DHIRUBHAI AMBANI
INTERNATIONAL SCHOOL
ESTD. 2003

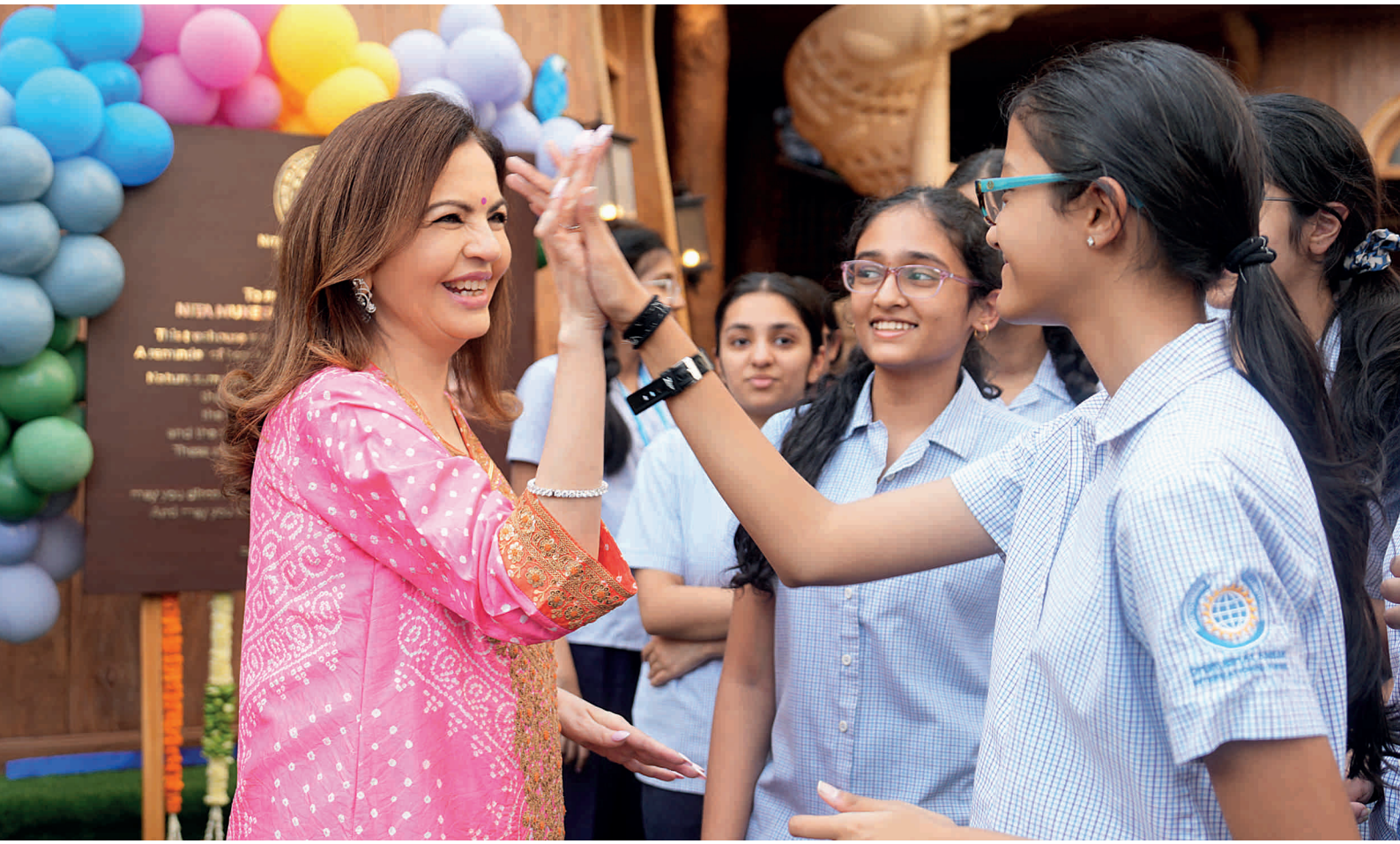
NITA MUKESH AMBANI
JUNIOR SCHOOL
ESTD. 2023

2027-2028










ISSO GAMES
2025-26
U11, U14, U17, U19 BOG
19TH-21ST SEPT
TAEKWONDO
ISSO GAMES



Message from Founder & Chairperson and Vice-Chairperson

Welcome to the Nita Mukesh Ambani Junior School (NMAJS) and Dhirubhai Ambani International School (DAIS).

Every child is a world of possibility – full of curiosity, creativity, and the promise of a better tomorrow. At our schools, we believe it is our privilege and responsibility to nurture that promise with care, love, and purpose. We believe education is not just about academic preparation, but also about sparking imagination, nurturing character, and building resilience. We want our children to think critically, to care deeply for others and for the planet, and to lead with empathy and integrity.

