్రజలు అన్నదమ్ముల్లా కలిసి మెలిసి ఉండాలని తెలుసుకొన్నారు.
- పనికిమాలిన మాటలకు బదులు దేశానికి ఉపయోగపడే పనులు చేయడం మంచిదని తెలుసుకున్నారు.
- వారు తమ సొంత లాభాన్ని మాని తమ పొరుగువారికి సహాయం చేయడం నేర్చుకున్నారు.





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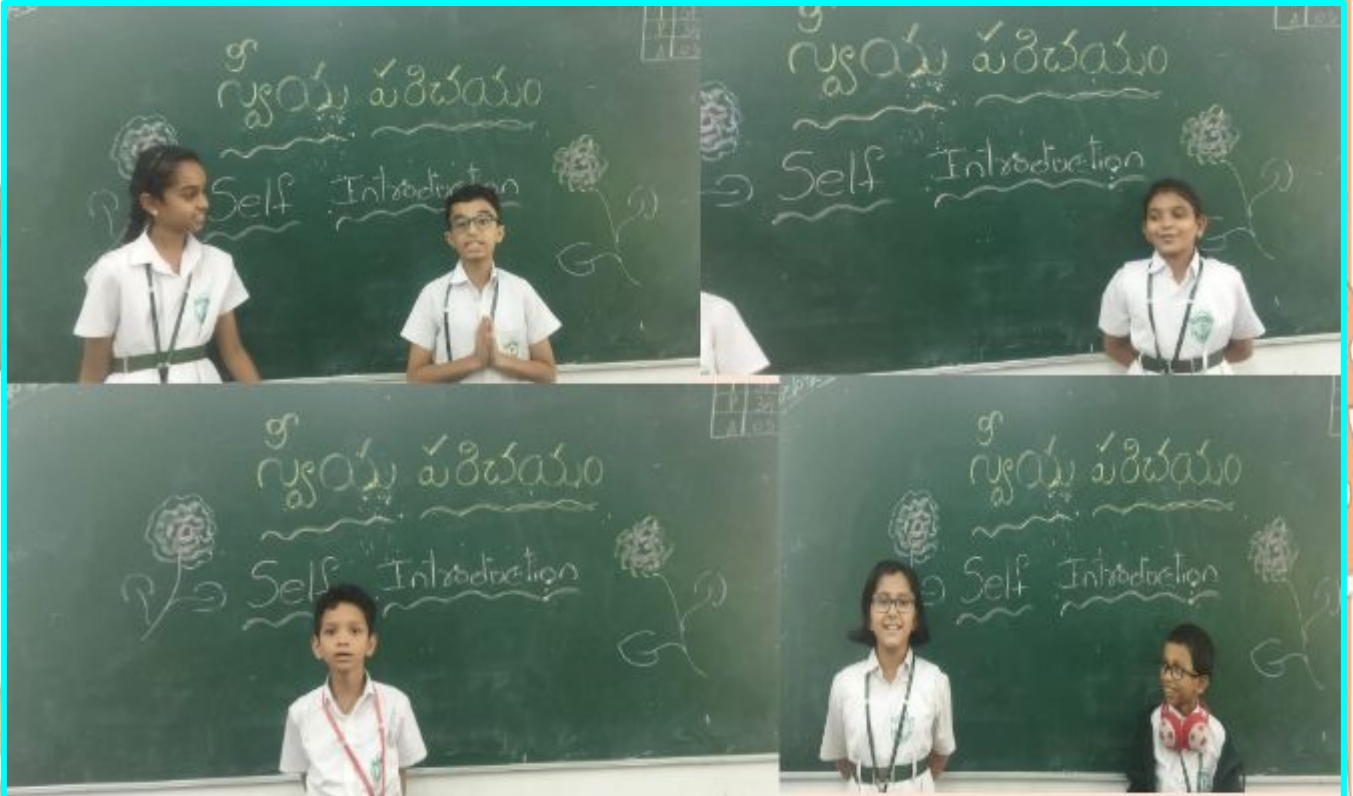
Telugu L2

ACTIVITY (కృత్యము) : భాషణం (స్వీయ పరిచయం చేసుకొనుట)

కృత్యమును చేసిన విధానము: తరగతి గదిలోని విద్యార్థులు ఒక్కొక్కరుగా తమ గురించి తాము పరిచయము చేసుకొనుట .

Learning outcomes:

- విద్యార్థులు తమలో ఆత్మవిశ్వాసము, దోషరహిత ఉద్ఘాటన, భావ వ్యక్తీకరణ, భాషాపరిజ్ఞానం మరియు సృజనాత్మకత వంటి నైపుణ్యాలు పెంపొందించుకున్నారు.
- తెలుగు భాషలో నిర్భయముగా మాట్లాడటము, భాషా పఠనముపై అభిరుచిని పెంచుకున్నారు.
- ఈ కృత్యములో ఎంతో ఆసక్తితో మరియు ఉత్సాహముగా పాలుపంచుకున్నారు.



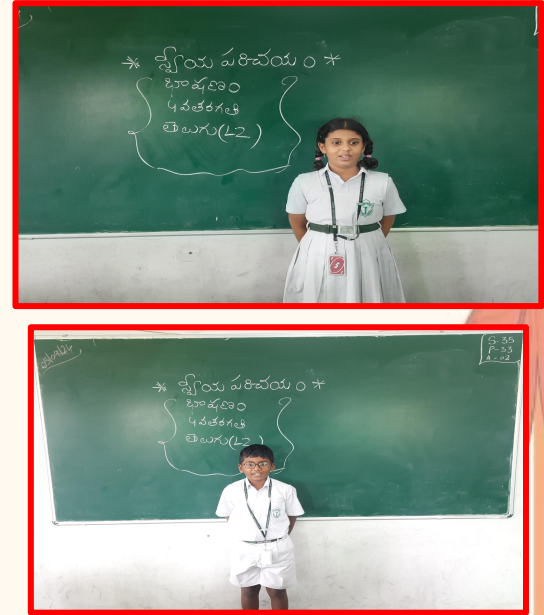


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Hindi (L2) -

वर्णमाला की पहचान

उद्देश्य -

- बच्चों को पन्नों की आकार बनवाई गई।
- पन्नों के आकार में अक्षर लिखवाए गए।
- अक्षरों के लिखने के माध्यम से बच्चों में विभिन्न प्रकार की आकार की जानकारी भी दी गई।

प्रतिफल -

- विद्यार्थियों ने हिंदी अक्षरों को बड़े ही उत्साह से लिखा और सीखा भी।
- वर्णों में उन्होंने रंगों को भरा जिससे रंगों की पहचान भी हुई।
- विद्यार्थियों ने इस गतिविधि को पूरे आत्मविश्वास और उत्साह के साथ भाग लिया।
- विद्यार्थियों ने वर्णों का सही-सही शुद्ध उच्चारण के साथ सीखा।



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- बच्चों को पन्नों की आकार बनवाई गई।
- पन्नों के आकार में अक्षर लिखवाए गए।
- अक्षरों के लिखने के माध्यम से बच्चों में विभिन्न प्रकार की आकार की जानकारी भी दी गई।

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- विद्यार्थियों ने वर्णों का सही-सही शब्द उच्चारण के साथ सीखा।





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Class Assembly @ GRADE 4 A & D

On August 29, 2024, the students of Class 4A and D presented an engaging assembly on the topic "Dhyan Chand – The Wizard of Hockey," in honour of National Sports Day. The assembly highlighted the life and achievements of Dhyan Chand, one of India's greatest hockey players, and stressed the importance of sports in our daily lives. The students began with a short speech on Dhyan Chand's contribution to Indian hockey, followed by a lively skit that recreated some of the key moments of his career. They also shared information on how sports help improve health, build discipline, and encourage teamwork. Overall, the assembly was a reminder of how essential sports are for our physical and mental well-being.





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Class Assembly @ GRADE 4 I & J

The students of Grade 4I and 4J presented a wonderful class assembly about Ganesh Chaturthi. They explained the importance of Lord Ganesha and the festival through skits and dance. The assembly also showcased the teachings of Lord Ganesha, like wisdom, kindness, and overcoming obstacles. Their performances were full of energy, and everyone enjoyed learning about the festival in such a lively way.





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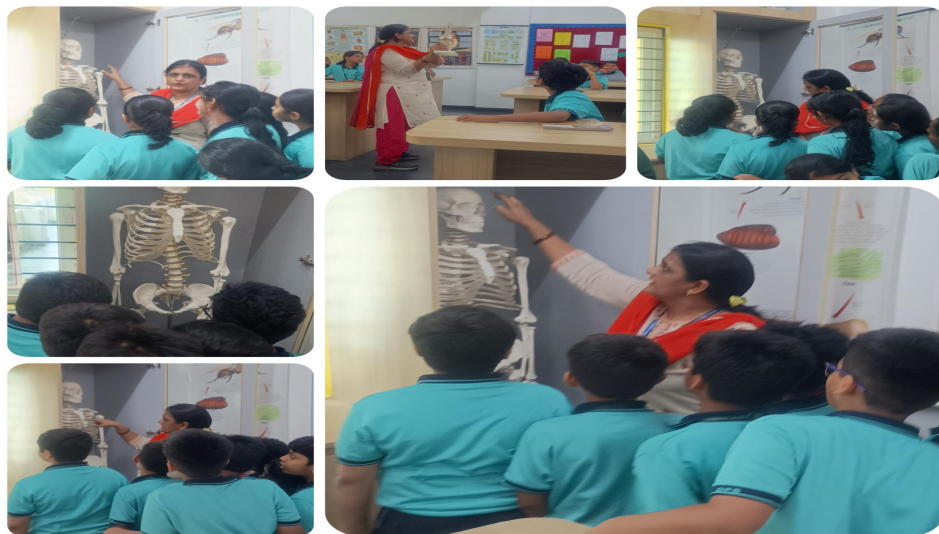


Class Activities @ GRADE 5

Science - To learn more about human skeletal system, students were taken to Biology lab. There they saw the skeleton and different joints of human body. Main parts of skeletal system (as per their syllabus) with its functions were explained by the teachers.

