



DHIRUBHAI AMBANI
INTERNATIONAL SCHOOL

ESTD. 2003

2020-2021



WE ARE AN
ACCREDITED
SCHOOL



Cambridge Assessment
International Education



International
Baccalaureate



Message from the Founder and Chairperson

A school plays a central role in nurturing and developing the unique talent of every child as well as in shaping their character. In a fast-changing world, driven by technological innovations, the way children learn today and the way they will work tomorrow are redefining the contours of teaching and learning everywhere.

At Dhirubhai Ambani International School, we are always guided by our foundational philosophy of providing children happy learning experiences, while continuously incorporating the distinct features of a school of the future to foster critical thinking, creativity, collaboration and communication. Children's holistic development and well-being are always at the heart of everything we do at our school. Our constant endeavour is to identify children's interests early on and develop them into their passion. Our educational approach gives opportunities to children to explore new frontiers of digital learning and prepare them to be lifelong learners.

Our teachers are our pillars of strength. They teach our children not just with their minds but with their hearts, making learning enjoyable and rewarding, and instilling in them sound values. They inspire our children to believe in themselves and think big. Our educational programmes are complemented by state-of the art facilities and excellent resources, and we offer numerous opportunities to children to engage and excel in sports and co-curricular activities.

Our accomplishments over the years and our reputation as one of the world's top schools exemplify the success of our education model – an international school with an Indian mind, an Indian heart and an Indian soul.

I invite you to explore DAIS as we rededicate ourselves every day, to provide and excellent education for our children.

Nita M. Ambani
Founder & Chairperson



DAIS Guiding Statements

Our Vision

At Dhirubhai Ambani International School, we recognize the imperative of imparting an educational experience that is world-class in every respect and which prepares children for global citizenship. We are a school with an Indian mind, an Indian heart and an Indian soul; a school that celebrates the culture of excellence and is an embodiment of values. We believe that a curriculum of excellence with a global dimension is central to the education of children to face the challenges of the 21st century with confidence and strength of character.

Our Mission

The School's mission is to provide a learning environment that encourages children to bring out the best in themselves and enables their all-round development through the joy of learning, enduring values and the celebration of diversity.