For over two decades, DAIS has been a space where our students dare to dream and learn to excel. NMAJS carries forward this vision – gently sowing the seeds of confidence, wonder, and joy in their foundational years. Across all our campuses, our approach is based on the belief that every child is unique. We aim to provide an enriching environment where they feel safe, seen, valued, and inspired – where every question is welcomed, every effort appreciated, and every voice celebrated. At our schools, children experience the joy of learning at their own pace – supported by world-class infrastructure, international collaborations, and most importantly, our loving and dedicated teachers and staff.

Through a fine blend of academics, arts, sports, and service, we strive to shape confident learners, proud Indians, global citizens, and kind human beings. The world our children will inherit is changing rapidly – and it is our duty not just to prepare them for the future, but to help them shape it with courage, competence, and compassion.

Thank you for considering DAIS and NMAJS. We look forward to welcoming your family into our community and partnering with you as your child discovers their unique path, their inner light, and their infinite potential.

Nita M. Ambani
Founder & Chairperson

Isha Ambani Piramal
Vice-Chairperson



Vision

We recognise the imperative of imparting an educational experience that is world-class in every respect and 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 nurtures time-tested values. We believe that a curriculum of excellence with a global dimension is central to the education of children, so it prepares them to explore the opportunities and face the challenges of an ever-evolving world, with confidence and strength of character.

Mission

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, the appreciation and embodiment of values, and the celebration of diversity.

Motto

DARE TO DREAM… LEARN TO EXCEL

Values

At DAIS and NMAJS, we will always be inspired and guided by the following set of values that we believe will shape our institutional culture and climate, and enable us to achieve what is enunciated in our guiding statements:





Our Unique Features

- Focus on children's holistic development and academic excellence
- Celebration of Indian culture and values, and fostering international mindedness
- A safe and child-centric learning environment that nurtures well-being
- A dedicated team of educators supporting students' diverse needs
- Building future-ready learners through creativity, critical thinking, effective communication, and collaboration
- Pastoral care nurturing well-being, belonging, resilience and growth
- Community service to instil a sense of social responsibility
- Diverse opportunities to develop leadership and entrepreneurship skills
- High quality teaching cultivating curiosity, rigour, agency, excellence
- Integration of intentional digital technology to enhance learning
- Outstanding academic results and extra-curricular achievements
- Placement at top universities and an accomplished cohort of alumni



Our Curriculum Model

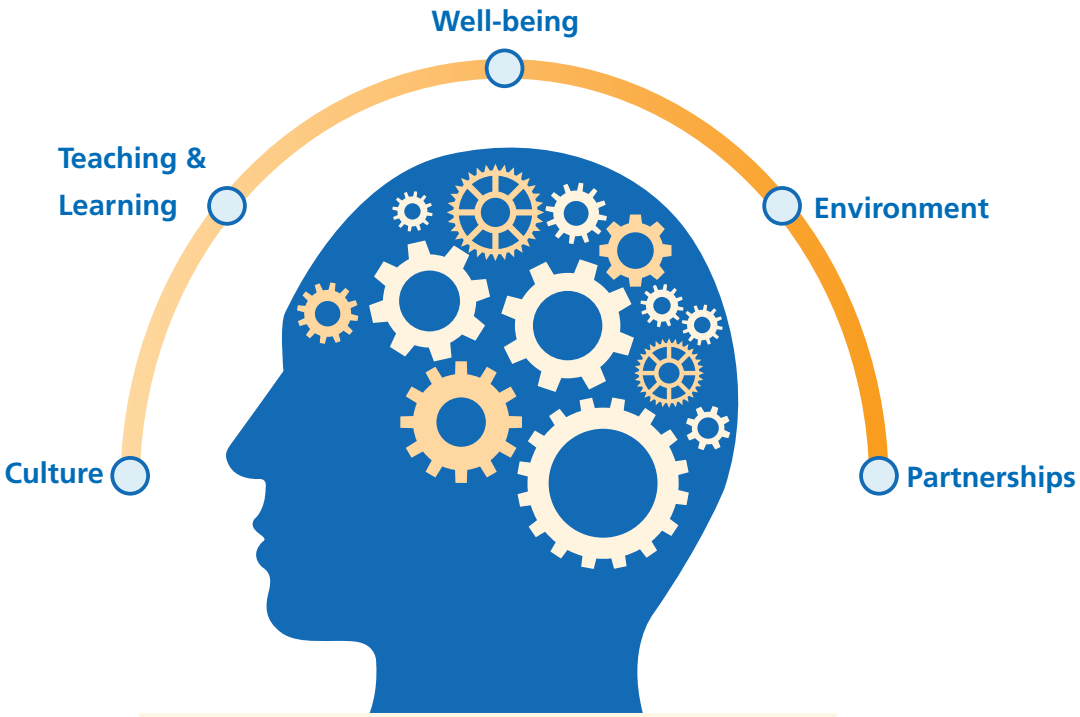
The learner is at the heart of our curriculum model, thereby our resources, expertise and commitment are directed towards providing an excellent and holistic education to every child in our care. We endeavour to develop in students sound values and an appreciation of their own culture and that of others.