Outcomes:

- Students are able to connect the things written in their textbook with the skeleton kept in the lab as well as with their body.
- They are able to identify and name the different parts of the skeleton..
- They realized the importance of proper posture and safety for a healthy skeletal system.
- They are able to identify the types of joints (models) and cited examples of such joints present in our body .





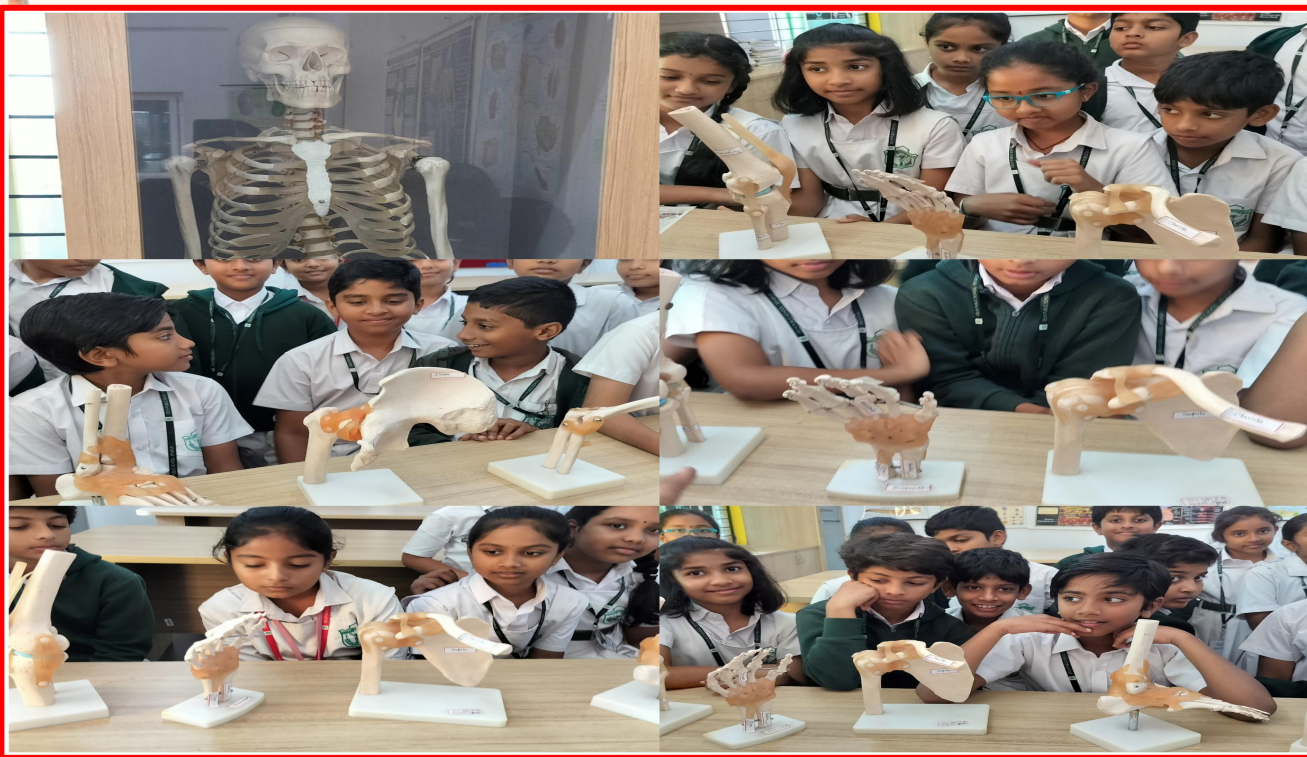
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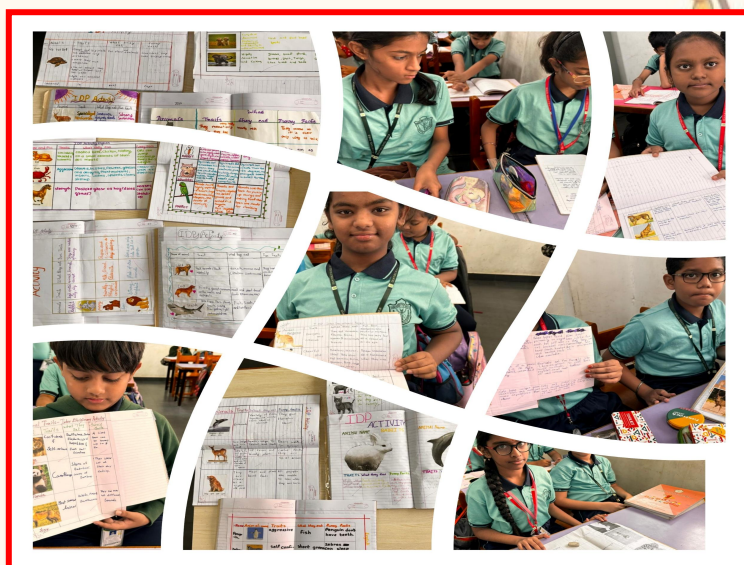
Science - Skeletal Dance –

Children performed Skeleton dance to see the movement that each joint allows.



English -

IDP activity with English and Science was conducted for Grade 5. The students were asked to bring pictures or draw pictures of three animals of their choice. The students wrote the traits of these animals, the food that they eat and fun facts on these animals. They developed their research skills and comprehend science texts by gathering fun facts and relevant information.



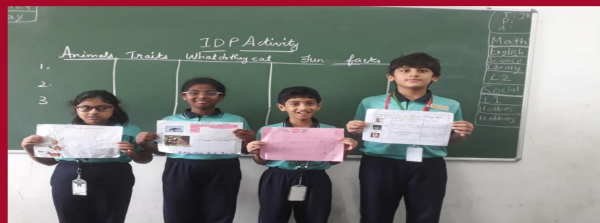
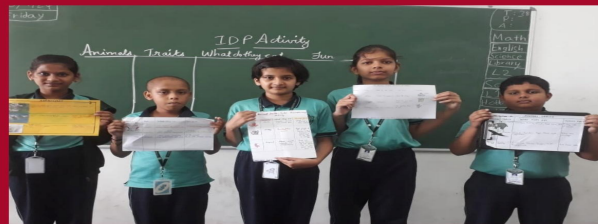
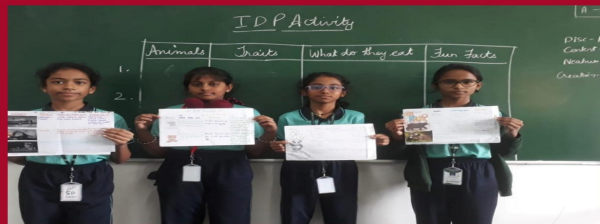
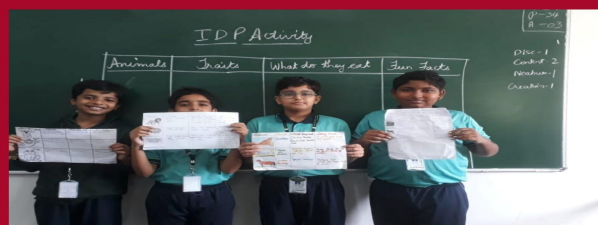
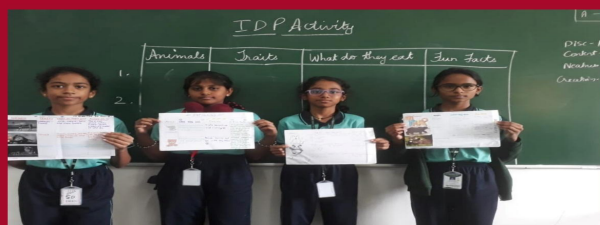
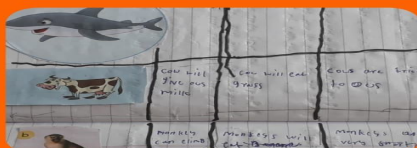
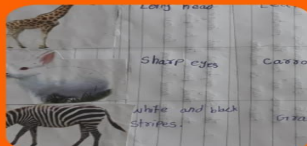
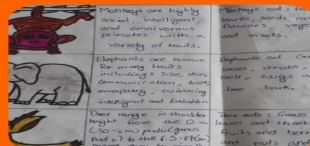
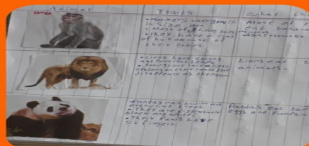
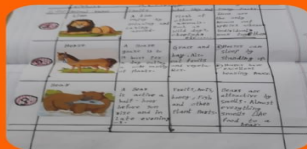


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Hindi (L2) - चलो नाम का खेले खेल

उद्देश्य

- व्याकरण के प्रति छात्रों में रुचि जाग्रत करना ।
- नए - नए शब्द बनाना ।
- शब्द भंडार में वृद्धि करना ।

प्रतिफल

- इस गतिविधि में छात्रों ने उत्साहपूर्वक भाग लिया ।
- नवीन शब्द बनाने में सक्षम हुए।
- शब्दभंडार में वृद्धि हुई।





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Hindi (L1) - गतिविधि : बंद पिंजरें में पक्षियों की मन व्यथा

- इस गतिविधि का मुख्य उद्देश्य था कि छात्र बंद पिंजरें में पक्षियों की मन की व्यथा को अपने
- मन में आए भावों को कक्षा में साझा करेंगे । इससे उनमें आत्मविश्वास, वाचन तथा श्रवण
- कौशल का विकास होगा एवं वाक्य रचना करने में सक्षम होंगे।