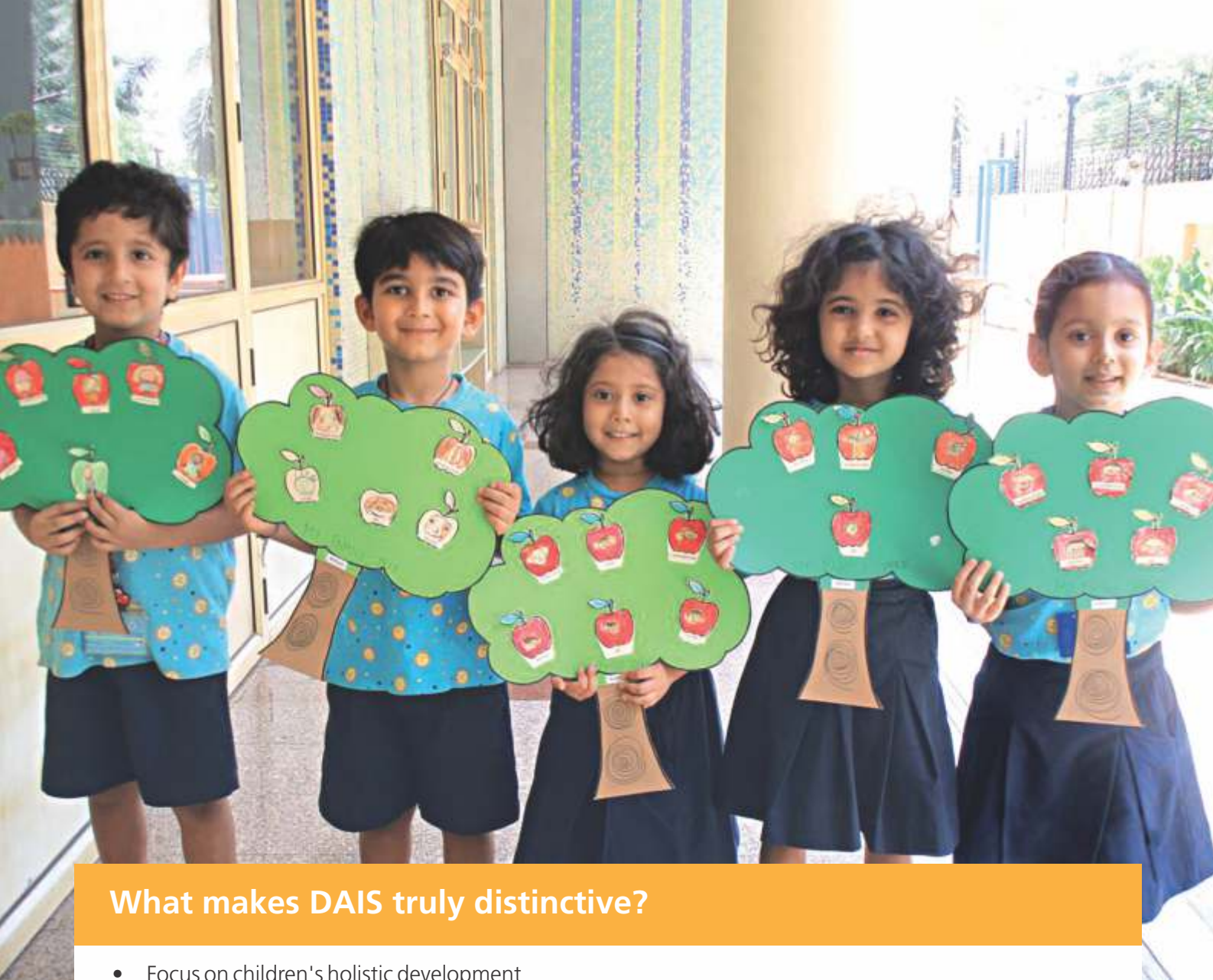
Our Motto

Dare to Dream... Learn to Excel

Our Values and Attributes

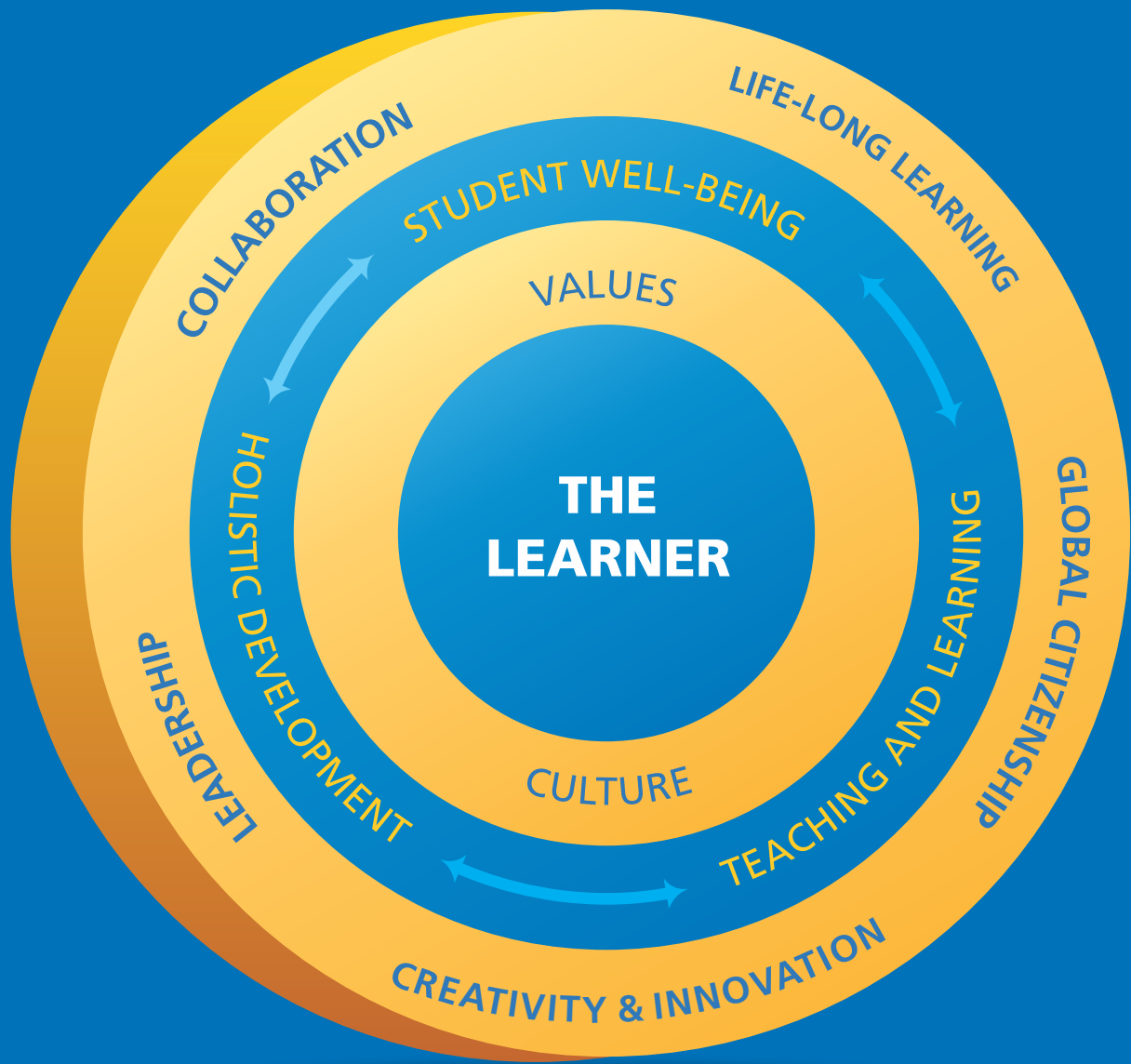
Our values and attributes, which align with our guiding statements, are integral to creating a school culture and climate to realise our educational goals.

- | | | |
|-------------------|--------------|------------------|
| • Cleanliness | • Compassion | • Commitment |
| • Determination | • Honesty | • Integrity |
| • Perseverance | • Respect | • Responsibility |
| • Self-Discipline | • Teamwork | • Trust |



What makes DAIS truly distinctive?

