



Senior School Newsletter

The Aga Khan Academy, Hyderabad.

October 2014

Office of the Head of Academy

I have just completed my second month of service here in Hyderabad. I would like to thank all of you who have made an effort to welcome me, enquired after me and who have helped me to settle so quickly. I joined the Academy because I was entranced by His Highness's vision and delighted to be offered the opportunity to make that vision a reality here in India. I have to say, that I am enjoying myself enormously.



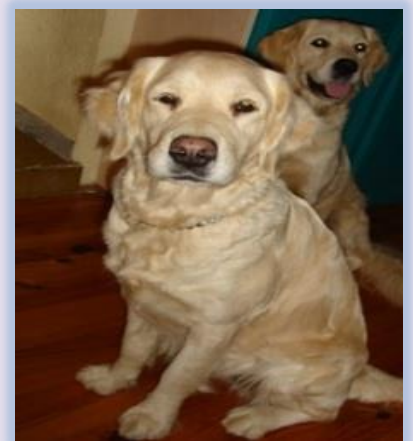
For those of you who haven't met me, I have been a teacher since 1981 and I am in my 21st year as a Director of School. My career has taken me from the UK to Egypt, Argentina, Australia, India (Kodaikanal International School), Europe

and now to a welcome return to India and Hyderabad.

I am married, and have three children, one grandson and too many pets, two of which are here with me in Hyderabad.

My academic background is in the biochemical sciences, but my Doctorate in education is from the University of Bath.

I find His Highness' vision (developing ethical leadership through experiential learning to build the capacity of this great nation for its future while also serving the needs of diverse group of students through a challenging and relevant holistic experience) to be captivating. I look forward very much to meeting you all as the year progresses and to becoming an integral part of this great school.



Dr. Geoff Fisher

Head of Academy

The Aga Khan Academy, Hyderabad

From the Principal's desk:

Dear Parents,

The academy continues to enjoy rapid growth as exemplified by our leap to three sections for the new Grade 11 section. No doubt we will have three sections throughout the entire senior school next year and this will provide a much smoother and more effective learning continuum for our students. It will also mean that the year levels will be full with no extra room for transfers from other schools. That we will have been able to reach that 'saturation point' in only four years is sure testimony to the diligent work undertaken by the staff and also to the tremendous faith and support shown by you, the parents in enrolling your children in this academy with its special values and mission.

Our aim is to produce effective, ethical leaders and with a view to achieving this end we have inserted a double period into the weekly schedule of Grade 7-10 students where 'Leadership' aspects are explored and students are given opportunities to develop the necessary skills and attitudes. These leadership sessions are of course augmented by the concepts inculcated throughout curriculum coverage in the areas we have termed AK strands (Pluralism, Ethics, Culture, Economics for Development and Governance & Civil Society). Central to all of these is Community Service. Student engagement in this area has steadily increased over the last two years so that now we have several projects running and these involve all students from Grades 7 through to 12.

Literacy is clearly a crucial factor affecting student understanding and performance and we have decided to increase our emphasis upon this for the present academic year. Communication skills are crucial in all academic endeavors as well of course in the, real world. There is no doubt that reading grammatically improves vocabulary, grammar, and critical thinking. Children (and adults) who read for leisure and for fun gain knowledge and skills that equips them for their academic endeavors. We have been building up a cache of excellent fiction and non-fiction titles in the library and students need to adopt the habit of reading, sometimes for relaxation and sometimes to reinforce the topics covered in the lessons. Researching areas such as Indian history, technological innovations, earthquakes and plate tectonics, and literary classics such as "To kill a Mockingbird" for instance.

Writing is the other half of the literacy equation. In an English medium school 'all teachers are teachers of English language' and we shall be developing strategies in the classroom to improve student writing in terms of style, grammar, syntax and structure. Those students who embrace these initiatives in reading and writing will be rewarded with significantly improved communication skills that will pay dividends when the time comes for measuring competency and understanding for the term one assessments.

Ray Zinsli,

Principal, Senior School

From the Diploma Programme grades:

In May our first batch of thirty graduates completed their diploma examinations and the results were very pleasing. Four students achieved grade totals of forty points or more which sets the bar nice and high for following year groups to match or better.

This academic year there are 54 students in Grade 11 and 36 students in Grade 12. The DP2 (Grade 12) students have finalized the topics for their Extended Essay and TOK Essay. They are also busy with all their Internal Assessment tasks and the University application process. In August our students attended the Canadian and U.S. 'University fairs' as well as some other individual universities presentations.