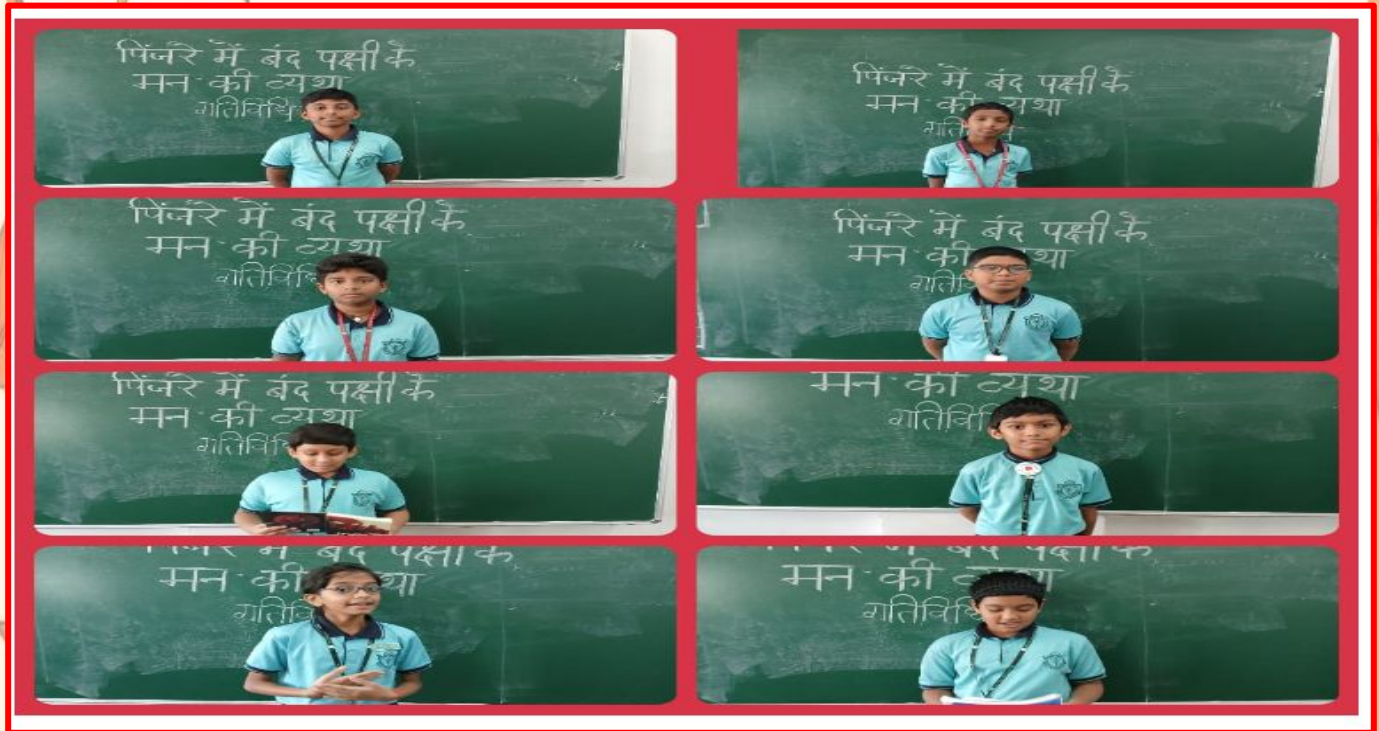


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Hindi (L2) - हिंदी दिवस गतिविधि

उद्देश्य

- हिंदी भाषा के प्रति छात्रों में रुचि जाग्रत करना।
- ध्यानपूर्वक सुनने की क्षमता का विकास करना।
- ग्राह्य क्षमता की अभिव्यक्ति हेतु विषयानुरूप रेखाचित्र बनवाना।

प्रतिफल

- इस गतिविधि में विद्यार्थियों ने उत्साहपूर्वक भाग लिया।
- कहानी ध्यानपूर्वक सुनने के बाद विषयानुरूप रेखाचित्र द्वारा अपनी अभिव्यक्ति प्रस्तुत किया।



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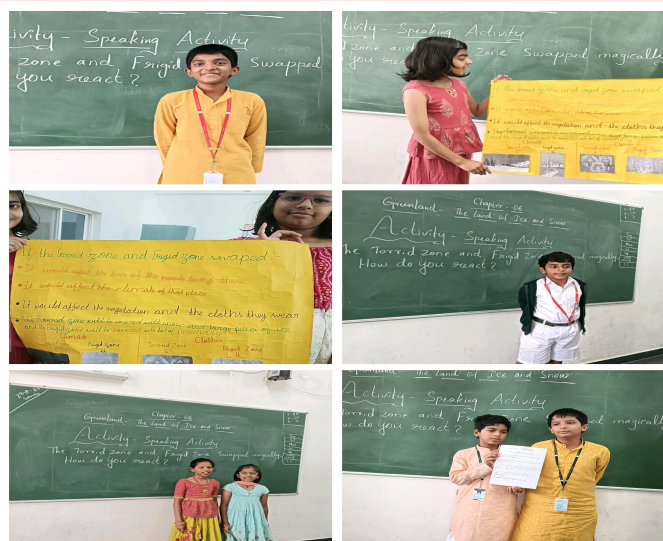
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Social - Name of the Activity: Speaking Activity on climatic zones -

Breaking news Torrid zone and frigid zone magically swapped places how would you react? How would changes affect this world.

Learning outcomes:

- Describe the Torrid Zone's unique feature of perpetual snow and ice cover.
- Explain how the Torrid Zone's extreme cold temperatures support the growth of polar bears, penguins, and arctic foxes.
- Identify the adaptations of plants and animals to survive in the Torrid Zone's harsh, icy environment.
- Discuss the impact of the Torrid Zone's limited sunlight on photosynthesis and the food chain.
- Analyze the effects of climate change on the Torrid Zone's glaciers and sea levels.
- Explain how the Frigid Zone's warm temperatures and high humidity support the growth of diverse plant and animal species.





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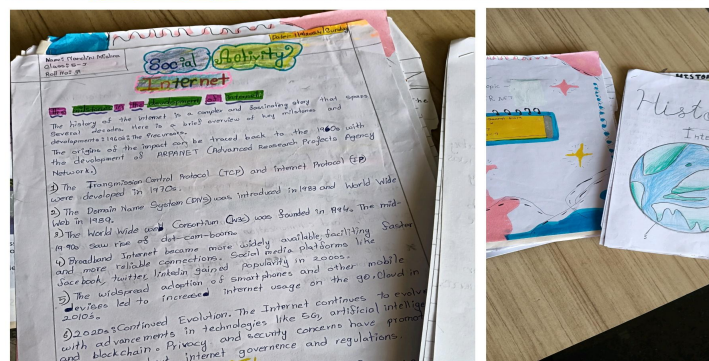
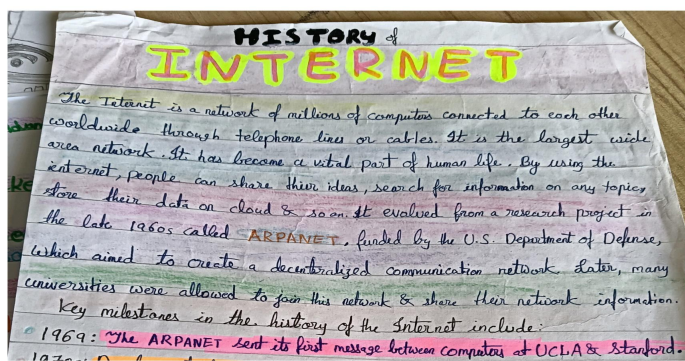
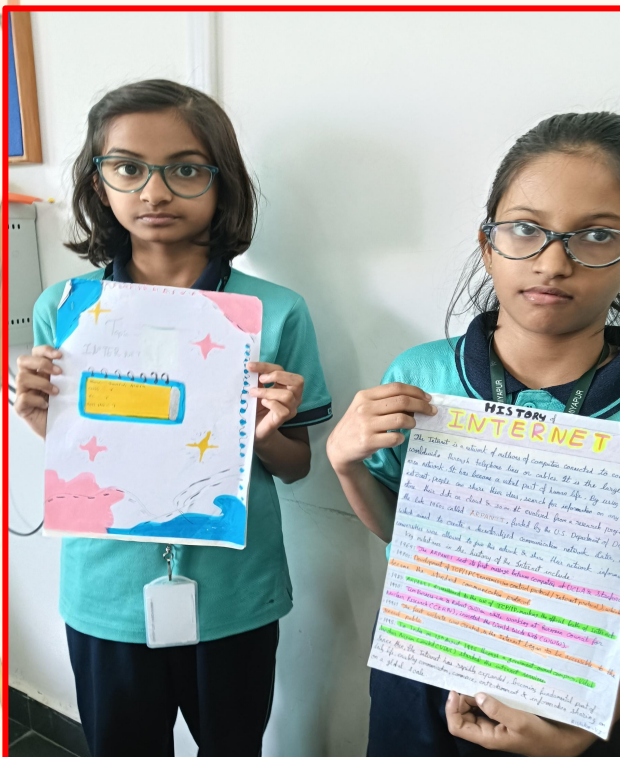
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Social - Research the following topics related to the history of the internet:

- The origins of the internet (ARPANET)
- Important milestones in the development of the internet
- Key technologies that make up the internet
- Impact of the internet on society

Learning Outcomes:

- Describe the key milestones in the development of the internet, including ARPANET, TCP/IP, and the World Wide Web.
- Identify the pioneers and innovators who contributed to the internet's evolution (e.g., Vint Cerf, Bob Kahn, Tim Berners-Lee).
- Analyse the history of internet and provide more information about the topic.