- Focus on children's holistic development
- An environment that enables children to appreciate Indian culture and values, whilst fostering international mindedness
- A safe and secure learning environment, with focus on student well-being
- Individualised attention to each child to cater to their diverse learning needs
- Inclusive education, with a committed team of student care professionals
- Talented, experienced and dedicated teachers with linguistic and cultural diversity
- Community service programme from Class I onwards
- Student exchange and teacher exchange programmes
- Technology-enabled teaching and learning to equip students with 21st century skills of creativity, critical thinking, communication and collaboration
- Student leadership opportunities including exposure to innovators, iconic personalities and leaders from all walks of life
- Consistent track record of outstanding academic results, sports and co-curricular achievements
- Placement of our students at the world's top ranked universities
- Accredited by the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC)



The DAIS Curriculum Model

The DAIS Curriculum Model represents the School's commitment to optimise teaching and learning, and facilitate children's holistic development and well-being. Through a curriculum that is stimulating and creative, and an environment that is safe and child-centred, we enable the learner to explore multiple dimensions of excellence, encompassing intellectual, social, emotional and physical development. There is equal emphasis on academic rigour and engagements beyond the classroom, through a wide spectrum of opportunities.

The School's guiding statements underpin the facts that cherishing one's own culture and respecting that of others, as well as values-based learning, are pivotal to holistic development. The educational programmes at the School focus on inculcating in the learner five key attributes: *creativity and innovation, collaboration, leadership, global citizenship and life-long learning*.

All the elements in our curriculum model converge to bring out the best in every child and enable them to be on the path of continuous development and progress.





Student Well-Being

At DAIS, we are committed to the well-being of all students, within the school and beyond. Our school focuses on the importance of meeting the unique learning needs of every child, by providing an inclusive environment which is safe, supportive and respectful. Individualised approaches, which recognize children's learning styles and differing abilities, help them cope with academic and emotional challenges.

Our Student Care Department, comprising qualified professionals, works with class teachers and parents to provide appropriate support, enabling students to cope with the demands of student life, in constructive and creative ways. Wherever required, the Student Care team consults with outside therapists and educational psychologists in evaluating or addressing children's needs.

We help students develop essential life skills so that they are better prepared for the opportunities, responsibilities and experiences in life. All students engage in a well-planned life skills programme, PSHE (Personal, Social, Health Education), which is delivered by Class Teachers (K-10) and IB Diploma Tutors in collaboration with school counsellors.

Students are also guided to select higher education pathways, by means of a comprehensive career counselling programme from Class IX onwards, thereby informing them early about multiple learning avenues and career options.

Our College Counsellors support students as they select their IB Diploma subjects and explore university admission options. Each year, about 200 representatives from leading universities from Australia, Canada, Hong Kong, Singapore, UK, US and many European countries, as well as India, visit our school and provide information on various educational programmes and career pathways.

The School uses 'Cialfo', an online career and college exploration tool. It enables students and parents to be involved in the planning and advising process, research careers and colleges, create plans for the future, discover enrichment possibilities, stay well-informed and ultimately to send applications to universities globally.





Holistic Development

A holistic approach to teaching and learning is important for the physical, emotional, intellectual and social well-being of children. At DAIS, we lay emphasis on experiential and exploratory methods of learning, well beyond the classroom, as well as on encouraging the appreciation and practice of our school's values and attributes.

We ensure that holistic approaches to teaching and learning are implemented in multiple ways - ongoing review of curricula, introduction of new subjects, the breadth of sports and co-curricular activities, and the regular upgrading of infrastructural facilities and resources.

In the classroom, students present their work by way of presentations, role plays, small skits and impromptu debates. The students have many out-of-classroom activities and experiences such as theatre, photography, film appreciation, music, robotics, football, cricket, tennis, basketball, taekwondo, and many more. Community service helps sensitize children to the values of being compassionate and empathetic towards others' situations and needs.

The School has, in the last few years, introduced new subjects such as Global Perspectives and Theatre Arts, constructed a full-fledged Centre for Performing Arts, re-developed the playground into an all-weather AstroTurf football field, and completely renovated the auditorium.

The higher education pursuits and career choices of our alumni in diverse domains and sectors, including venturing as social entrepreneurs, creative artists and sportspersons, are a testament to our emphasis on providing children a holistic education.





Teaching and Learning

Our K-12 curriculum uses a variety of engaging teaching and learning methodologies that challenge and motivate learners to excel. It focuses on nurturing in them knowledge and skills essential for success in the 21st century.