Grade 11 students have settled down to good work habits and have finalised their subject choices. The term began for them with an orientation and camp which focused upon Creativity, Action and Service (CAS) and on Theory of knowledge (TOK). Students also enjoyed the many team building activities such as a blindfold trek, Rope walk and Zipline.

'Model United Nations' (MUN) is a very popular and highly regarded exercise throughout the world and this year a cohort of 18 AKA, Hyderabad students participated in OAKMUN 2014 with eight winning awards. The Students are now organising and preparing for our own conference- AKAHMUN 2014.

Assessments including class tests, essays, presentations etc are of course a regular and important tool to encourage and support learning. Examinations are yet another form of assessment and we have scheduled 'Midyear' exams for DP students in the month of December and Mock examinations for Grade 12 only in the month of February. These examinations are practice exams for the external IB examinations that will come in May, and they are important for at least two reasons: obviously they alert students and teachers to deficiencies in understanding and allow practice performances; but also their results are commonly used by universities for generating 'placement offers', usually conditional upon a similar or better performance in the actual May examinations that current students will take in 2015. In summary we have had a busy half term and we are all (especially the students!) working hard toward achieving short-term and medium-term targets that will enable us to realise our long term goals.

DP Co-ordinator,

Neeraja Nibhanupudi

From the Middle years programme:

John Dewey, an American psychologist, educator, social critic, political activist and philosopher said that “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

The academic year 2014-15 promises to be novel on many fronts. As a newly authorised school we aim at taking the programme to new heights. The new MYP Programme has introduced several modifications that have not only brought the MYP into a closer alignment with the Diploma Programme but there is increasing emphasis on metacognitive learning, service as in action and leadership development programme. We will continue focusing on the IB’s mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”.

To facilitate a greater dialogue between the stakeholders of the programme, we have started the practice of sharing the term wise course outlines for the MYP. Our various departments under the able guidance of the HODs have designed curriculum plans developed on a learning environment that values the world as the broadest context for learning.

We have also instituted the position of Grade Level leaders who along with the programme coordinators will strengthen the pastoral care programme.

The school vision focuses on developing ethical leadership. We have started a ‘Leadership programme’ with MYP students. This programme aims at exposing students to various issues ranging from their school life and community life to global concerns. Students will develop their ability to analyse issues from multiple perspectives, develop confident arguments and most importantly they will learn to come up with convincing solutions to issues and problems.

Service remains the focus of both the school and the IB. We have introduced designated core time for MYP Service. Students have undertaken various projects with the local and the school community. The Personal Projects of our first MYP Grade 10 cohort received several accolades from the IB Verification Team visitors. The present Grade 10s have started the planning process of their Personal Projects and have come up with a number of exciting projects that demonstrate creative insights and responsible action.

MYP Co-ordinator,

Koel Ray

From DP Core: Theory of Knowledge

"I did then what I knew how to do. Now that I know better, I do better." - Maya Angelou