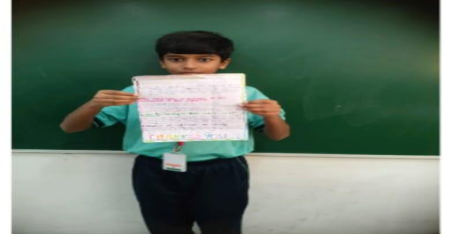
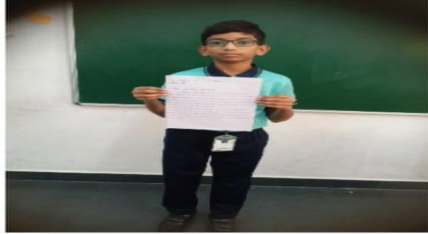
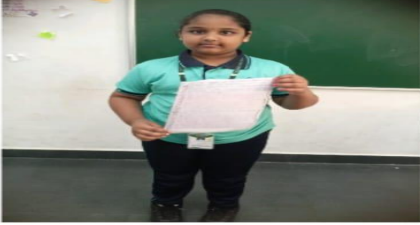
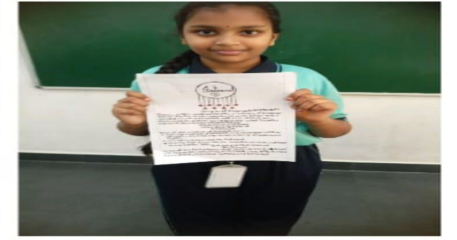
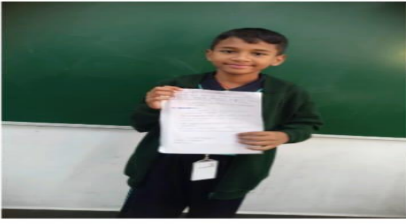
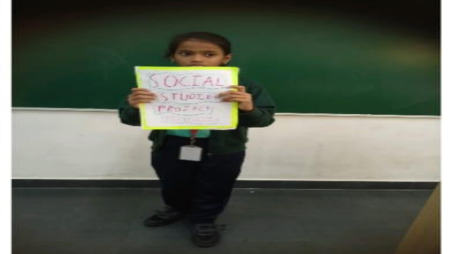
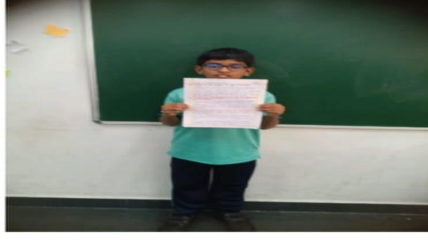


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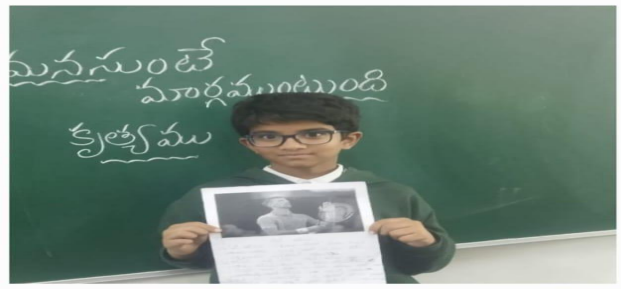
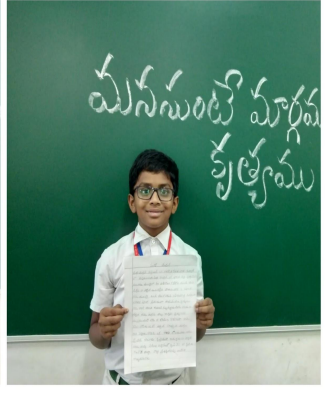
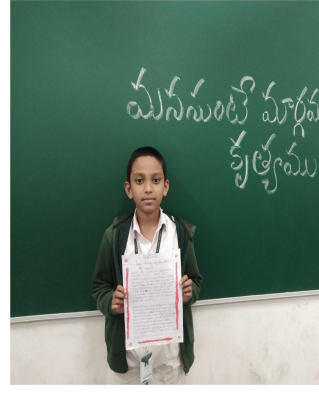
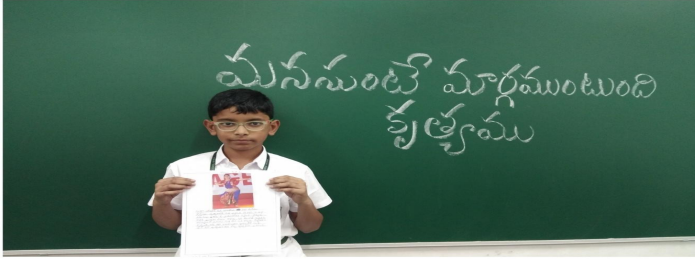
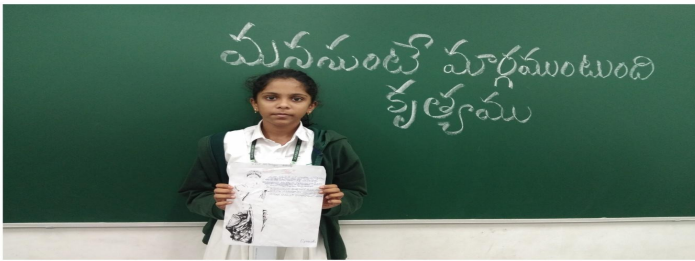
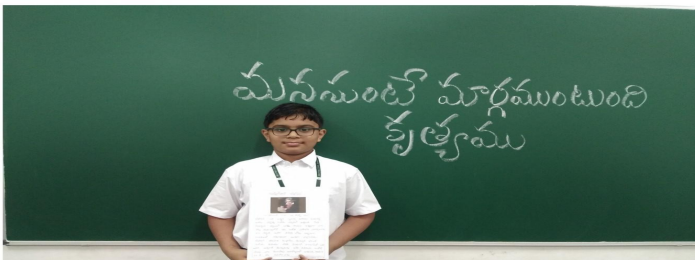
Telugu (L1) - మనసుంటే మార్గముంటుంది కృత్యము

- ఈ కృత్యము ద్వారా అంగవైకల్యం అనేది ఒక సమస్య కాదని, ఏదైనా సాధించగలమని తెలుసుకున్నారు. కృషి, పట్టుదల, ఆత్మవిశ్వాసం ఉంటే ఏ పనినైనా సాధించవచ్చు.
- విద్యార్థులు మనసుంటే మార్గముంటుంది అనే పాఠం ద్వారా మరియు ఈ కృత్యము ద్వారా ఏ పనినైనా ఇష్టంతో చేస్తే అది కష్టంగా ఉండదని నేర్చుకున్నారు.



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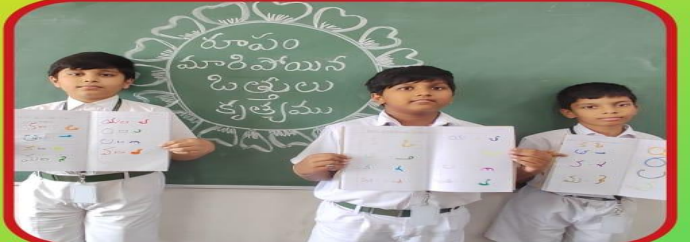
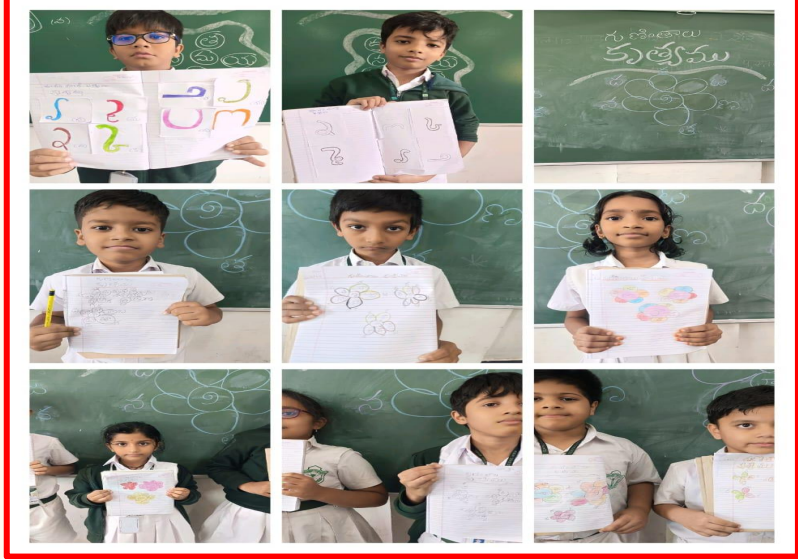
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Telugu (L2) - Listening activity

- ఒత్తులను గుర్తించగలిగారు.
- ఒత్తుల వర్గీకరణను తెలుసుకోగలిగారు.
- ఒత్తుల ఆకారములను గీసి, వాటిని నోట్ పుస్తకంలో అతికించారు.
- విద్యార్థులందరూ ఎంతో ఉత్సాహంతో కృత్యం చేయడంలో పాల్గొన్నారు.





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Math -

- 1. LCM Activity** - This activity was an individual activity where children learn to find the LCM of given numbers through number grid. Children were given 3 numbers. They marked the multiples of these numbers using 3 different colours. The first number that is coloured with all the 3 colours is the LCM of given numbers.
- 2. Angles** - The activity aimed to teach children to identify angles around us and classify them as into different types of angles. Children brought pictures of famous buildings wherein they marked different types of angles. Students were very excited to look for the angles and classify them.

Handwritten student work for LCM activity. It shows a 10x10 grid with numbers 1 to 100. Multiples of 2 are marked with blue circles, multiples of 4 with yellow circles, and multiples of 8 with red circles. The LCM of 2, 4, and 8 is identified as 8. The student's name is Narmeen Aadiya, Class/Sec = 5B.

Handwritten student work for LCM activity. It shows a 10x10 grid with numbers 1 to 100. Multiples of 2 are marked with blue circles, multiples of 4 with yellow circles, and multiples of 8 with red circles. The LCM of 2, 4, and 8 is identified as 8. The student's name is Narmeen Aadiya, Class/Sec = 5B.

Handwritten student work for LCM activity. It shows a 10x10 grid with numbers 1 to 100. Multiples of 3 are marked with pink triangles, multiples of 5 with blue triangles, and multiples of 10 with yellow triangles. The LCM of 3, 5, and 10 is identified as 30. The student's name is Aashika, Class/Sec = 4B/8.

Handwritten student work for LCM activity. It shows a 10x10 grid with numbers 1 to 100. Multiples of 2 are marked with yellow circles, multiples of 4 with blue circles, and multiples of 8 with red circles. The LCM of 2, 4, and 8 is identified as 8. The student's name is Aashika, Class/Sec = 4B/8.

Handwritten student work for LCM activity. It shows a 10x10 grid with numbers 1 to 100. Multiples of 2 are marked with yellow circles, multiples of 4 with blue circles, and multiples of 8 with red circles. The LCM of 2, 4, and 8 is identified as 8. The student's name is Aashika, Class/Sec = 4B/8.