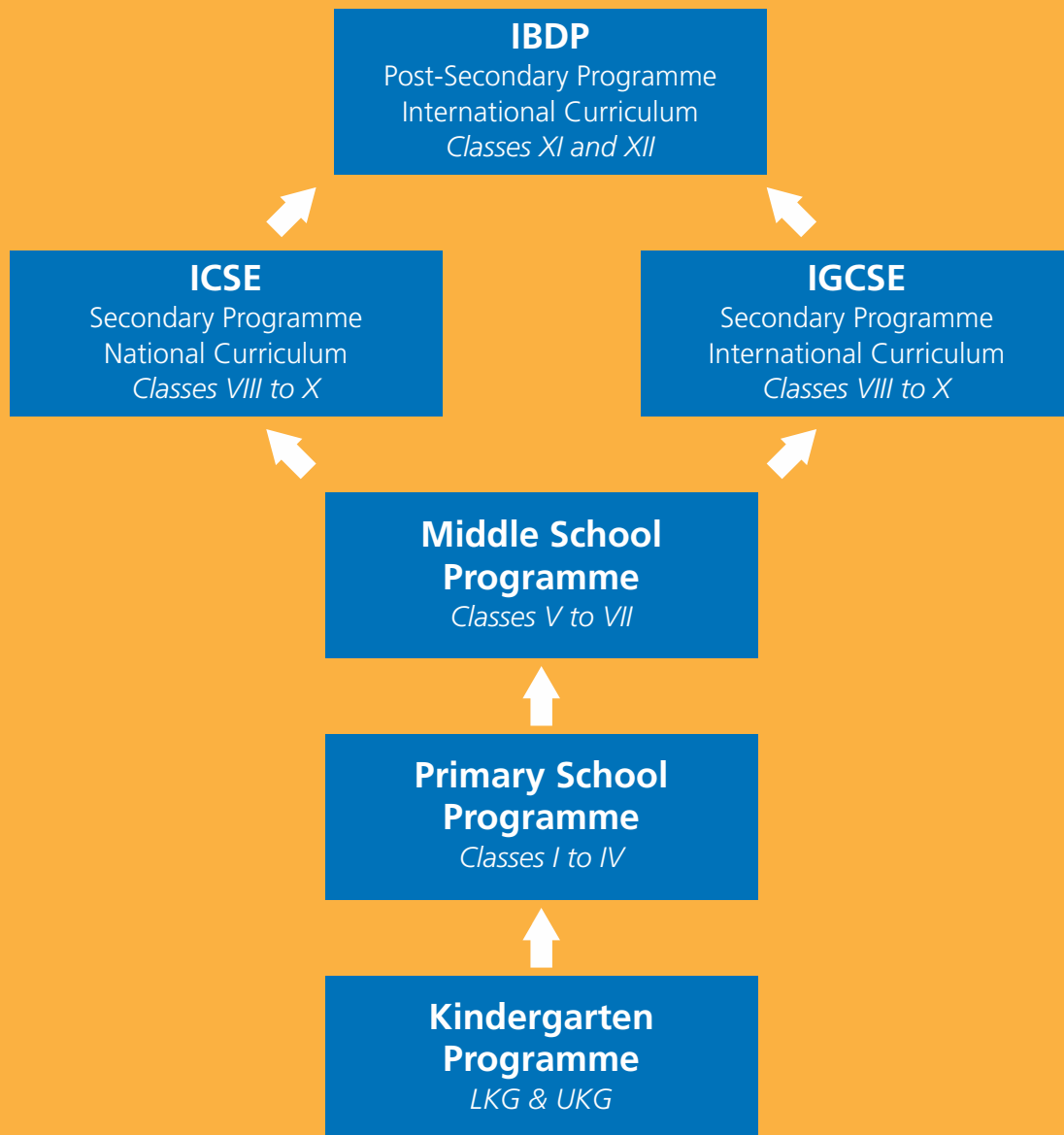
Inquiry-based and application-oriented approaches across all subjects and age groups enable students to learn about and respect a range of ideas, independently and collaboratively. It helps them develop new perspectives and take responsibility for their learning with a focus on social and emotional aspects.

The school provides professional development opportunities for teachers by way of participation in workshops and seminars, as well as exchange programmes with schools worldwide. Our teachers make use of flipped classrooms, project-based learning, brainstorming, role play, interactive lab experiments and self and peer evaluation, to make learning more engaging and effective.

Our educational programmes help students:

- develop confidence to work with information and ideas – their own and those of others
- take responsibility for themselves and their actions and be respectful of others
- become reflective learners and be able to identify their learning needs
- be creative, innovative and fully equipped for future opportunities and challenges
- be articulate, effective communicators, and express themselves appropriately
- leverage technology in enhancing their learning experience
- empathise with others and understand and appreciate diversity
- develop as responsible individuals who enjoy a healthy, active and balanced lifestyle
- be engaged citizens, contribute to the community and address global challenges

DAIS Academic Programme





Kindergarten Programme: Classes LKG and UKG

The Kindergarten Programme inculcates in children the qualities of curiosity, exploration and discovery in a fun-filled, safe and happy learning environment. An individualised approach helps nurture a love of learning, develop social skills, and instil moral values. The emphasis is on developing in students self-confidence and the ability to effectively communicate in English; teachers ensure this through effective use of language and by encouraging children to express themselves freely.

A well-balanced curriculum and theme-based instruction help the young minds integrate their learning smoothly. The emphasis is on exploring, knowing, understanding and forming their own ideas. The principles of learning applied in Kindergarten include Holistic Development and Learning (Aesthetics and Creative Expression, Language and Literacy, Numeracy, Self and Social Awareness); Integrated Learning; Active Learning; Supportive Learning; Interactive Learning and Learning through Play. The curriculum prepares children for a smooth transition to a more formal Primary curriculum.

The Kindergarten Programme makes use of a range of individual and group activities which create a lively and positive learning environment. Games, songs, creative projects, story-telling, role-playing, drawing and painting help develop children's foundational skills in literacy and numeracy. They are encouraged to



play, explore and discover through dance, music, art and craft. Singing, rhyming and reciting are employed in the Language Arts, and the Phonics Programme. The use of manipulatives, pictures and symbols helps them identify relationships between sets and groups of things to be sorted, counted, shared and represented. Sporting activities help in strengthening coordination and motor skills, and instil enthusiasm for sports. Picnics and field trips enhance students' understanding of their surroundings. Celebration of festivals sensitises them to multiple traditions and cultures.





Primary School Programme: Classes I to IV

The Primary School Programme encourages inquiry and exploration, and develops children's competence in various skills - reading, writing, listening, speaking, problem-solving, observation, measurement and use of information and communications technology.

The Primary School offers an exciting and creative learning environment, with an inter-disciplinary approach towards Languages, Mathematics, Science and Social Studies, as individual and integrated subjects. Hindi is taught as a Second Language, while a choice between Marathi and Gujarati is offered as the Third Language, which helps build a strong foundation in Indian languages.