Our guiding statements comprising our vision, mission, motto, values, objectives, and strategic plan, set the context for our school culture and provide a fertile ground for children to blossom to their full potential and shape their character. Our focus is on providing an environment that is safe and child-centred and one that cares for children's well-being, so the learner is inspired to excel and develop holistically. Students experience the joy of learning as they explore and engage enthusiastically in a wide spectrum of academic, co-scholastic, sports, and co-curricular activities.

The key pillars of our pedagogy are learning through inquiry, conceptual understanding, differentiated instruction, and technology integration. Our pedagogy aims to develop in students a broad range of knowledge, skills and attitudes, offering alternate pathways to students with varying needs, capacities and aptitudes, and supporting inclusive education. The emphasis on academic rigour and engagements beyond the classroom is integral to our educational philosophy and practices.

Preparing children to be equipped with 21st-century skills to make them creative and critical thinkers, effective communicators and collaborators; and developing them to be leaders, global citizens, digital citizens and lifelong learners, are the larger goals of our educational programmes. These are important skills and attributes that they should develop and build on within and beyond their school life.

All the above elements in our curriculum model interact with each other and converge to bring out the best in every child and develop them holistically.



Nurturing Young Minds

Strategic Plan

The Strategic Plan 2023-28 provides a roadmap towards achieving the school's guiding statements. As the educational landscape evolves, influenced and impacted by internal factors and the external environment, a school must have well-thought-out actions to be on a continuum of improvement and innovation.

The Strategic Plan has **Culture, Teaching and Learning, Well-Being, Environment, and Partnerships** as its five Strategic Directions. For each of the Strategic Directions, the Strategic Plan presents the objectives, strategies, indicators of success, people responsible, and the resources required.

'Culture' reflects our commitment to cultivating an inclusive, values-driven, and high-performing learning community where every individual feels a sense of belonging and purpose. Through positive relationships, collaborative practices, effective systems, and purposeful leadership, we foster continuous learning, innovation, and shared responsibility in pursuit of our mission and vision.

'Teaching and Learning' reflects our new curriculum pathways to equip children with 21st century skills, with learning through inquiry, conceptual understanding, differentiated instruction, and technology integration as the pillars of our pedagogy. The new curriculum model also leverages the school's foundational principles and best practices over the last two decades.

'Well-being' reflects our commitment to fostering a community where every student and staff member feels safe, valued, connected, and empowered to flourish. By nurturing the social, emotional, physical, and mental well-being of our community, we cultivate the conditions that support learning, resilience, belonging, and personal growth.

'Environment' presupposes that the physical space, technology infrastructure, human resources, financial resources, and all other requisite resources must work in tandem to achieve the Strategic Plan.

'Partnerships' signifies how the school's student body can benefit through a multi-pronged approach of strengthening the connect with the alumni and parents, and by expanding the network with individuals and institutions, far and wide, with educational relevance.



Learning Spaces

NMAJS Campus: A Flexible and Collaborative Learning Hub

The architectural design of our campus is centred on the principles of flexibility, openness, seamless layout, personalised learning and collaborative work, and provides for efficient use of space to accommodate a wide range of activities. With 3,40,000 sq. ft., the campus provides spacious, expansive, and connected spaces facilitating easy movement across the Primary, Middle, and High School sections, while meeting the teaching and learning requirements of each age group.

The flexible design with movable walls and furniture, versatile spaces, and the many provisions for group learning and activities will help students adapt to best suit their requirements and take charge of their learning. Across the campus, the spaces have been custom-designed to promote cross-disciplinary learning, project-based learning, hands-on learning, and peer-to-peer learning. Open and large spaces provide a conducive environment for students and staff to increase their interactions, build a sense of community and enhance their well-being.

With all these provisions and reconfigurable features, this future-ready campus can easily adapt to changing educational needs. Every educational facility, be it the library, the multifunctional science labs, the editing and recording studios, or specialist classrooms for languages, music, drama and dance, has incorporated many elements to make them learner-friendly and enhance the productivity of learning engagements and practical applications.

With a main library dedicated to the Junior School, a separate library for the Secondary School, and four smaller satellite libraries spread across the campus, they provide access to age-appropriate resources, including digital resources for all. Students can explore a diverse selection of books for reading, research and recreational reading. The libraries have been flexibly designed to serve as versatile spaces, providing areas for quiet study, group collaboration, and class meetings.

The cafeteria and lounges for parents and staff have been designed as inviting spaces for relaxation and social interaction, while the full-size multipurpose hall and fully equipped workout room support physical fitness and well-being. The maker labs and robotics field will help students explore and experiment with many projects, thus enhancing their creativity and innovation and enabling them to find solutions to various real-world problems.