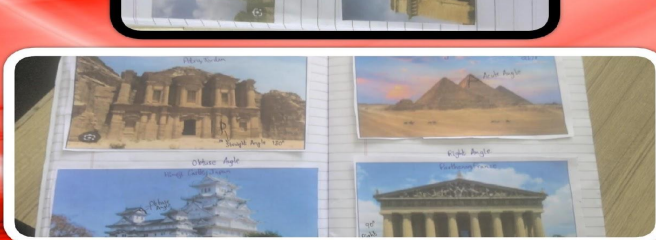
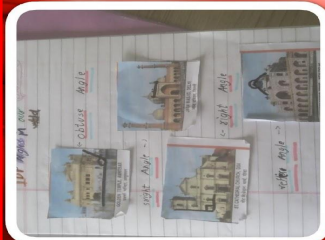
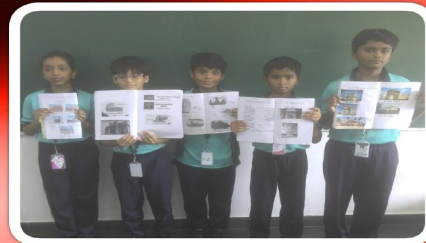
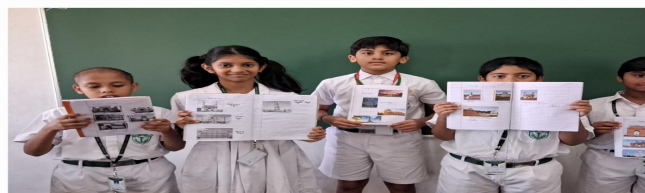
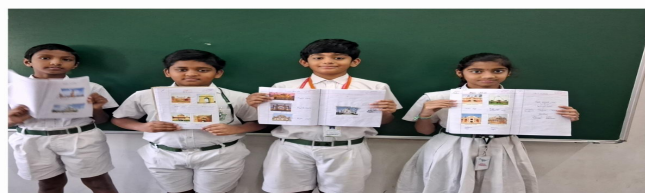
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Class Activities @ GRADE 6

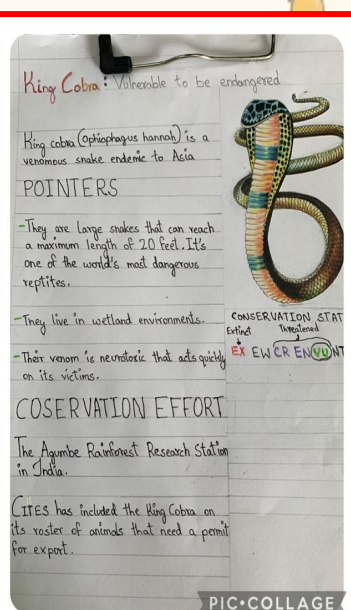
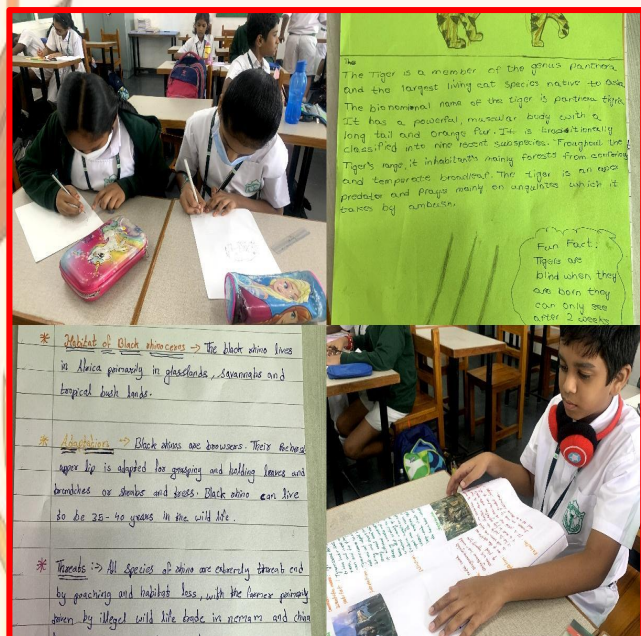
Science - Research on Endangered Species

Students chose any one endangered species and researched on the reason behind the species getting endangered.

They were able to evaluate the reason and analysed how they can help the environment to protect these species as a student.

It was an individual activity and was conducted in the class during the regular science class. Students were instructed to find the following information:

- ❖ Common name, scientific name and its habitat.
- ❖ Its adaptation.
- ❖ The condition or reason behind the species getting endangered.
- ❖ Your contribution towards saving the endangered species.



PIC-COLLAGE



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Science - Measuring Emotions -

Emotions play a vital role in human experiences, influencing relationships, decision-making, and overall well-being. Conventional emotional measurement methods often rely on self-reporting or complex psychological assessments. This study explores an innovative approach using thread and smile analysis to measure emotions.

- The activity was conducted in the regular science class.
- The students were made to measure the smile of their partner in different situations with the help of a thread.
- Students were able to correlate the difference in measurement of their smiles and presented their observation in a creative manner.
- They learned the way to measure the curved or irregular objects.

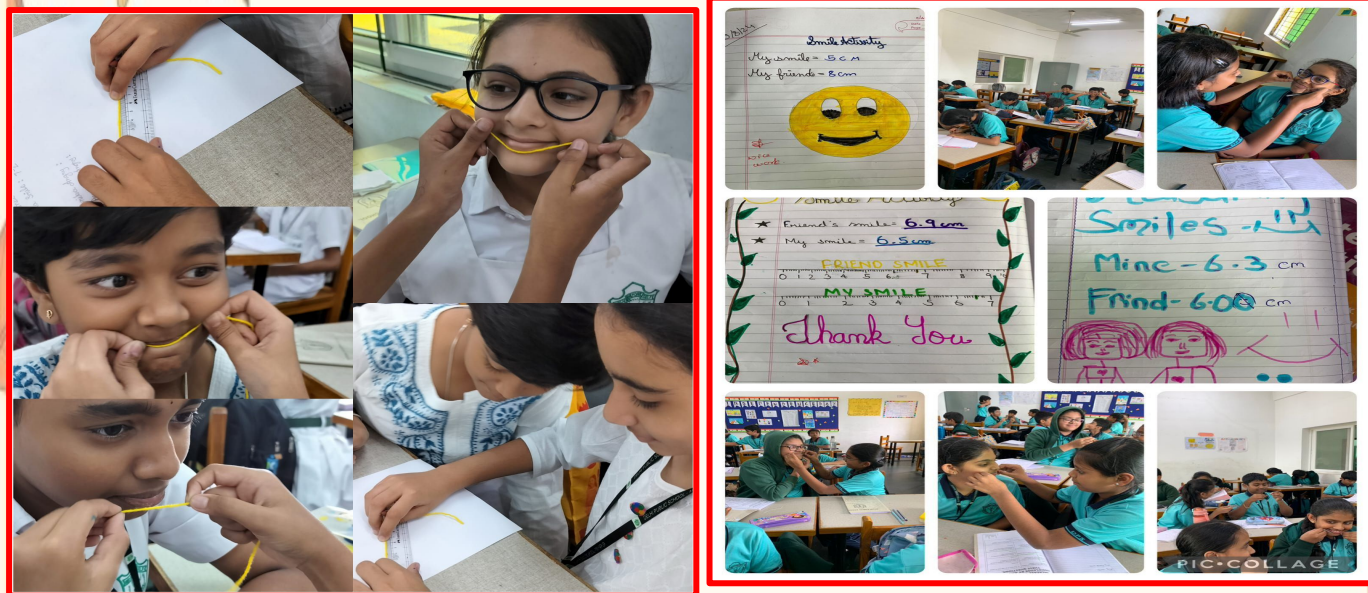


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Science - Exploring Non-Standard Methods of Measurement:

A Comparative Study

Conventional measurement tools, such as rulers and thermometers, provide accurate quantifications. However, unconventional methods can offer creative solutions in specific contexts. Some of the unconventional methods used for the activity were cubit, footstep, handspan.

The class was divided into groups and each group was assigned with one object and anyone unconventional method. Each member of the group measured the same object and noted their observations.

They were able to conclude that the non standard methods require calibration and has limited precision.



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IDP Measuring a window
(Using a Cubit)

Hrushidhar (7) - 4.8 15.5
Nitya (8) - 16
Varshit (9) - 15
Aarohi (10) - 15
Abhiram (11) - 15
Annaya (12) - 16

Conclusion:
As you are seeing, there are different lengths in each person's hand. And the length is not accurate. We should try not to use non-standard units.

Measurement - Cubit

Numbers -
13 - Asmita G.
14 - Athulya V.
15 - Avighna D.S.
16 - Karthika D.
17 - Rakshi Nambiar
18 - Ritika (A)

13 → 5.25 cubits

CONCLUSION
Standard units of measurement are very important for measurement.

IDP Sci

Objectives: To give Standard unit of measurement is necessary.

Object - Class board

	Length	Breadth
1. - Top surface	15.1	10.5
2. - Right	13.5	7
3. - Left surface	13	6
4. - Bottom	13.3	8
5. - Middle	13.5	6.5

The measurements are different. We need a standard unit of measurement.

IDP ACTIVITY 33

Names (A-Z)

1. Nishika - 23 1/2
2. Anika - 22
3. Anika - 23 1/2
4. Anika - 26
5. Jaideep - 23 1/2
6. Jaideep (A)

No. of Footsteps
1. 23 1/2
2. 22

CONCLUSION
Our conclusion is that the average (most common) amount of footsteps is 23 1/2. (And that we cannot use the because everybody's measurement is different.)

Avani 31 = 11.1 Handspan
Hima 32 = 10.5 Handspan
Pradhyumna 33 = 9.7 Handspan
Nashik 34 = 13.1 Handspan
Shaurya 36 = 12.1 Handspan

Conclusion:-
Everyone's Handspan is different because of sizes of their hands. Thus Handspan and other such methods should not be trusted. We need a standard measurement unit for this.