Equal emphasis is given to individual, small group and whole-group activities, to improve children's ability by working on their varied ability levels. Physical Education develops sports skills and creates health awareness. Exposure to team and individual sports encourage a sense of team spirit, as well as individual effort and accomplishment.

The wide range of curricular and co-curricular opportunities offered help instil in children confidence and discipline. The focus on developing communication skills helps them appreciate the value of education; it makes them realise that such skills are essential for them to express themselves.

Field trips, excursions, activities, projects and presentations provide experiential learning opportunities.



Dance, Fine Arts, Western and Indian Music, Yoga, Speech and Drama promote well-rounded development. Students are encouraged to participate in inter-house cultural and sports events. Active learning techniques like free play, dramatisation, puppetry, singing, dancing and cooking enhance their interest in learning. Book, newspaper and magazine reading activities increase children's awareness of the world. Assemblies, concerts and drama productions help shape their confidence.

Students' engagement in community service activities from Class I onwards sensitises them to the needs of the community and to the world around them; they visit old-age homes and orphanages, which make them understand the challenging situations of others and sensitises them to support them.





Middle School Programme: Classes V to VII

The Middle School Programme is structured to meet children's varied intellectual and developmental needs and builds on concepts and skills learnt in the Primary School. It ensures progression and continuity across various stages of learning in the School, and incorporates continuous evaluation and review of children's performance.

The main aims of the Programme are developing skills related to writing, reading, reflecting, critical thinking, public speaking, fostering initiative among students and a desire to acquire knowledge. Academic subjects include English, Hindi/French, Marathi/Gujarati, Mathematics, Science, History, and Geography. Art, Drama, Computer Studies, Music, Yoga and Dance are integrated into the mainstream curriculum and are further strengthened as optional co-curricular activities.

PSHE (Personal, Social, Health Education) helps students address their age-specific interests and concerns, builds awareness, and promotes compassionate and ethical conduct. Physical Education is offered in a more formal manner and sports skills are fine-tuned. This prepares students to pursue sports in a more structured and purposeful manner, including studying Physical Education in the Secondary School as a formal subject.



Projects are planned to integrate knowledge and skills acquired by students in various subjects, and serve as a concrete step towards developing inter-disciplinary approaches in later years. Field trips and excursions aid in developing social skills and broadening their understanding of the world. Projects, presentations and group activities are more formal and research-based. Inter-house cultural and sports competitions encourage healthy competition and team spirit. Students begin to contribute to class assemblies, concerts and drama productions, and take up roles of responsibility. Community Service is offered through school-initiated programmes and partnerships with NGOs.





ICSE Programme: Classes VIII to X

The ICSE (Indian Certificate of Secondary Education) Programme is offered by the Council for the Indian School Certificate Examinations. At DAIS, the curriculum is delivered in a progressive and phased manner, enabling students to be well-prepared and future-ready. Application of knowledge and the development of analytical skills form an integral part of the programme that aims to develop students to become responsible citizens who make positive contributions to the society.

Class VIII serves as a preparatory year for the ICSE Programme in Classes IX and X. Students study English as the First Language, French or Hindi as the Second Language, and Mathematics, History, Civics and Geography, Science (Physics, Chemistry and Biology), Environmental Science and Computer Studies as core subjects.



School trips and excursions enable children to expand their understanding of the world from academic and cultural perspectives. They participate in Dance, Drama, Fine Arts, Western and Indian Music, Yoga, Model United Nations and other activities. They organise and participate in Inter-house cultural and sports events, thus developing leadership skills and team spirit. Community Service is an integral part of the learning, with students actively involved in various service projects.

For more details about the ICSE Programme, visit: www.cisce.org

Subjects offered for ICSE Classes IX and X

Group I (Compulsory)	Group II (Compulsory)	Group III (Any one)
- English - Second Language – Hindi / French - History, Civics and Geography	- Mathematics - Science (Physics, Chemistry and Biology) - Environmental Science	- Computer Applications - Art - Physical Education - Technical Drawing Applications



IGCSE Programme: Classes VIII to X

The IGCSE (International General Certificate of Secondary Education) Programme is administered by CAIE (Cambridge Assessment International Education). In the two-year IGCSE programme at DAIS, Classes IX and X students study a range of subjects that are exciting and challenging. It helps improve performance by developing skills in creative thinking, enquiry and problem-solving. While the Programme is international in outlook, it very much retains local relevance. The holistic and experiential nature of learning balances knowledge, understanding and skills, and ensures that students are well-prepared for the IB Diploma and other pre-university programmes.

In Class VIII, which is a preparatory year, students study academic subjects that prepare them for the IGCSE programme, ranging from First Language English, Second Languages, Sciences, Social Sciences and Mathematics, along with optional subjects like Drama, Art and Computer Studies. It is complemented by the Macquarie University-designed, inter-disciplinary 'Big History' project offered in Class VIII, to develop critical thinking and research skills.

Through a stimulating classroom environment and high levels of student engagement, the programme empowers students to build on their own learning styles. In doing so, the curriculum actively supports discussion-based learning and hands-on activities, and embeds innovative approaches to learning across all subjects. In addition, the co-curricular activities and service initiatives are integral to student life, nurturing self-aware individuals who are responsible for themselves and towards the community.



Students have opportunities to pursue their varied interests and engage in overseas exchange programmes, the International Award for Young People (IAYP) trips, Model United Nations (MUN), Round Square (RS) and educational trips. Through several exchange programmes, we encourage students to experience and appreciate other cultural contexts and broaden their world view.