NMAJS Early Years Campus: Open and Vibrant Learning Environment

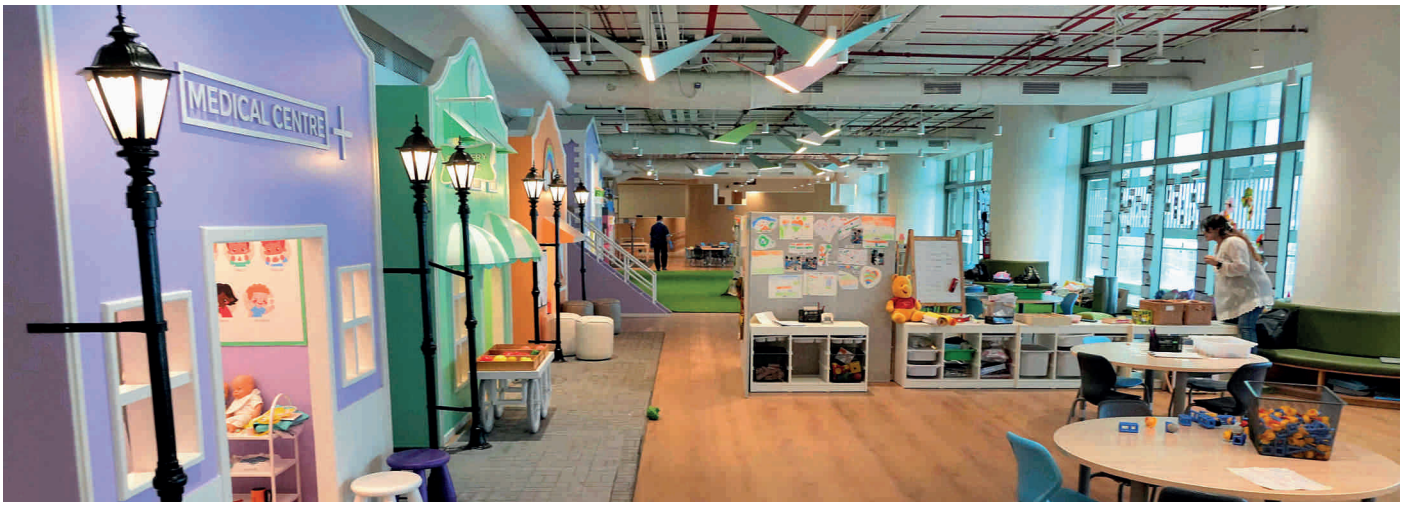
The NMAJS Early Years Campus (EYC) is thoughtfully designed to provide an open, spacious, and inspiring environment for young learners. Spread across 56,000 sq. ft., the campus is a harmonious blend of indoor and outdoor spaces that encourage exploration, movement, and interaction. Every corner is carefully created to nurture curiosity, creativity, and a sense of belonging.

Flexible learning zones and shared spaces foster community and collaboration, while movable walls and adaptable furniture allow the environment to be tailored to each child's unique learning journey. Specially designed areas spark wonder and imagination – for example, our Light Atelier, where children explore the science of light and colour through playful inquiry; our Art Studio, where creativity finds limitless expression; our Children's Kitchen, where children practise mathematical thinking and fine motor skills while playing at "Chef"; and our Gymnastics Arena, where they discover the amazing things their bodies can do.

Outdoor learning is deeply valued and encouraged at EYC. Children enjoy a play station and a mini soccer field that support their athletic development, along with opportunities to connect with nature through the gardening area, mud kitchen, and animal zone, where they safely interact with resident animals while learning about living things and their needs. These experiences enrich children's understanding of the world while fostering empathy, care, and responsibility.

The campus layout ensures high visibility and seamless access to a wide range of resources, supporting diverse learning modalities. Whether children are working together, exploring independently, or participating in guided experiences, they benefit from a dynamic environment that grows with them.

At EYC, we aim to cultivate a lifelong love of learning and lay a strong foundation for every child's educational journey.





Student Life

With holistic development being at the heart of our educational philosophy, every effort is being made to nurture students' physical and intellectual development as well as their emotional health and social well-being. Therefore, our schools provide numerous opportunities for students to engage in a wide variety of sports and co-curricular activities, school events, inter-house competitions, celebrations of festivals, club activities, community service initiatives, student exchange programmes, school trips, etc.

Through art, craft, Indian music, western music, dance, drama, and debating, we encourage students to immerse themselves in various creative pursuits and develop their talent. Celebration of various festivals and significant national and international days, and participation of all students in the annual day productions, foster in them intercultural appreciation and develop their artistic competencies.

We have a strong physical education programme and students actively participate in a wide range of sports, including football, cricket, tennis, basketball and taekwondo at interschool, national and international levels. Yoga lessons are also integrated into the curriculum. All these inspire and encourage students to develop an active and healthy lifestyle and lifelong fitness, apart from fostering in them the values and attributes of teamwork, self-discipline, and resilience.

The students are provided with varied outdoor opportunities to explore learning in the real-world context by way of school trips and visits to various places and organisations. Our exchange programmes with several schools globally help students deepen their intercultural understanding and appreciation. Apart from fostering digital literacy among students from the Primary level, over the years, the school has had a strong robotics programme that offers students





opportunities to develop problem-solving skills and apply design thinking in creative ways. Through participation in international challenges like the FIRST Robotics Competition (FRC), our students gain global exposure and learn from their peers around the world.