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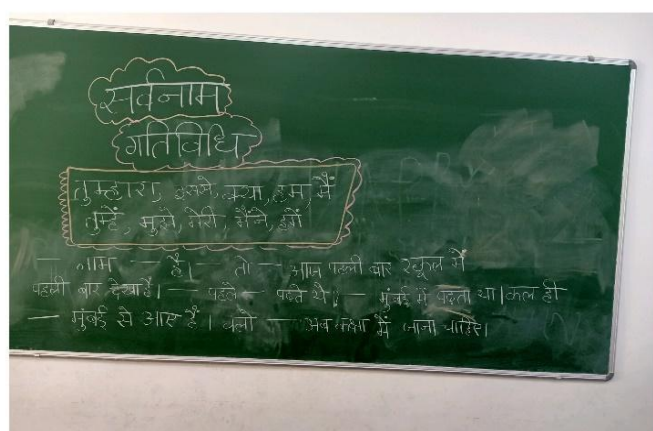
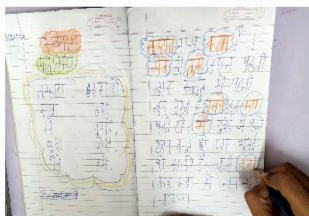
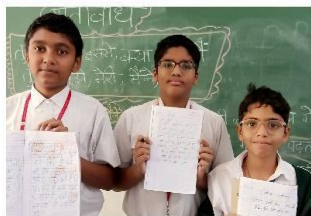
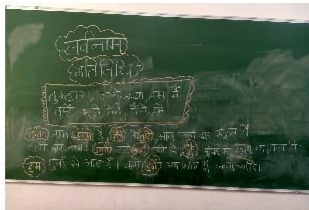
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Hindi (L2) सर्वनाम चुनो सर्वनाम लिखो I

कक्षा 6 के छात्रों ने यह गतिविधी कार्यपुस्तिका में की और छात्रों ने सर्वनाम शब्दों को खली स्थान में लिखा । सर्वनाम सीखने की प्रक्रिया को आनंददायक बनाने के लिए बच्चों को विद्यालय में हो रही वार्तालाप का एक प्रशंग दिया जिस में दो बच्चे आपस में बात कर रहे हैं I यह एक शानदार तरीका है सर्वनाम सीखने का





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Telugu (L2) - Mask Making - Objectives -

- Students will use cardboard materials to create a unique piece of lion and rabbit Masks.
- Students will demonstrate the ability to use basic crafting techniques, such as cutting, gluing, and assembling, to complete lion and rabbit masks effectively.
- Students will identify and resolve challenges encountered during the crafting process, such as adjusting their mask designs.
- Students will present their completed mask making process and present to the class.



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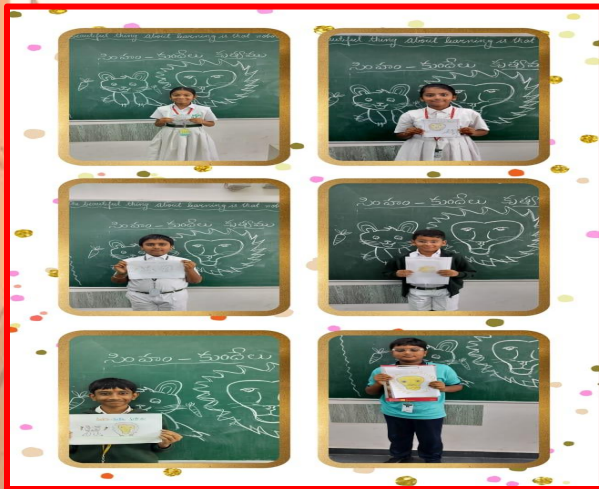
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Learning Outcomes -

- Students will be able to do cutting, shaping and colouring the lion and rabbit masks.
- Students will apply critical thinking skills for making the lion and rabbit mask making process.
- Students will learn different craft techniques and design different types of masks of animals.
- Students develop creativity, problem-solving abilities, and an appreciation for the broader context of their craft.
- Students will enjoy the team work.





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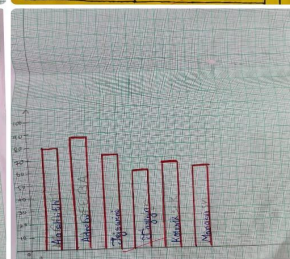
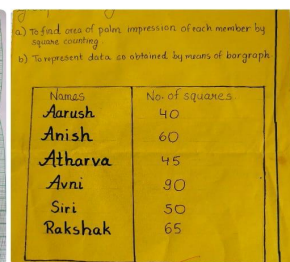
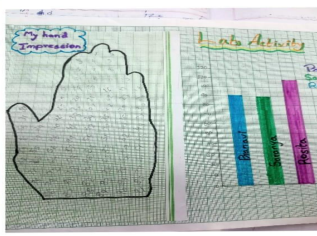
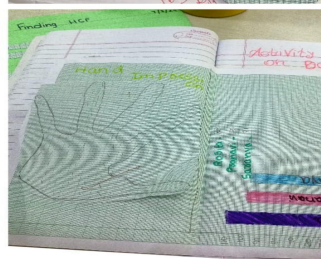
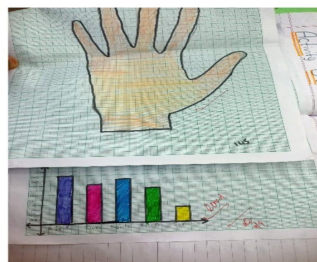
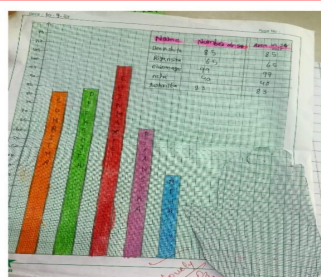
Math - Topic : Data Handling (Group Activity)

Representing palm impression data using bar graphs on graph paper

For a group activity on Data Handling, the Grade 6 class was divided into 6-7 groups. Each student took a palm print on graph paper and counted the number of squares within their palm print. The group then collectively represented their data on a graph paper by drawing bars, with the x-axis labelled with the children's names and the y-axis representing the number of squares. The students thoroughly enjoyed this engaging graphing activity, which made learning fun and interactive.

Objectives:

1. To understand the concept of data collection and its importance.
2. To learn how to collect and record data accurately.
3. To understand the concept of data representation and visualization.
4. To cultivate teamwork and collaboration skills through group work.
5. To enhance creativity and communication skills through graph creation.
6. To develop spatial awareness and visual literacy skills through graph paper activities.



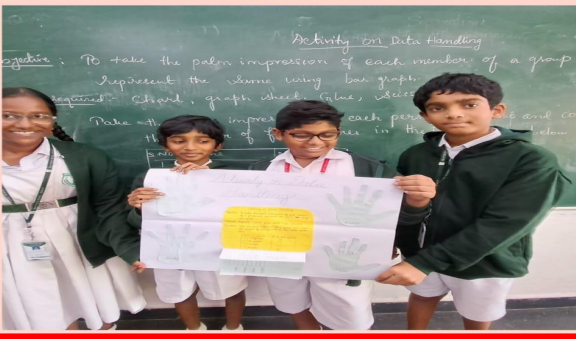


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English - Topic: Math Acrostic Poem

Joyful learning sparks up the curiosity of learners, gives expression to their creativity, nudges them to imbibe values and build character, and forms meaningful connections through collaboration, thereby making learning authentic and meaningful and beyond the boundaries of the classroom.

Children were divided into groups, shown a video, and then asked to write acrostic poems on mathematical terms like height, weight, breadth, scale, length, integers, algebra, etc.

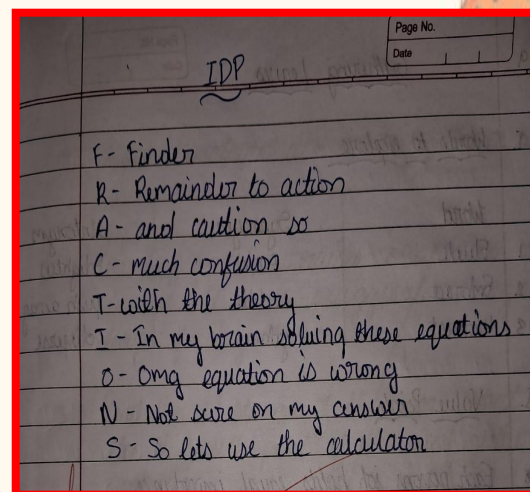
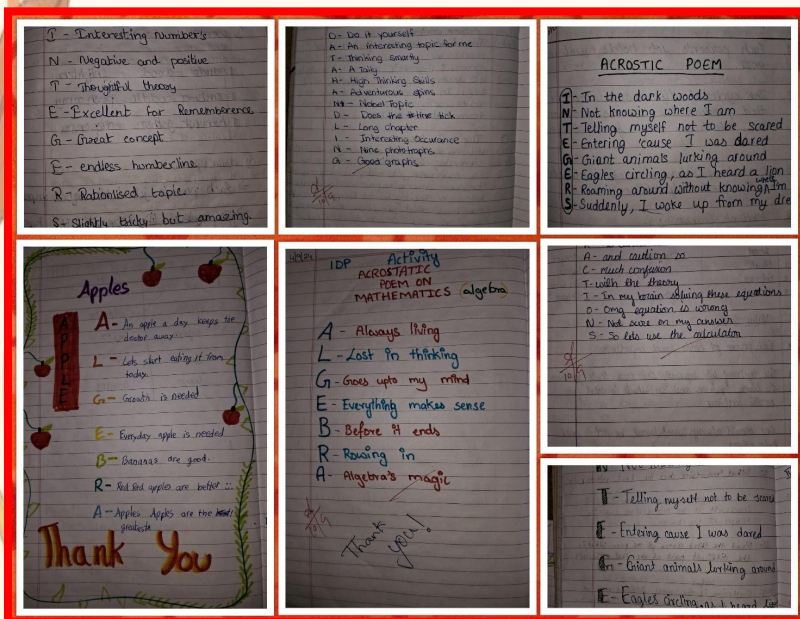
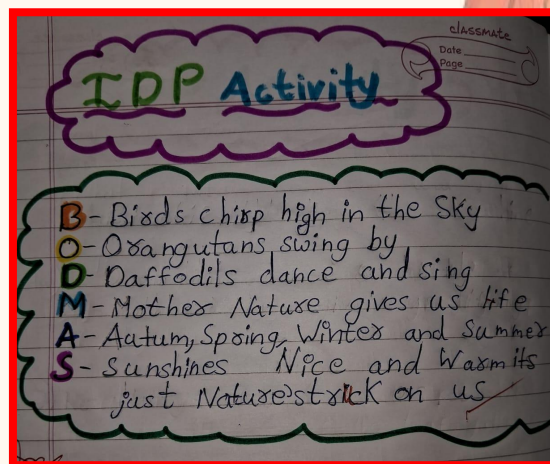
M- measuring angles, lengths, and more,

A- algebraic equations to explore.