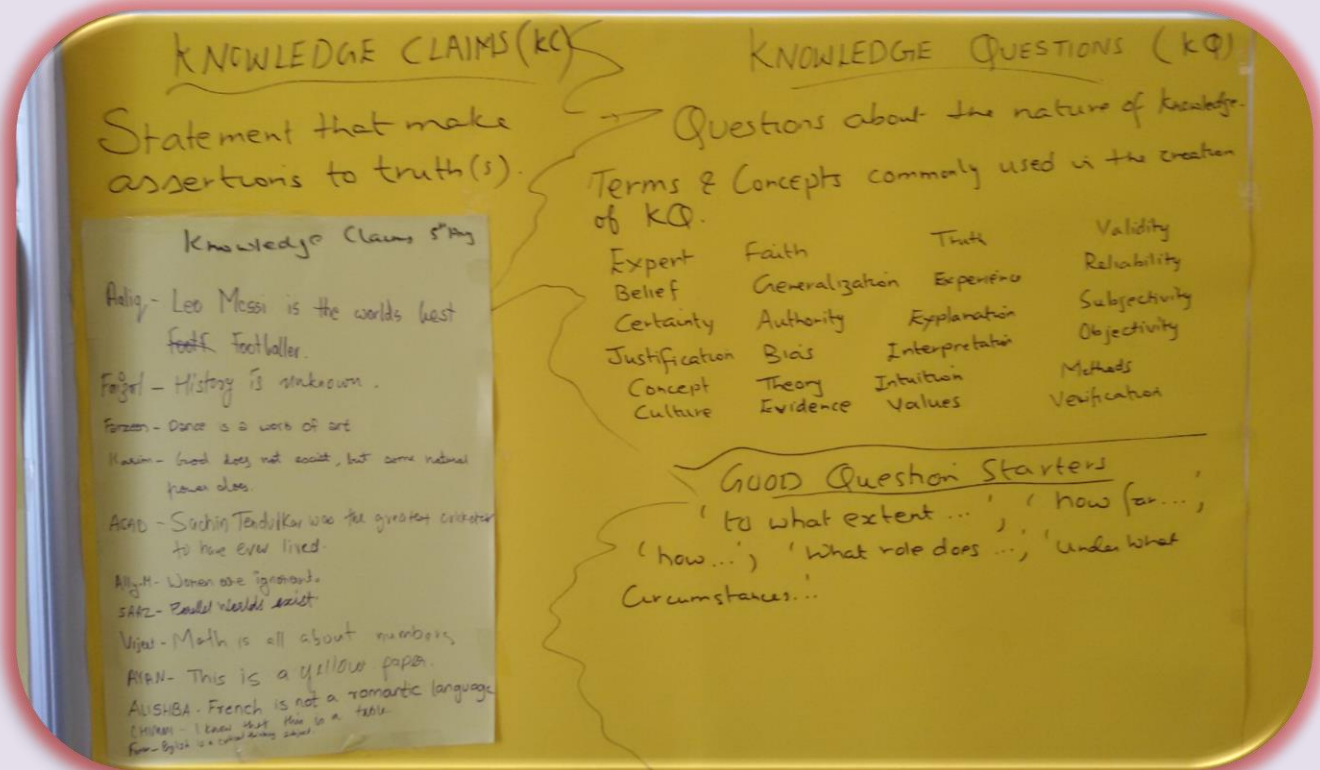
While the Grade 12 students are getting better at exploring the real world problems through the lenses of Theory of Knowledge, the Grade 11 students are being introduced to this exciting world.

Our experienced DP2 students completed their second round of TOK presentations right at the beginning of the term. They received detailed feedback not only from their teachers but also from their peers. Now they are now busy developing their the prescribed title of their choice, having gone through a step by step exercise of unpacking the six prescribed titles given by the IB with the help of their teacher mentors. We wish them all the best for their first draft and their final presentation which will be due soon after they come back from their autumn break.

The DP 1 students are being gradually introduced to the Theory of Knowledge world while exploring the terms, concepts and prerequisites of the subject. The course will soon gain momentum and students will be required to be active contributors to class discussions.

TOK Co-ordinator,

Ujjwala Bhatt



**From the Languages Department:
ENGLISH –**

Tell me and I Forget. Teach me and I remember. Involve me and I learn. -Benjamin Franklin

The above quotation from Benjamin Franklin underpins the English Department's approach to the teaching of Language and Literature throughout the Senior School, and at all levels our lessons have been structured around the students, encouraging them to take charge of their learning. Our next target is to devise a teaching unit in collaboration with another discipline in order that the students become aware of they can transfer their knowledge and skills between disciplines.

At the beginning of the year we introduced a diagnostic assessment in Reading, Writing and Listening for a majority of students from Grade 7 to Grade 11. This assessment was carried out to enable us to tailor our teaching to the needs of the students, particularly those for whom English is an additional language. As a result, we are now offering language support to those who require it twice a week, in small groups. This structure will enable us to respond to the individual needs of the students more effectively.

Students in Grades 7 and 8 have begun the year in a lyrical vein, studying a variety of poems; Grade 7 looked at different poems on the theme of childhood, while Grade 8 students studied different forms, such as the sonnet, the ballad and the limerick. The objective was twofold: firstly, to reinforce and extend the students' knowledge of poetic devices and secondly, in the spirit of Benjamin Franklin, to encourage them to write their own poems using a variety of stylistic features. They have done so, with considerable success and have also enjoyed some recitation sessions. In Grade 9 students have been familiarizing themselves with elements of the fiction by reading *'The Ghost Story'* by Mark Twain and an extract from *'The Jade Peony'* by Wayson Choy. The students showed their understanding of the texts in a most creative manner, making videos and writing story board, sketches and poems. After the break, they will move on to the study of a mystery novel about being an outsider *'The Curious Incident of the Dog in the Night-time'* by Mark Haddon. The mystery genre is no secret for Grade 10 students who stepped back into the 19th century and the world of Gothic to read two short stories, *'The Signalman'* by Charles Dickens and *'The Red Room'* by H.G.Wells. This unit not only enabled them to study the supernatural, but also gave them the opportunity to develop close reading skills, review plot structure and the use of stylistic devices, and to dramatise certain scenes from the stories. In preparation for the Diploma Programme, they were also initiated into the art of making oral commentaries through class presentations. In the DP, work has been intense; the programme is dense and our time is relatively short. DP2 students were transported back to the Great War where they discovered the poignant verse of Wilfred Owen, whereas DP1 students have been looking into different issues related to language – language and identity, language and communities and language and power. DP2 students are particularly busy doing supervised writing, embarking on their written tasks and preparing for their individual oral commentaries. All in all, it has been a fruitful half-term and we intend to keep our students involved and learning in the months to come.