The school offers various avenues and platforms to develop students' leadership and entrepreneurship skills. The school's MUN programme, which is affiliated with THIMUN Hague, the Round Square initiative, the Young Entrepreneurs Academy, the Leadership Series Talks, TEDxYouth@DAIS, and the various creativity clubs in the school are among the many platforms for students to develop these skills. The Annual DAIMUN (Dhirubhai Ambani International School Model United Nations) and the Junior DAIMUN nurture students' interest in global socio-economic and political affairs, and help develop their skills to articulate progressive and realistic solutions to the various problems in the world.

Community service is an integral part of our curriculum, helping students develop compassion and empathy by understanding the challenges and unique needs of others and society at large. Students from Class I onwards are involved in community service to achieve three primary goals: awareness, action, and advocacy. The age-appropriate local, national, and international service projects, including those through NGOs and the Round Square initiative, provide students with invaluable life experiences and deepen their understanding of social responsibility and global citizenship. These multiple opportunities help our students to be problem-solvers, decision-makers, thought leaders, action leaders, and change-makers.

Our focus on students' holistic development is reflected in the diverse professional pursuits of our alumni - as social entrepreneurs, creative artists, sportspersons, and many more.







Extracurricular Activities: Discover. Develop. Lead.

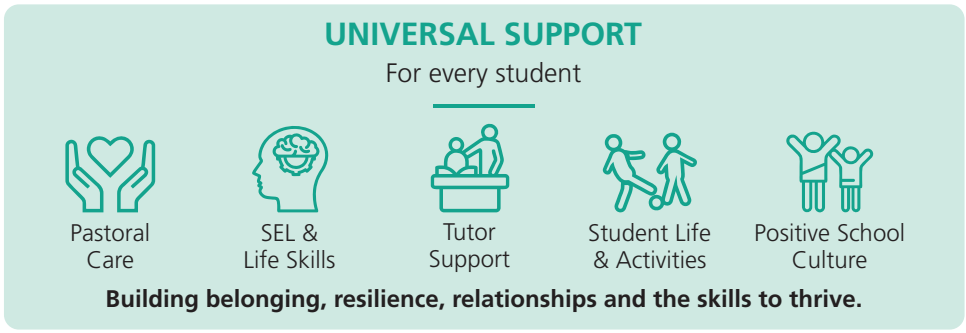
At NMAJS and DAIS, our Extracurricular Activities (ECA) programme is an integral part of our commitment to holistic education. Beginning in the Early Years Campus (EYC) and continuing through to the IB Diploma Programme, it provides every student with opportunities to discover who they are, explore their interests and, over time, develop a distinctive sense of identity and purpose.

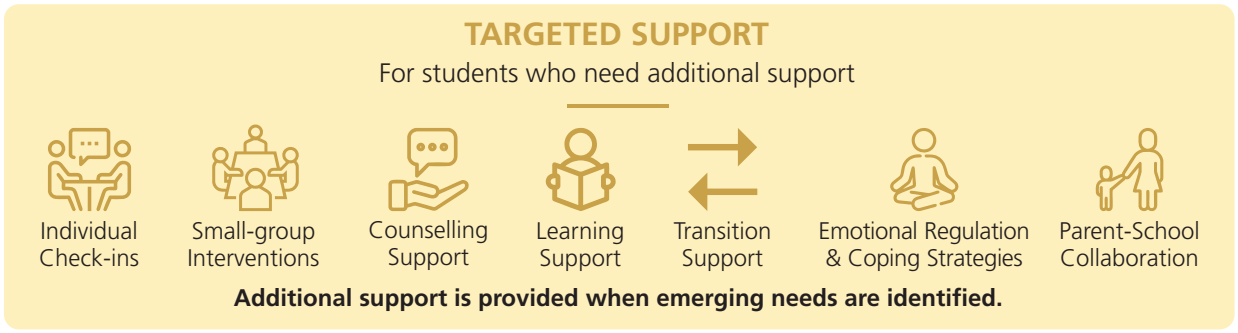
The journey evolves with the child: Participation ➔ Exploration ➔ Specialisation ➔ Representation. In the younger years, students are encouraged to experience, experiment and discover. As they progress, they can pursue interests with increasing depth, commitment and expertise, eventually taking on leadership and representing the school beyond its campus.

The breadth of opportunities reflects the breadth of our learners. Students can explore robotics, artificial intelligence, STEM and innovation; competitive sport and specialist coaching; music, performing and creative arts; debating, public speaking and student-led initiatives. For those who seek greater challenge and specialisation, our Core Activities provide pathways into competitive teams and specialist programmes, including FTC, FRC, WRO and VEX robotics, sporting teams, performances and innovation challenges.