T- triangles, circles, and shapes we define,

H- helping us solve problems, one step at a time

S- solving mysteries with numbers is so fine.





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Class Activities @ GRADE 7

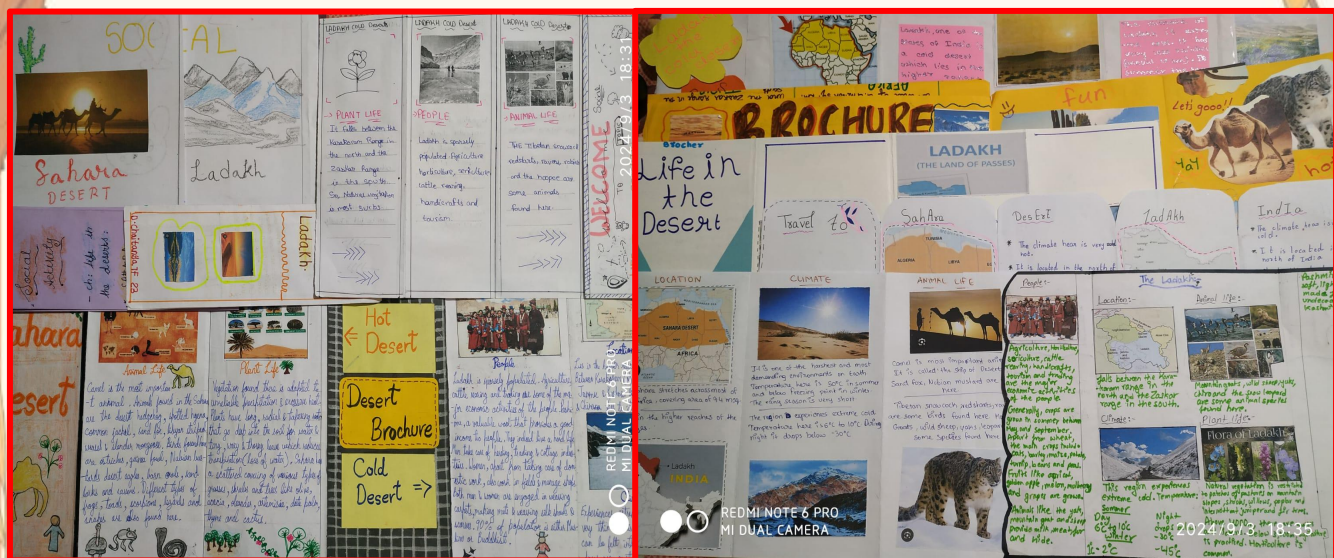
Social - Ch: Life in the Deserts: Sahara and Ladakh

Students made a travel brochure on one of the following topics.

> Sahara Desert

> Ladakh

Children had to search the internet regarding the two deserts. It was an individual activity which was done in class. Students brought pictures, maps and cuttings for the activity. They arranged the pictures, information and pasted them in the brochure. Travel brochure on the Sahara Desert or Ladakh offered students a multidisciplinary learning experience that integrated research, writing, visual communication, cultural understanding, and environmental awareness.





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Hindi (L1) - अनुच्छेद लेखन

विषय-अध्ययन का महत्व

इस गतिविधि का उद्देश्य छात्रों को अपनी दिनचर्या में अध्ययन के लिए समय निकालने की योजना बनाने के लिए प्रेरित करना। उनमें अध्ययन के प्रति रुचि और उसकी महत्ता की गहरी समझ को विकसित करना था जिससे उनकी तर्कशक्ति और विश्लेषणात्मक क्षमता मजबूत होगी।

प्रतिफल -

1. छात्रों को अध्ययन के दीर्घकालिक लाभों की जानकारी मिली।
2. छात्र व्यक्तिगत रूप से अनुभव कर पाए कि अध्ययन कैसे उनके जीवन में सकारात्मक परिवर्तन ला सकता है।
3. शब्द चयन और वाक्य संरचना में सुधार देखा गया जिससे उनकी भाषा शैली बेहतर हुई।
4. आत्मविश्वास में वृद्धि।



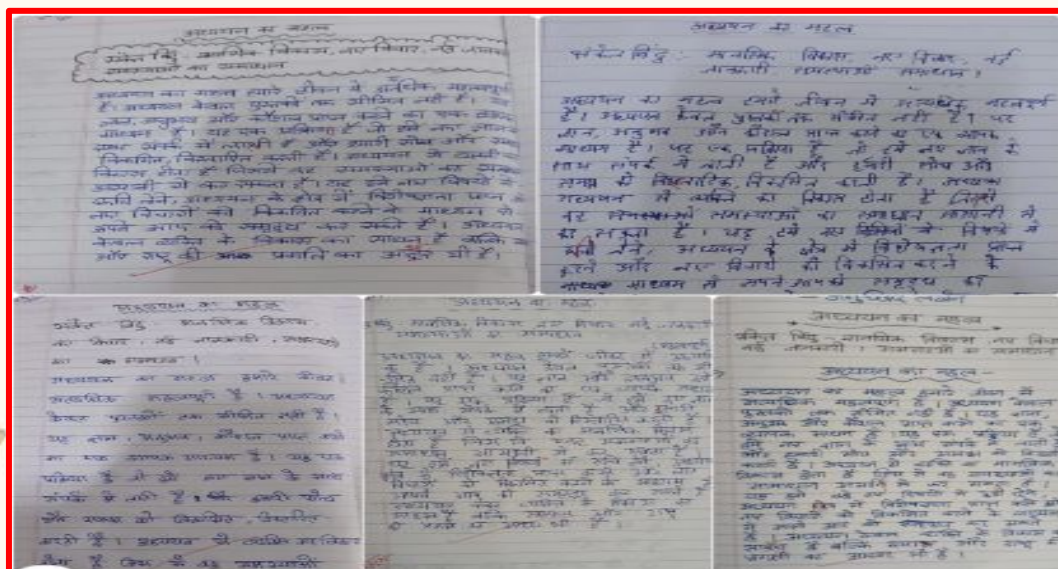


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Hindi (L2) - भारत के महान स्वतंत्रता सेनानी (गतिविधि)

उद्देश्य

- छात्रों में देश प्रेम जागृत करने के साथ-साथ वर्तमान पीढ़ी को संस्कार और संस्कृति से परिचित करवाना।
- देश की आजादी के लिए अपने प्राण न्यौछावर करने वाले वीर सेनानियों से परिचित करवाना तथा उनकी बलिदान की कहानी से अवगत कराना।

प्रतिफल

- इस गतिविधि में विद्यार्थियों ने उत्साहपूर्वक आत्मविश्वास के साथ भाग लिया।
- देश प्रेम की भावना जागृत हुई।
- देश की आजादी को कायम रखने तथा अपने कर्तव्यों का पालन करने का प्रण लिया।





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Telugu (L2) - Don't Waste Food and Water

- నీటిని , ఆహార పదార్థాలను వృథా చేయకూడదు

Objectives:

- విద్యార్థులు నీటిని , ఆహార పదార్థాలను వృథా చేయకూడదు అనే విషయం పైన poster తయారు చేసారు .
- poster తయారుచేయుటకు కావలసిన రంగు కాగితాలు, రంగులు సమకూర్చుకొని తయారు చేయుట లో చక్కని నైపుణ్యము కనబరిచారు.
- తరగతి గదిలో అందరూ కలసి poster తయారుచేయడంలో ఒకరికొకరు సహాయం చేసుకొని చక్కటి అవగహన పెంపొందించుకున్నారు .



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- తయారు చేసిన poster ను తరగతి గదిలో ప్రదర్శించి , నీటిని , ఆహార పదార్థాలను వృధా చేయకూడదు అన్న విషయంపైన మాట్లాడుతూభాషణ నైపుణ్యము లో చక్కని ప్రతిభ కనబరచారు.
- విద్యార్థులు “నీటిని , ఆహార పదార్థాలను వృధా చేయకూడదు” అన్న విషయం తరగతిగది లోనే కాకుండా వారు ఇంటివద్ద ఉండే ప్రదేశంలో అందరినీ చైతన్యం చేయడానికి ఈ కృత్యము ఎంతో తోడ్పడుతుందని నేర్చుకున్నారు .





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Science -

- The students were taken to physics lab where they saw mirrors, lenses and image formations (Ch11- Light). The students also saw dispersion of light through a prism.
- Later, they were also taken to chemistry lab to show the chemical reactions like Burning of Mg ribbon, Reaction between Fe and CuSO_4 , Activity with lime water (Ch 5- Physical and Chemical changes).
- The students learnt the types of images practically and were able to relate the concepts learnt in the class with the practical demonstrations.