HOD, English

Marie Anne Rismann

HINDI -

“The only thing that stays the same is that everything changes.” Embracing this principle, the Hindi department enthusiastically launched MYP’s ‘The Next chapter’ programme. Across all grades, Language and Literature courses have been produced with an amalgamation of different genres as the central objective of the new unit plans. The poetry of great writers including Mathilisharan Gupt, Harivansh rai Bachchan, Nazeer Akbarabadi, Atal Bihari Bajpai, Siya Ramsharan Gupt, the the lyrics of Pradeep and the ageless short stories of Munshi Premchand are being studied and appreciated this term.

Hindi Diwas was celebrated on the 14th of September, at which time students presented an assembly explaining the importance of the day and running a quiz and other learning activities.

Our first batch of DP2 graduates brought laurels to the academy, with nine students having been awarded the prestigious bilingual diploma. In the Hindi A course, eight of the nine students scored the top grade possible, a 7. Our heartiest congratulations goes out to all of them and we wish them good luck for their future endeavors. Grade 11 students have been introduced to the Hindi A and B



course requirements. In the Hindi B class, guest speaker Mr. Suresh Madhavan spoke on the topic ‘Culture.’ In Hindi A, we are studying the texts of Paulo Coelho, Chetan Bhagat and Prakash Nagaich. Students will give their IOP based on these works.

Summative and formative assessments (based on the first unit plans) have been conducted in the MYP grades. We have had a busy time recently celebrating various festivals including Navratri and Dusshera and Deepawali is soon about to lighten our lives. We wish all students and parents happiness, prosperity and enjoyable holidays.

HOD, Hindi,

Dr. Karuna Arya

FRENCH -

‘Il n'y a de nouveau que ce qui a vieilli’ - de Geoffrey Chaucer

The new academic year has got off to an excellent start. Whilst the Grade 12 students were brushing up their basics and integrating new concepts, the Grade 11s were learning to adapt to the new system of thinking.

The Grade 12 *Ab initio* students explored the francophone culture through festivals and celebrations to be able to get ideas for the written task. Moreover, they have also been learning new concepts in language usage such as avoiding repetitions and getting to grips with verb tenses. Students are being continuously tested on their speaking skills during the classroom interactions.

The Grade 12 B SL students are working upon understanding media, -its roles and influence on society. They have been working on different kinds of media articles and have been learning to analyse them as well as give their opinions on their authenticity. Regarding language, students have learnt the importance of voice in language, reported speech and different forms of negation. They have also been revising and further developing their prior knowledge.

The Grade 11 *Ab Initio* students have been spreading French all around the campus. They have just started to learn to describe themselves and their close circle of people. Students have been encouraged to talk only in French and they have been following this instruction quite well. A good amount of audio-visual resources are being used to provide the students with an authentic experience of the new language.

The Grade 11 French B SL students are being introduced to a more communicative way to use their already acquired knowledge of French; whilst being aware of different nuances of the language.

HOD, French,

Ujjwala Bhatt

From the Design Department:

The Design team ventured into the new chapter of MYP with all new ideas and enthusiasm. The year started off for the new entrants of Grade 7 with a unit on Infographics, which they successfully completed through using the new Design cycle. It was heartening to see some excellent work being produced by the budding technocrats.