ECA is about providing the access, choice, depth and balance that allow each child to find something that matters to them. As students grow, they move from participating in opportunities created for them to creating opportunities for others - leading clubs, mentoring peers, competing, performing and representing their school.

In this way, ECA becomes much more than an enrichment programme. It is a vital part of helping every student discover their passions, build confidence and character, and develop the interests, relationships and capacity to contribute that define a truly holistic education.







Pastoral Support & Well-being

At NMAJS and DAIS, well-being is embedded in everyday school life, rather than being something we address only when a concern arises. Our pastoral programme is built around a layered Well-being Support Architecture, ensuring that every student is known, supported and empowered to flourish.

In the Early Years Campus, the Kindness Code provides the foundation for children's well-being and relationships, helping young learners understand kindness, empathy, respect and how their actions affect others. Through everyday interactions, play, reflection and adult modelling, children begin to develop the social and emotional foundations they will carry through their school journey.

At the universal level, Tutor/Homeroom support, pastoral check-ins, student voice, transition support, community-building and student leadership create strong relationships, belonging and a sense of safety. These structures are complemented by SEL and well-being experiences that help students develop self-awareness, emotional regulation, resilience, healthy relationships and the confidence to seek help.

We recognise that different learners need different pathways. Our Learning Support and Student Care teams provide targeted and individualised support, with a clear progression of Identify ➔ Understand ➔ Plan ➔ Support ➔ Review ➔ Empower. The goal is not simply to provide intervention, but to help students increasingly understand their own strengths and needs and become advocates for their learning and well-being.

Our approach is also increasingly visible and proactive through data and student voice. The Switch4Schools well-being platform enables brief daily student check-ins around emotion, energy, nutrition, well-being reflection and whether students would like to speak to someone, giving teachers real-time insight into well-being trends and enabling earlier intervention.

Across NMAJS and DAIS, the journey moves from being cared for and guided towards increasingly taking ownership of one's well-being - building a integral culture where well-being is visible, actionable and integral to holistic education.



Student Care Services

At NMAJS and DAIS, we are committed to the well-being of every child, within the school and beyond. The focus is on meeting each child's unique learning as well as social-emotional needs, by providing an environment that is inclusive, safe, supportive and respectful. Individualised approaches are designed to cater to students' diverse abilities as well as help them cope with academic, emotional and behavioural challenges. Our Student Care team, comprising guidance counsellors and special educators, works with class teachers and parents to provide appropriate support. This enables students to cope with the demands of student life in constructive and creative ways and to prepare for life beyond school.

We have a purpose-built sensory room where sessions are facilitated by our trained occupational therapist. Sensory education equips children with the tools to explore and understand the world around them in a hands-on, experiential manner. Sessions develop the five senses: sight, hearing,

Support Strategies at NMAJS and DAIS

- Transition meetings as students exit a grade level
- In-house psycho-educational diagnostics
- Collaboration with external professionals
- In-house support for social-emotional counselling and learning support
- Life skills and well-being in PSHE classes and tutor groups
- Parent education sessions on social-emotional issues
- Career counselling and psychometric tests for Classes 9-12
- Alumni workshops on university and career choices
- Extensive college counselling



touch, taste, and smell. Sensorial activities help children to think cognitively, helping them in their future learning and also their personal and interpersonal development.

Throughout the school, student well-being is prioritised through a comprehensive and collaborative approach. Each section is supported by a Head of Student Life, who works closely with pastoral leads and homeroom teachers, advisors, or tutors to ensure daily check-ins on students' well-being. This structure fosters a deliberate effort to know each student as an individual, creating a strong foundation of care and connection. Students are given meaningful opportunities to express themselves, ensuring their voices are heard and valued. This focus on student care and agency cultivates an environment where learners feel supported, respected, and empowered.

Each year, the College Counselling office brings in over 200 university representatives from around the world, makes connections with our alumni for university guidance and internships, and builds key relationships with university admissions teams.

NMAJS and DAIS, with the focused attention of the student care services team, provide the care students need in school and the guidance students require as they embark on post-secondary paths.





Parent Partnerships: Learning Together

At DAIS and NMAJS, we believe that raising and educating children is a shared journey. Our Parent Interest Groups (PIGs) have created a meaningful platform for parents to move beyond being participants in school life to becoming active contributors and co-creators of our community.

Parent Interest Groups bring together parents, educators and school leaders around areas such as Literacy, Arts & Music, Sports, STEM, Robotics & AI, Community Service, Entrepreneurship, Financial Literacy and Internships. Drawing on the knowledge, experience and passions within our parent community, these groups enrich the experiences we offer our students and help us connect learning at school with the wider world.

An important extension of this partnership is our Parenting Workshop Series, which is co-created with our PIGs in response to the questions, opportunities and challenges that matter to families at different stages of their children's development. Parents work alongside the school to identify themes and bring together educators, specialists and inspiring practitioners to facilitate conversations that are practical, relevant and thought-provoking.