For more details about the IGCSE programme, visit: www.cambridgeinternational.org

Subjects offered for IGCSE Classes IX and X

Group I (Languages)	Group II (Humanities)	Group III (Sciences)	Group IV (Mathematics)	Group V (Creative, Technical & Vocational)
First Language English A Foreign Language (French or Spanish) or a Second Language (Hindi)	World Literature Global Perspectives Geography and/or History	Physics Chemistry Biology	International Mathematics Additional Mathematics (optional)	Art & Design Business Studies Computer Science Drama Physical Education



IB Diploma Programme: Classes XI and XII

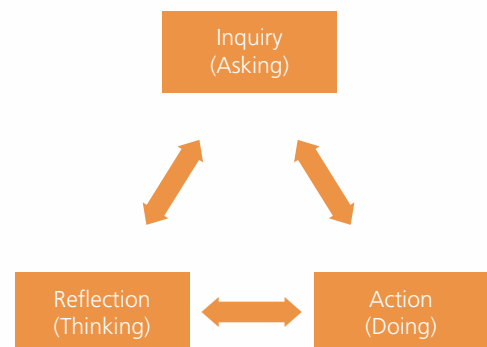
The International Baccalaureate Diploma Programme (IBDP) is a rigorous academic course within a broad and balanced curriculum in the local and global contexts. DAIS integrates the IB mission statement and the learner profile attributes into its day-to-day practices, thereby developing inquiring, knowledgeable and caring young people, who help create a better and more peaceful world, through intercultural understanding and respect.

Widely regarded as one of the best pre-university courses in the world, the IB Diploma Programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically.

Unique to the IB Diploma Programme are its Inquiry Cycle and the core comprising three components:

- Theory of Knowledge, which explores the nature of knowledge
- CAS – Creativity, Activity and Service
- The Extended Essay, which requires an independent research work

The core ensures that the approach to learning is interdisciplinary, which builds the capacity to engage with complex ideas. Students receive guidance on independent research, academic honesty and web literacy.





A holistic approach to teaching and learning is important for developing well-rounded individuals. DAIS students participate in the Annual DAIMUN (Dhirubhai Ambani International School Model United Nations) Conference, which provides opportunities for students to deliberate on contemporary and critical issues the world faces. Exchange programmes help students experience and appreciate the diversity of other cultures. In 2013, our students launched TEDxYouth@DAIS, where we have a student speaker each year to promote innovation and creativity. The students have many out-of-classroom activities and experiences such as theatre, photography, film appreciation, music, robotics, football, cricket, tennis, basketball, taekwondo, and many more. Community service encourages children to understand the challenges faced by the less-privileged and sensitises them to the importance of being compassionate and contributing to the society.

Being international-minded, globally mobile, multilingual and interculturally aware, are key traits that benefit IB Diploma graduates in their university studies and career aspirations. The College Counselling Team guides and supports students in their university choices, based on their aptitude and aspirations.

For more details about the IB Diploma programme, visit: www.ibo.org

Subjects offered for IBDP Classes XI and XII

Group 1	Studies in Language and Literature Language and Literature HL/SL; Literature HL/SL
Group 2	Language Acquisition French <i>ab initio</i> SL; French B SL/HL; Hindi B SL/HL; Spanish <i>ab initio</i> SL; Spanish B SL
Group 3	Individuals and Societies Business Management HL/SL; Economics HL/SL; Geography HL/SL; Global Politics HL/SL; History HL/SL; Psychology HL/SL
Group 4	Sciences Physics HL/SL; Chemistry HL/SL; Biology HL/SL; Computer Science HL/SL; Sports, Exercise and Health Science (SL only)
Group 5	Mathematics Analysis and Approaches HL/SL; Application and Interpretation HL/SL
Group 6	The Arts Visual Arts HL/SL; Theatre Arts HL/SL

Students have to choose three subjects at 'Higher Level' (HL) and three subjects at 'Standard Level' (SL). Students must take one subject from each of the Groups 1 to 5. The sixth subject can be taken from either Group 3, 4 or 6.

Among the Top 10 IB Schools globally
www.ib-schools.com/page.asp?t=Global-Top-50
Education Advisers Ltd, UK

Ranked the No. 1 International School in India

(For seven consecutive years: 2013 to 2019)

Highest Ratings

Academic Reputation • Competence of Faculty • Sports Education
• Leadership/Management Quality

Education World India School Rankings

IBDP Class XII Results 2019

39.5

points
Average DAIS
Diploma score

5

Students obtained
the perfect score of
45 points

58%

of DAIS students
earned 40 points
or above
(58 students)

29.63

Worldwide

213

Worldwide

9.78%

Worldwide (2018)

University Placements

66%

of the
Class of 2019 is
placed at their
first choice of
university

83

admissions
offered by
19 of the
world's top 30
universities

33%

of the
Class of 2019
received full or
partial scholarship
from universities
they applied to

Ranked the No. 1 'National + International Curriculum' School in Mumbai
(For five consecutive years: 2015 to 2019)
Times School Survey

Ranked the Best School in Mumbai
(For five years: 2012, 2013, 2014, 2016, 2017)

Ranked the No. 1 International School in Mumbai
(For two years: 2018, 2019)

Highest Ratings

Education Philosophy • Academic Rigour • Teachers

Hindustan Times - C fore Survey

IGCSE Class X Results 2019

58.3%

of DAIS students
earned A* grades

20%

UK Independent Schools

85%

of DAIS students
earned A* & A grades

62.6%

UK Independent Schools

ICSE Class X Results 2019

95.24%

Average DAIS Score

Our Top Score

98.60%

28 out of 32
students scored

90%

and above

Co-curricular Awards (2018-19)

International **28**

National **26**

District/State **15**

Sports Awards (2018-19)

17 International

56 National

437 District/State

College Placements

The first fifteen batches of IBDP students of DAIS have gained admissions to universities in the USA, UK, Canada, Germany, Australia, Hong Kong, Ireland, Italy, France, Singapore, Switzerland, Netherlands, Spain, UAE and India.