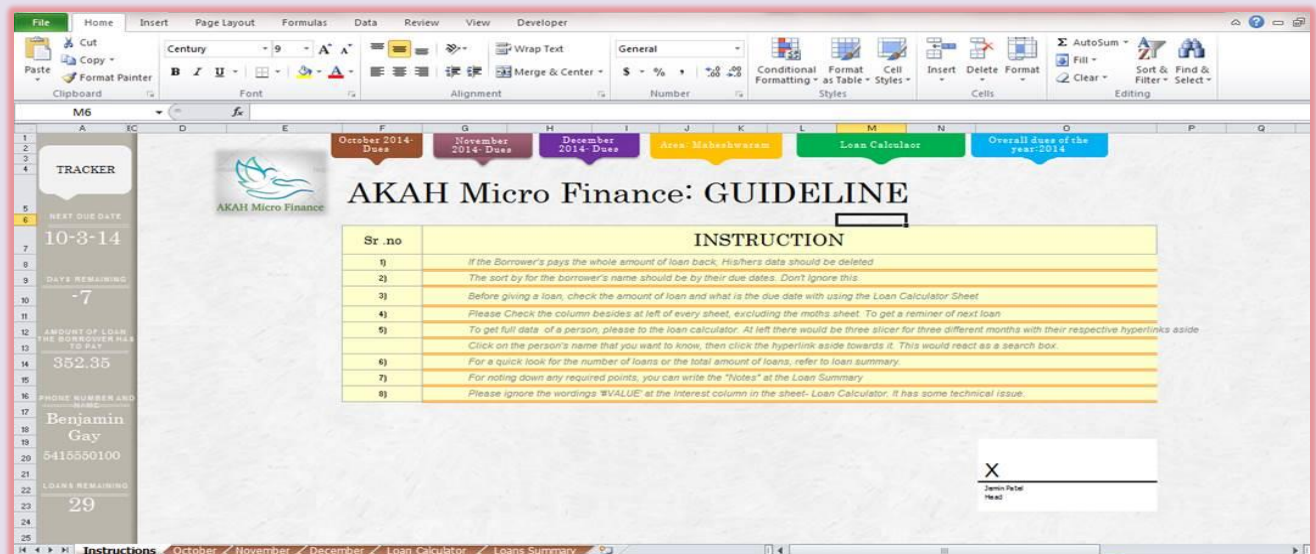
Grade 8 students played the architects this term and designed homes for their clients. Using a variety of CAD tools and conducting face-to-face formal interviews with their clients, students were on forte in the unit 'Do up My Home'.

Technophiles of Grade 9 delved into the functioning of Micro-finance companies and designed technical solutions for their needs. It has been a rewarding experience for them to explore different features of MS Excel.

Grade 10 students have had some serious technical lessons on using JavaScript and HTML. They then embarked on the unit 'Go and Visit', inquiring about countries that are economically distressed due to some calamity. Their aim is to investigate the role of culture in promoting the tourism of global attractions through creating a website.

HOD, Information & Communication Technology

Vani Vishwanath



From the Arts Department:

Visual Arts

I have often been asked, “What is visual art and what activities take place in this subject?”

The Visual Arts include drawing, painting, sculpture, photography, or printmaking. Visual art activities help the students to communicate their experiences, ideas and feelings and then record them in a visible way. Through drawing, painting, sculpting and creative arts, students assimilate, respond to, and make sense of their experience of the world. Through its emphasis on the individuality and creativity of each student’s work, the visual arts curriculum serves to enhance self-confidence and self-esteem in the student. Visual arts education in the MYP Curriculum at AKA, Hyderabad provides for creative and aesthetic experiences, and helps the student to acquire sensitivity to the understanding of the beautiful world of art. Our students in the first term have worked on some beautiful mediums to express their understanding of art topics including:

Clay

Clay is a versatile, exciting medium for free imaginative expression. Its plastic, malleable nature makes it an ideal medium for learning about form. It also allows students to explore texture and pattern.

Drawing

Once the student becomes aware of the effects he/she can create with their drawing, it becomes a way of exploring and communicating understanding of the real and the imaginary world. Our students worked on posters and landscapes. They were given access to a wide range of drawing materials and they enjoyed discovering the possibilities for visual expression.