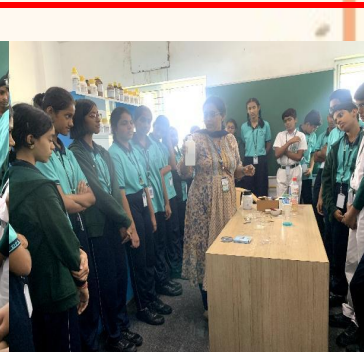
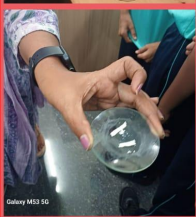
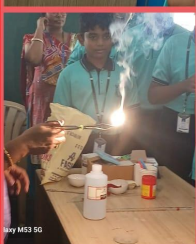
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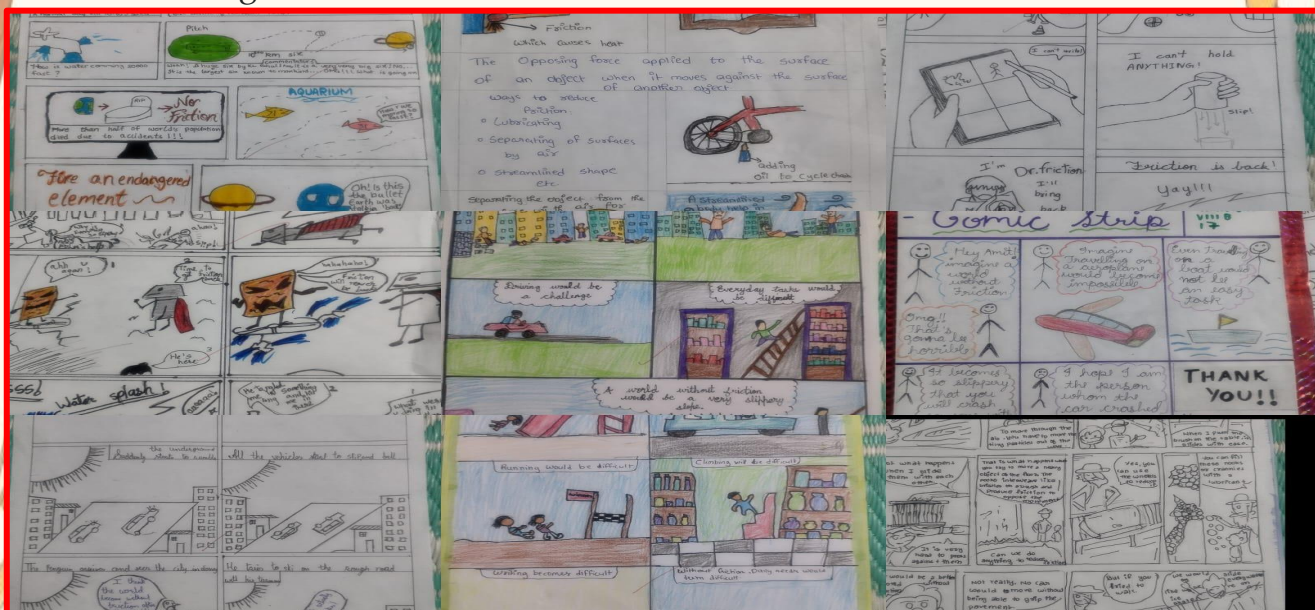
Class Activities @ GRADE 8

Physics -

Objective: To explore the role of friction in our everyday lives through creative expression.

Procedure:

- Introduction: The concept of friction was discussed, highlighting its significance in various tasks.
- Comic Strip Design: Each student created a comic strip depicting scenarios that would be impossible or challenging without friction. They illustrated both humorous and serious consequences in a frictionless world.
- Presentation: Students shared their comic strips with the class, facilitating a discussion on the various ways friction assists in daily activities, from walking to driving.





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Biology -

This activity was conducted in the classroom from the Chapter "Crop production and management". The class was divided into groups of 5 students each. Each group member had to make one question and the team made 5 questions from the chapter. After this, each team asked the other teams the questions they made. This activity was very perfectly done by students and it was taken as a part of their revision too.





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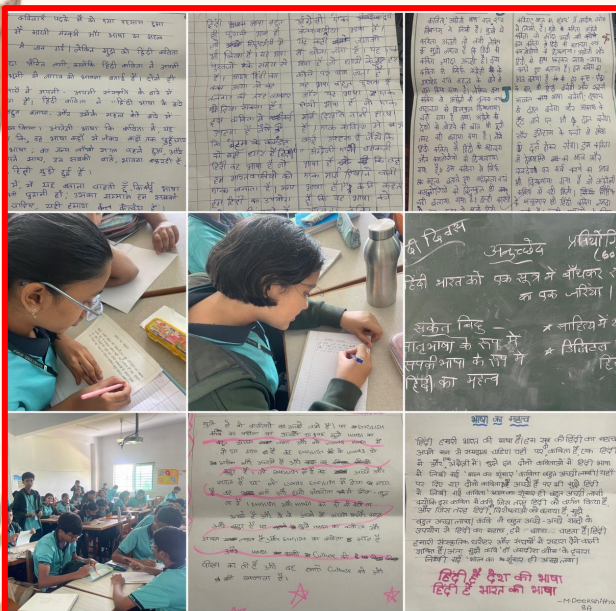
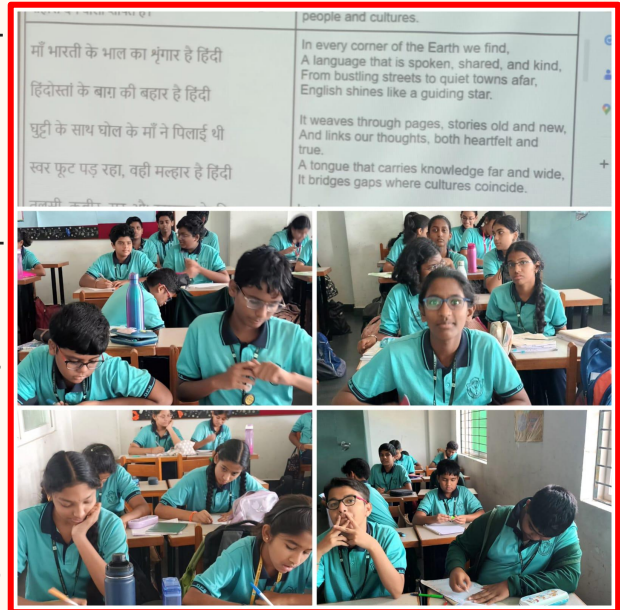
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Hindi -

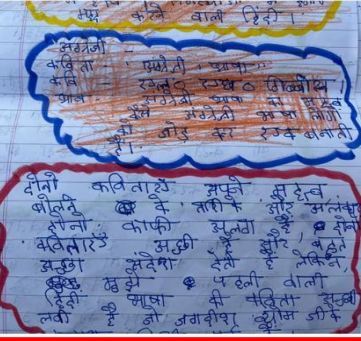
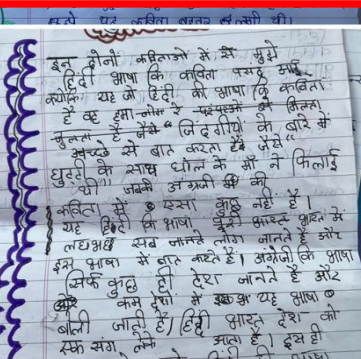
हिंदी दिवस के अवसर पर कक्षा 8 के विद्यार्थियों के लिए कविता अध्ययन कार्यक्रम आयोजित किया गया, जिसमें दो कविताओं का तुलनात्मक अध्ययन प्रस्तुत किया गया। पहली कविता, "भाल का शृंगार" डॉ. जगदीश व्योम द्वारा लिखित, हिंदी को हमारी सांस्कृतिक धरोहर और संघर्षों में सहारा देने वाली शक्ति के रूप में चित्रित करती है। दूसरी कविता, "English Language" L. H. Gibbons द्वारा लिखी गई, जो अंग्रेजी भाषा के वैश्विक महत्व और इसकी लोगों एवं संस्कृतियों को जोड़ने की भूमिका को उजागर करती है। इस अध्ययन में विद्यार्थियों ने यह समझा कि दोनों भाषाएँ अपनी-अपनी जगह महत्वपूर्ण हैं। हिंदी जहाँ हमारी संस्कृति और पहचान से जुड़ी है, वहीं अंग्रेजी वैश्विक संचार और संबंधों के लिए आवश्यक है। इस comparative अध्ययन ने छात्रों में भाषाओं के प्रति सम्मान और जागरूकता को बढ़ावा दिया।





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Class Assembly @ GRADE 8H

Celebrating the Spirit of Onam- A Delightful Class Assembly by Class 8H!

By- Lakshya Dasyam, 8H

"The more you celebrate your life, the more there is in life to celebrate." Isn't that true? The spirit of celebration and togetherness keeps us going in life. To uphold all these values, the students of class 8H performed a heartwarming class assembly on the topic "Celebrating the Spirit of Onam" on 13th September 2024 in the Multi-Purpose Hall, DPS Miyapur. So, let me tell you about the wonderful journey of celebrating the spirit of Onam!

The assembly began with the arrival of our beloved headmistress, Mrs. Sharmila Ganapathy. The assembly commenced by welcoming the audience to the gathering. Prayer is the best way to begin your day, so the school prayer song was sung. After the prayer, the assembly continued with the national pledge and daily news report. To boost their daily vocabulary, the students presented the word of the day, "Carnival." An inspiring quote was given to set the perfect mood for the assembly.

The students began to explain the significance of Onam, and how it is a festival that brings all communities together in Kerala. It is believed that the spirit of King Mahabali visits his kingdom every year on Onam. To bring this story to life, the students performed a skit, showcasing each and every character with such grace and demeanor, that the audience felt as though they were taken back in time!



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The skit was followed by a mesmerizing dance performance by the students. They danced to traditional Onam songs. Their meticulous choreography accompanied by the music was a great match. The enthusiastic audience encouraged the dancers. The beat, the dance moves and the rhythmic clapping of the audience filled the room with festive vibes. The dance performance ended with a stunning formation by the dance team. The assembly concluded with an inspiring feedback by Sharmila ma'am. Festivals are celebrated to honour your culture and traditions, and preserve those rich traditions our ancestors passed on to us.

The class assembly performed by class 8H was truly a beautiful tapestry of tradition, art and dance. They showcased amazing teamwork, excellent teamwork and lastly, upheld the spirit of Onam!





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Delhi Public School
Miyapur (Bowrampet)

CBSE Affiliation No : 3630297



*Let true knowledge,
wisdom, prudence,
truth and compassion
be the trident
that shall vanquish
the evil within and without.*

Happy
Dussehra

12th October

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HEALTHY AND STAY HAPPY!**

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