Our inaugural Parenting Symposium brought together parents, educators and experts to explore emotional connection, resilience, communication, digital safety, the teenage years, well-being, nutrition and mindful parenting. Other sessions have explored mental well-being and the role of sport in developing character, resilience and confidence.

In this way, our parent partnership is a living, evolving relationship - one in which we learn from one another, enrich our collective understanding and build a community around every child.



A Hub for Professional Learning

At DAIS and NMAJS, we believe that a great school is a learning organisation - one in which educators continually question, reflect, learn and grow. Professional learning is therefore embedded in the rhythm of school life, including dedicated time each week for educators across our Early Years, Primary, Middle and Secondary sections to collaborate, reflect and strengthen their practice.

Over the past year, this commitment has grown into a vibrant culture of global educational exchange. We have welcomed internationally recognised educators and thought leaders including Tania Lattanzio, Vincent Ventura, Leo Thompson, Lucy Calkins, Matt Glover, Dr Rebecca Rolland, Dalbir Kaur, and Rita Bateson, engaging our teachers in learning spanning the science of learning, literacy, inclusion, well-being, metacognition, pedagogy and the purposeful integration of AI.

Our campuses have also become spaces where the wider educational community comes together. DAIS and NMAJS hosted the NEASC Leading Learning India Workshop, ECIS Global Programme and the CIS Accreditation Network Event, while NMAJS welcomed Early Years leaders from across India for the Pan India Association of Heads of IB Schools' Early Years Coordinators' Meet.

The IB Global Conference Mumbai 2026 further placed our community at the heart of international educational dialogue, bringing more than 1,100 educators, leaders and thought leaders together around the theme Shared Learning, Shared Futures.

Importantly, learning flows both ways. Our educators and leaders contribute to global platforms, sharing our experiences and learning alongside colleagues worldwide.

At DAIS and NMAJS, professional learning is not an event. It is a culture - one that ensures our educators keep Evoling, our practice keeps adapting, and every learner feel empowered and supported.

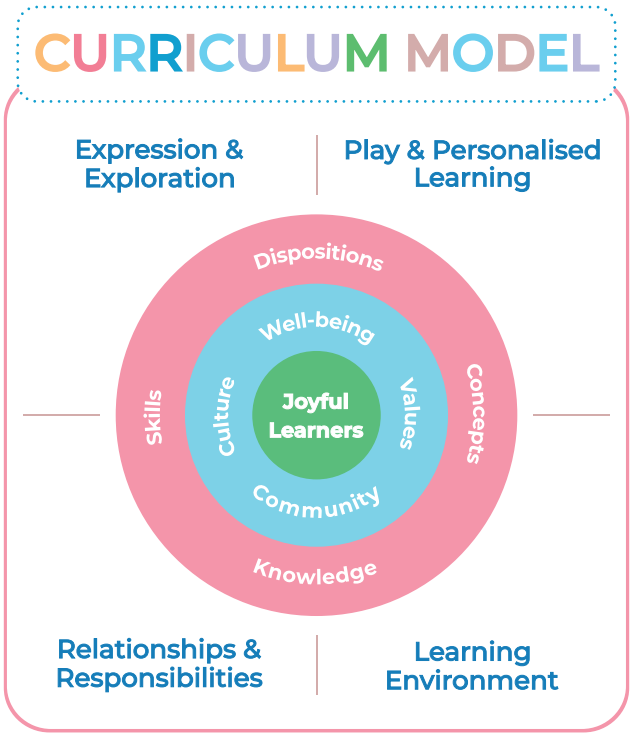


PYP-Early Years: Nursery, LKG & UKG

In the PYP-Early Years programme comprising Nursery, Lower Kindergarten (LKG) and Upper Kindergarten (UKG), the focus is on encouraging children's curiosity, exploration and discovery in a safe and happy learning environment. We believe that every child is capable, confident, and creative and has an innate desire to learn. Our emphasis is on stimulating children's interests and motivating them to learn through play and inquiry. This helps them construct an understanding of their world and equips them with the skills and knowledge they need to build a strong foundation for their future learning.

As each child is unique with individual preferences and prior knowledge, we personalise each learner's journey by tailoring our approach to meet their specific needs, readiness, and interests. By fostering learner agency, we enable these young learners to make informed choices, take ownership of their learning, and make them know that their voice is valued.

Our holistic approach ensures that socio-emotional, physical, and cognitive development is supported during these foundational years. As a PYP school, we provide a high-quality curriculum that is both relevant and challenging, guiding our learners in the context of transdisciplinary units of inquiry. This method integrates appropriate skills and knowledge from various subject areas into authentic and contextual units of inquiry, making their learning experience meaningful and engaging.





Our curriculum includes:

- Language and Literacy (English & Hindi)
- Mathematics
- The Arts (Visual and Performing Arts)
- Science
- Individuals and Societies
- Social Emotional Learning
- Physical & Health Education

Our many celebrations and the traditions we follow help our students connect with our Indian heritage as well as understand and appreciate other cultures, thus promoting international mindedness.