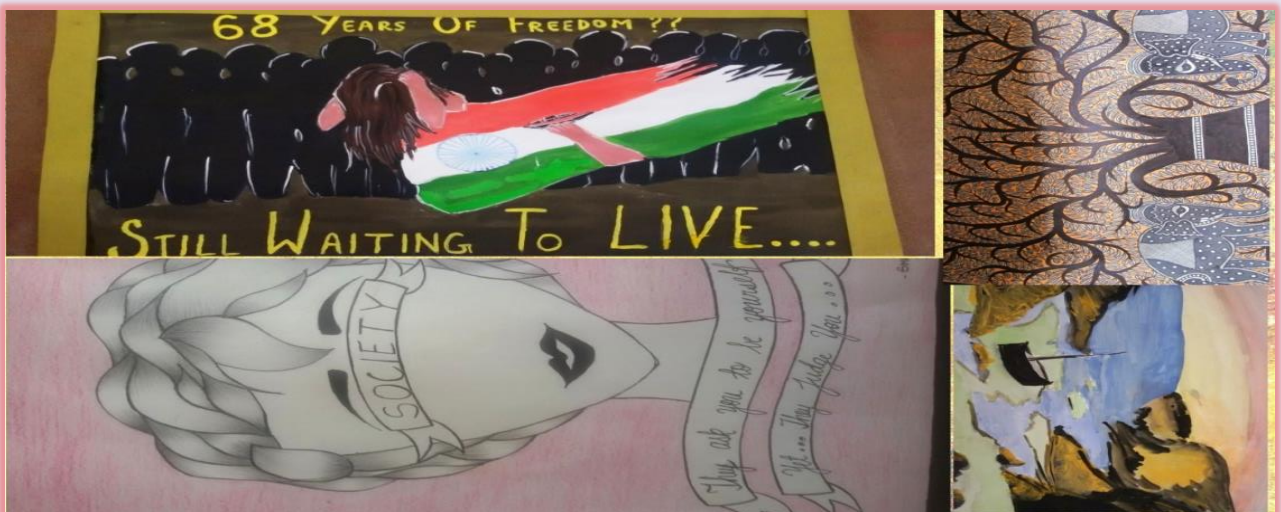
Paint and Colour

Paint is an ideal medium for developing the student’s sensitivity to colour. It is fluid and easily mixed and applied, and its effects are immediate. Our students worked with acrylics and water colours and really enjoyed working with different mediums. Students had opportunities to look at the work of other students and appreciate the art works that were created.

I look forward to more colourful art sessions with our creative students.

HOD, the Creative Arts,

Meenakshi Joshi



There was a buzz in the Aga Khan Academy, Hyderabad on 7th October 2014. Students were in and out of the Junior School library. Mr. Amit Kumar Dutt from Bihar was in the school to share his practices as a Madhubani artist. The workshop started with the origin and history of Madhubani painting. Mr. Amit told the students the story of King Janak who commissioned artists to create paintings on the walls of the houses for the wedding of his daughter, 'Sita' to the Hindu God Lord 'Rama'. It has since become a tradition in Bihar on the weddings of daughters.

He also told them that the people of Bihar not only consider these paintings to be auspicious but also a blessing for the newly married couple. Originally done by women on freshly plastered walls, these paintings are now done on paper, fabric, canvas and various other medium. Mr. Amit told us that he started practising this art when he was just 8 years old and spoke about the tradition of handing down this art and skill from one generation to the other without any formal training. He enlightened us about the traditional ways of painting with bamboo sticks and natural dyes made by leave and sand flowers - yellow from turmeric powder, black from soot, blue from the indigo plant's leaves. He brought a variety of Madhubani paintings to exhibit which were made by him and his family members depicting traditional Hindu deities, works inspired by nature showing the tree of life, sun, moon and animals. The works were full of intricate floral, animal and bird motifs, and symmetrical geometric designs to fill up the gaps. Mr. Amit gave the students a demonstration of the different kinds of styles in Madhubani painting – Kachini: filling up an area or a section of painting with lots of lines and Bharani: filling up an area or a section of painting with lots of lines. Some students didn't interact with the artist but were lucky enough to get the opportunity to paint with him. Students had an amazing day full of knowledge, colours and creativity!

Ms. Isha Joshi,

Visual Art Teacher



From the Physical Education Department:

Students have reveled in their Physical Education lessons due to relatively mild temperatures this term. In the MYP grades, PE lessons have involved developing football skills and improving swimming technique.

AKA, Hyderabad Senior School students have won medals in various Interschool competitions. At a swimming competition organised by Oakridge International School, Pranay Sai of Grade 10 won the silver medal in the 50m freestyle race. Our swim relay team won the Bronze in the freestyle event. Team members included Pranay Sai of Grade 10, Rutvik Surani of Grade 9, and Ilyan Nuruddin and Samson Suhas of Grade 8.

Later on in the term, five girls and seven boys participated in a 5km run organised by the Hyderabad Runners group as part of the fourth Airtel Hyderabad Marathon 2014. The event took place on August 24th with more than 4000 participants. Our students' preparation and hard work paid off with Binoy Pattharwala winning the Bronze medal with a creditable time of 20 minutes, 23 seconds. Sahil Charniya gained 5th place with a time of 21 minutes, 44 seconds.