Some of the colleges/universities in the UK that have accepted our students include:

- University of Oxford
- University of Cambridge
- University College London
- Imperial College
- King's College
- University of Edinburgh
- University of Birmingham
- University of Nottingham
- University of Southampton
- Queen Mary University of London
- University of Bristol
- University of Manchester
- University of Warwick
- London School of Economics
- University of St. Andrews
- University of Bath
- Durham University
- Exeter University
- SOAS University of London
- Newcastle University



Some of the colleges/universities in the USA that have accepted our students include:

- Massachusetts Institute of Technology (MIT)
- Harvard University
- Yale University
- Stanford University
- California Institute of Technology (Caltech)
- University of Chicago
- Princeton University
- Columbia University
- University of Pennsylvania
- University of Michigan
- Cornell University
- Northwestern University
- University of California System
- Emory University
- Carnegie Mellon University
- Brown University
- Pomona College
- New York University
- Johns Hopkins University
- Boston University
- Georgia Institute of Technology
- Tufts University
- Swarthmore College
- Vassar College
- Wellesley College
- Parsons School of Design
- Duke University
- Rhode Island School of Design
- Babson College
- Purdue University
- University of Texas, Austin
- Washington University in St. Louis



Some of the colleges/universities in other parts of the world that have accepted our students include:

- McGill University, Canada
- University of Toronto, Canada
- University of British Columbia, Canada
- University of Waterloo, Canada
- Jacobs University, Germany
- University of Melbourne, Australia
- Monash University, Australia
- Yale-NUS College, Singapore
- University of Hong Kong, Hong Kong
- Hong Kong University of Science & Technology, Hong Kong
- Royal College of Surgeons, Ireland
- Trinity College, Ireland
- Sciences Po, France
- New York University, UAE
- National University of Singapore, Singapore
- Erasmus University, Netherlands
- Savannah College of Art and Design, Hong Kong
- Suffolk University, Spain
- Franklin University, Switzerland
- Bocconi University, Italy



Some of the colleges/universities in India that have accepted our students include:

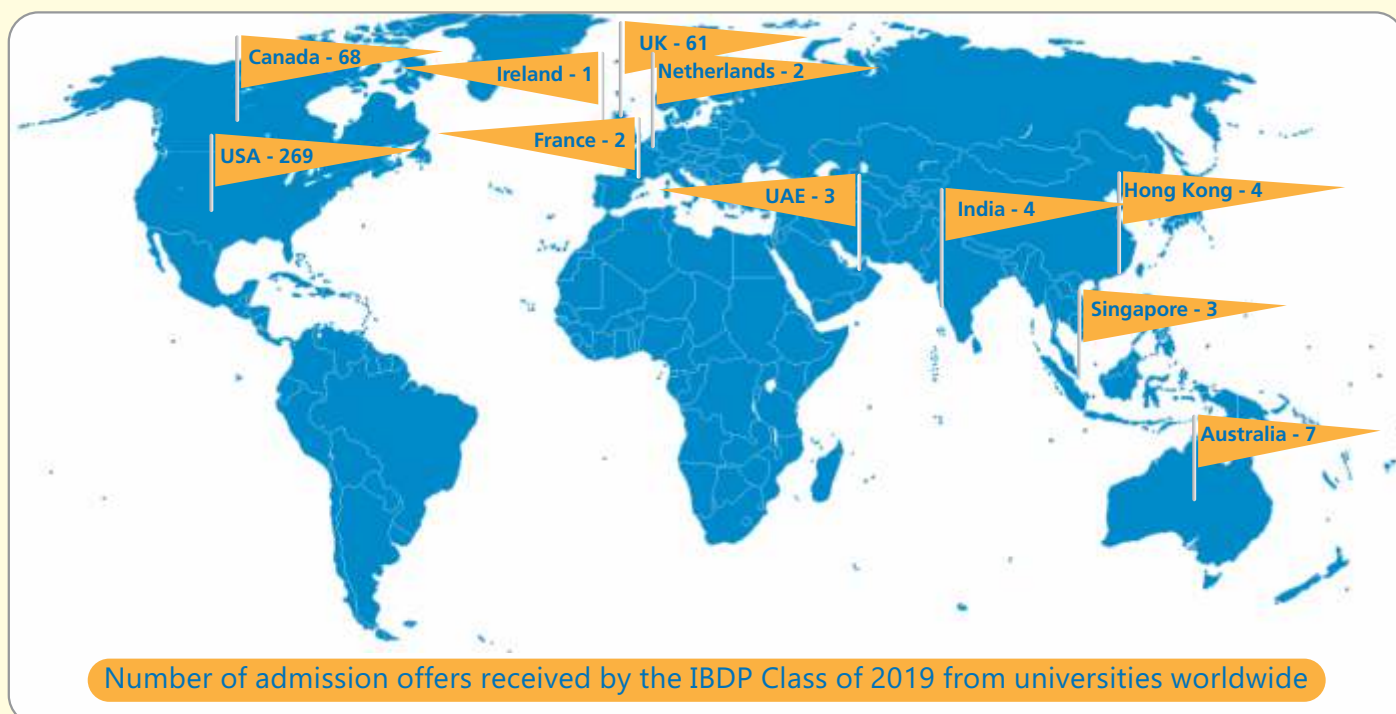
- H.R. College Mumbai
- Government Law College, Mumbai
- St. Joseph's College, Bangalore
- St. Xavier's College, Mumbai
- Symbiosis College of Arts and Commerce, Pune
- Narsee Monjee College of Commerce and Economics, Mumbai
- Jai Hind College, Mumbai
- Welingkar Institute of Management, Mumbai
- K. J. Somaiya College of Science and Commerce, Mumbai
- K.C. College of Arts, Science and Commerce, Mumbai
- R. A. Podar College of Commerce and Economics, Mumbai
- Ramnarain Ruia College, Mumbai
- D. Y. Patil Dental College and Hospital, Navi Mumbai
- National University of Juridical Sciences, Kolkata
- NMIMS Mukesh Patel School of Technology, Management and Engineering, Mumbai
- Sophia College, Mumbai
- Jindal Global Law School, Sonapat
- Ashoka University, Sonapat
- Lady Shri Ram College for Women, New Delhi
- Foundation for Liberal And Management Education, Pune