The ball kept rolling with Samad Nyien Chan of Grade 11 winning the gold in the interschool table tennis tournament organised by Sancta Maria International School.

Yet another success was achieved with Aman Punjani (Grade 11) winning this season's "Hyderabad Racing League." This league consisted of seven races and was conducted over a period of six months with the cyclists covering 42 kilometres. Aman came 3rd in overall and 1st in his age group of under 23 year olds.

HOD, Physical Education,

Ravi Kumar



From the Humanities Department:

Experiential Learning –

Grade 7 fieldtrip to Golkonda Fort and the Quli Qutb Shahi Tombs - October 1, 2014

For the past six weeks grade 7 Humanities students have been studying Hyderabad and its sustainability issues. Students have examined water resources, electricity, housing, agriculture, historical monuments, business, religious practices, and traditional versus contemporary values within the city. On October 1, 2014 the students were taken on a fieldtrip to tour Golkonda Fort and the Qutb Shahi Tombs.

Standing on the top of Golkonda Fort with its breathtaking views of the city, the contrast between historic Hyderabad and modern Hyderabad is apparent. As far as the eye can see cranes dot the skyline and new and impressive buildings are everywhere. At the Fort the students enjoyed exploring the acoustic engineering of the Echo Hall, the prison, the cannons, and the architecture, craftsmanship and decoration of the various chambers and temples. Everyone enjoyed it and many students commented on how important a place it is to preserve as part of our historical heritage.

Next we travelled to the Qutb Shahi Tombs, where students spent some time chatting with the workers. We learned that they have been designated as a World Heritage Site, and about the commitment to restoring them to their original state. Over the years some of the domes were repaired with plaster, but now they are being re-restored with original materials. For example, the plaster work is being replaced with the original material, lime.

Our day ended with a guided tour of the museum which sits at the entrance to the tombs. At the museum, there is a plaque which provides information about the restoration process. On that plaque is a picture of His Highness, and information about the commitment The Aga Khan Foundation has made on behalf of restoring the tombs. The museum has some good archival pictures of the tombs from the 1900s, historical information about the tombs, and pictures of the restoration process. The last pictures show a plan detailing the Aga Khan's commitment to re-greening the space around the tombs as a means of helping to preserve and maintain public green spaces in Hyderabad. This is an area our students felt very strongly about as they were studying Hyderabad and sustainability, and they were both happy and grateful to know that a big part of the restoration plans for the tombs include the upgrading of its green spaces. Finally, our students learned that there is a connection between our Academy and The Qutb Shahi Tombs. They learned that students in the older grades are actively involved in service work at the tombs and they are looking forward to getting involved themselves.

In conclusion, our fieldtrip to Golkonda Fort and The Qutb Shahi Tombs was successful on many levels and a great way to conclude our studies on Hyderabad and sustainability. Mr. Durai and Ms. Wendy would like to personally thank the Grade 7 students who represented The Aga Khan Academy, Hyderabad, His Highness, and themselves to the highest level.

Wendy Elliott, Humanities Teacher



The Aga Khan Academy, Hyderabad Model United Nations (AKAHMUN) 2014 is a simulation of the United Nations that aims to provide students with a platform to experience international issues that daunt the world. Delegates will assume the position of international diplomats and face Hitler's war waging army, threats from the most notorious terrorist organisations, create a media uprising and be pushed into uncomfortable situations, which will test their limits. At AKAHMUN, delegates will aim not to be right, but to be fair and just for those that bank on them – the world. As they attempt to resolve some of the most daunting situations, the road ahead will pose some serious threats. They will be challenged at every step, falter, forced to choose between what is right and what seems right, as they attempt to shape world history.

Rajesh Kayiprath, Humanities Teacher

The Big History Project -

A social studies course covering 13.8 billion years of shared history:

Last summer the IB decided to introduce a new course of study involving a novel approach to History. Ms Koel at The Aga Khan Academy, Hyderabad was asked to help conduct the IB's pilot study.

As part of this pilot project Ms Koel was invited to take part in a summer training programme which took place in Kirkland (a suburb of Seattle, Washington state) in the United States. The focus of the meeting was to bring together teachers who would be taking part in the Big History Project for the 2014-15 school year. It was an excellent opportunity for Ms Koel to interact with other teachers from the US, UK and Australia. Bob Bain from the University of Michigan hosted the meeting. We, in Hyderabad, are doing this as an overarching course with our Grade 9 this academic year. This is taught as an MYP Interdisciplinary Unit. It also blends perfectly with the holistic approach of the MYP and is a good preparatory course for Theory of Knowledge in the Diploma Programme.

Big History weaves evidence and insights from many disciplines across 13.8 billion years into a single, cohesive, science-based origin story. The concept arose from a desire to go beyond specialised and self-contained fields of study to grasp history as a whole. Big History explores how we are connected to everything around us and where we may be heading. It provides a foundation for thinking about the future and the changes that are reshaping our world.

WHO IS BEHIND THE BIG HISTORY PROJECT?

- **Teachers and Schools**
- The engine behind BHP: The course is built in conjunction with a core set of pilot schools, both public and independent

- **University of Michigan**

- **Experts / Guest Lecturers** – A broad range of experts (Walter Alvarez, Janna Levin, Skip Gates, John Green and others), all at the cutting edge of their fields, shared their perspectives throughout the course.

David Christian and Bill Gates - David Christian was one of the pioneers of Big History, and his college-level course inspired Bill Gates to explore a collaboration designed to bring Big History to high school students everywhere.

It's a unique opportunity to engage students in a powerful learning experience that prepares them for broader, more integrative thinking. Each unit of the course includes an inquiry-based assessment activity that asks students to respond to a driving question by drawing evidence and insights from a selection of readings. Project Based Learning is a method of instruction that has students take part in an extended inquiry about a complex question, problem, or challenge. A variety of debates are scattered throughout the course. These provide students an opportunity to research a topic, prepare a statement, craft arguments, and dialog with one another.

ESSENTIAL SKILLS

✚ **THINKING ACROSS SCALE** - Big History looks beyond human history, exploring connections between events billions of years ago and our lives today.

✚ **INTEGRATING MULTIPLE DISCIPLINES** -By integrating a variety of perspectives into our thinking, we see human history in new, interconnected ways.

✚ **MAKING AND TESTING CLAIMS**- Today, millions of news outlets are only a click away. Big History uses a four-step framework for critical thinking that teaches students to evaluate claims and sources.

✚ **THRESHOLDS** - In Big History, we think about moments such as when the stars first lit up, the Earth formed, and early humans first learned to farm. We call these thresholds, and they are the milestones in our story.

✚ **COLLECTIVE LEARNING** - Humans are the only species that can share information over generations. Through collective learning, we have accelerated change for humanity and the planet as a whole.

✚ **ORIGIN STORIES** - People have always asked the big questions: Who are we? Where do we come from? Big History is simply another attempt to answer these, with a perspective based on modern science.

Reference: <https://school.bighistoryproject.com>

Koel Ray, History teacher

From the Department of Science

The year started with many new challenges for the science department. The implementation of MYP's Next chapter was very interesting. We welcomed Physics teacher Mr. Suhel Vakkal. The department also procured new laboratory equipment (such as binocular microscopes) for enhancing the teaching and learning process. A few outdoor educational tours were organised for MYP students. The following is one such example of experiential learning at the AKA, Hyderabad.

Grade 9 Visits the Quli Qutb Shahi Tombs, Hyderabad

As part of the ongoing unit in science "World around Us" Grade 9 students visited the Quli Qutub Shahi Tombs, Hyderabad. The Qutb Shahi tombs are the latest 'Aga Khan Trust for Culture' project with the AKDN taking responsibility for their restoration and maintenance. The central idea of this science trip was to study the ecosystem and the biodiversity around the tombs and predict the impact of the restoration activity on that area. Students not only actively participated but also related the trip to other MYP subject areas including Individuals and Societies, especially History. Out of serendipity they realised how researchers from different fields must come together to work and develop one project. One of our students wrote in their reflection "the restoration programme will not only take care of restoring the monument, but will also plant many different species of plants which will enhance the biodiversity prevailing in that area". It is a delight to know that students were inquisitive about gaining a deeper understanding of the project.

HOD, Science Department

Sudipta Roy



From The Mathematics Department:

This year we have welcomed Mr. Anantha Murali Krishna and Mr. Nagarjuna into the Maths department. Grade 7 students explored measurement, space and patterns. Arithmetic and Algebra challenged Grade 8. Grade 9s worked on the relationship between lines and gradients, and enjoyed the logic.

Grade 10 'Extended' mathematics students were mesmerized by the power of Graphical Display Calculators in mathematics. They have enjoyed graphing and solving equations with their new tool. The richness of trigonometry and patterns were explored and relished by the Grade 10 Standard mathematics students.