Many colleges/universities have offered scholarships to our students including:

- Massachusetts Institute of Technology (MIT)
- Boston University
- Stanford University
- Princeton University
- University of California System
- University of Pennsylvania
- Yale University
- Wheaton College
- Georgetown University
- Cornell University
- Amherst College
- University of Cambridge
- University of Southern California
- Sciences Po, France
- Yale-NUS College, Singapore
- New York University, UAE
- University of Toronto
- University of British Columbia
- School of the Art Institute of Chicago
- University of Hong Kong
- Washington University in St. Louis
- University of California, Berkeley

For DAIS Student placements 2005-19, visit <http://www.da-is.org/>





Alumni Speak



Arjun Vaidya : Class of 2009

CEO of Dr. Vaidya's: New Age Ayurveda. Featured in Forbes Asia 30 Under 30 in 2019 - Healthcare and Life Sciences

From day one, I felt completely at home at Dhirubhai Ambani International School whether it was with teachers or friends. My two years at the school defined the person I have become. From being a cricket captain to working on a peace conference, we learned as much outside the classroom as we did inside. The spirit of perseverance and hard work that we learned at DAIS has taken me a long way in my career. My DAIS years nurtured the understanding of being a global citizen with a deep appreciation of Indian values. This spirit also pushed me to blend the local and the global in my entrepreneurial life and start my current venture, Dr. Vaidya's - India's largest digital Ayurveda brand. I can safely say that my best friends, closest confidantes and mentors are still my peers and teachers from DAIS!



Gayatri Bhatia : Class of 2010

Founder & Managing Director of Saucery

The lessons we learn during our schooling years are rarely the ones we understand at the time. It's only when we are thrown into the fierce "real world" that we start appreciating the values so deeply instilled in us by our schooling. DAIS, with its simple anthem singing "aasman ko ek din choo ke aayenge" and motto "Dare to Dream, Learn to Excel" taught me what I consider my biggest strengths today: the courage to dream big, and the perseverance to go out there and realise my dreams. The high achieving atmosphere always made me push myself to optimise my effort to higher levels; and the strong support system of faculty and peers enabled me to boost my spirits every time my morale fell through. Whether it was writing 12 drafts before submitting a World Culture essay for English HL, or reaching school at 6.30 am for Basketball practice - every moment is what I still cherish, and one that has shaped who I am today.



Sameera Nayak : Class of 2010
PhD Student - Population Health, Course Instructor - Department of Health Sciences, Northeastern University

It was only once I started college that I fully appreciated my schooling years at DAIS. The faculty at the school built my confidence and mentored me to explore my passions and develop my identity. Unlike many of my peers here, I transitioned to the demands of college seamlessly. Critical thinking/writing, reading for meaning and analyzing concepts and linking them to real world examples were every day practices in the classrooms in DAIS. Today as I pursue my degree with an emphasis on health and social justice, my experiences in History/English and Extended Essay come back vividly as they encouraged me to explore social inequalities and politics in fiction academically, while being able to develop a world view. Between the rigorous coursework, the hangouts in the social area, the dedication of my teachers, and the lifelong friendships, DAIS gave me more than I could've asked for and still influences me deeply nine years later!



Ambika Vora : Class of 2011
Associate at McKinsey & Company (Japan) & Guest Writer for Vogue

After graduating from Princeton University in 2015, I landed a job in Deloitte, Tokyo, as a management consultant. For the first two years, I worked solely with traditional Japanese clients, requiring me to improve my Japanese language skills, apart from developing the consulting expertise. The experience of juggling multiple activities in high school - be it student council, MUN, various sports - while maintaining my academic grades, had taught me multi-tasking and effective time management; these have proved to be the two most valuable skills during my consulting career. The challenges I face now often echo those I grappled with when I was still a teenager; and the resilience and determination I developed during my days at DAIS continue to propel me forward so I can overcome those challenges. And for that, I will be forever grateful.



**DHIRUBHAI AMBANI
INTERNATIONAL SCHOOL**
ESTD. 2003

Bandra-Kurla Complex, Bandra (East), Mumbai - 400098

Tel: + 91 22 35637000 / 7001 | Fax: + 91 22 35637099 | Email: info@da-is.org | Website: www.da-is.org