Complementing the PYP framework, we are also inspired by the Reggio Emilia approach that enables children's creativity and their sense of wonder and awe about the world around them. In our custom-built play village, children can develop and practise their skills while they play and learn. This is where they bring their imaginative ideas to life, role-playing as astronauts, doctors, architects, or caring for family and friends in the play homes.





PYP Classes I to V

At NMAJS, Classes I to V offer an exciting and creative experience within the International Baccalaureate (IB) Primary Years Programme (PYP) framework. The IB Learner profile attributes, along with the NMAJS guiding statements, work together to develop learners who value and embody international mindedness and act on their learning to make the world a better place.

Through a transdisciplinary approach, acquisition of knowledge, development of conceptual understanding and mastery of skills, students build a strong foundation within and across disciplines. Our written curriculum has been developed to meet the needs of holistic education. Academic rigour, social-emotional well-being, and values and attributes serve as integral elements for a balanced learning experience for students. The inquiry process allows individual, small-group and whole-group experiences that support and strengthen the skills of collaboration and communication.

The NMAJS campus utilises space, resources and people to create learning opportunities that are relevant and challenging. Intentional technology integration further enhances experiences and promotes creative and critical thinking skills. Throughout their Primary Years, students build on their digital literacy, problem-solving, and thinking skills, and will learn block-based programming languages such as ScratchJr, Octostudio, and Minecraft Education.

Core Subjects

- English
- Mathematics
- Science
- Social Studies

Languages

- Hindi
- Marathi

Arts

- Performing Arts Dance, Drama, Music
- Visual Art

Physical & Health Education (PHE)

- Physical Education
- Yoga

SEL, Technology



Field trips, excursions, activities and presentations provide experiential learning opportunities. As students observe and engage with the world around them, they wonder and question to make connections to their learning. Student engagement in community service activities from Class I onwards sensitises them to the community's needs, within local and global contexts.

The Primary Years students are engaged in team and individual sports to nurture a sense of team spirit and community, as well as individual effort and accomplishment. Students are encouraged to participate in inter-house cultural and sporting events. Specific weekly sessions provide opportunities to further their passion and abilities.

We offer a wide range of curricular and extra-curricular activities that help instil in children confidence and self-management skills. The focus on developing social skills while working with others fosters individual expression and develops respect and appreciation for diversity.





MYP Classes VI & VII

As an authorised school for the IB Middle Years Programme (MYP), at NMAJS we have adopted the MYP framework for Classes VI and VII. This interdisciplinary programme builds on the concepts and skills learnt in PYP.

We believe that students learn best when the learning and teaching are contextual and are connected with their experiences and the world around them. The units of study focus on transferable skills and subject-specific concepts that extend beyond subject matter or place and time. The MYP identifies six global contexts that are explored through inquiry-based units in each subject throughout the programme to help students develop a sense of understanding of the world, explore common humanity, and inculcate a shared guardianship of the planet. Together, concepts and contexts are used as a lens to focus on 'Big Ideas' that are relevant and significant to our local and global contexts.

In each year of the MYP, students explore purposeful and collaboratively planned units within and across disciplines. The NMAJS curriculum standards, inspired by the best curricula around the world, work in tandem with the MYP framework to support rigorous disciplinary and interdisciplinary learning and teaching.

We believe in empowering students to 'learn how to learn'. Students practise skills embedded in communication, collaboration, organisation, reflection, information literacy, media literacy, critical thinking and creative thinking. A focus on these skills allows for explicit teaching and provides opportunities for students to continue developing agency and strengthen their understanding of the attributes of the IB Learner Profile and the NMAJS values.

The MYP fosters the development of intercultural understanding and global citizenship. The emphasis



on multilingualism allows for open-minded thinking and effective communication. Through exposure to different languages and cultures, students continue to build their understanding of international mindedness. The Programme is challenging and authentic, encouraging students to make connections between subjects and the real world.

Extracurricular opportunities, including field trips, excursions, competitive sports, and Round Square events, help students develop leadership and social skills, as well as cultural awareness and the spirit of community service. Problem-solving and intentional development of technology skills are enhanced through design and coding. Inter-house cultural and sports events encourage healthy competition and team spirit. By participating in class assemblies, concerts and drama productions, students develop confidence, communication skills, and creativity.

The end of the MYP journey culminates in a Community Project, as students participate in a sustained, self-directed inquiry, drawing on their skills, understanding, knowledge and creativity to take responsible action in their community and within a wider global context. The curriculum offers the following subjects:

Language & Literature	Language Acquisition	Individuals & Societies	Sciences	Mathematics	Arts	Physical & Health Education (PHE)	Design
English	Second Language: Hindi/ Spanish/ French	History Geography	Physics Chemistry Biology	Mathematics	Music Theatre Arts Dance & Drama Visual Art	Physical Education Health Education	Digital Design Product Design Coding

Interdisciplinary Unit (IDU), Community Project (CP)

Third Language: Marathi, SEL, Yoga

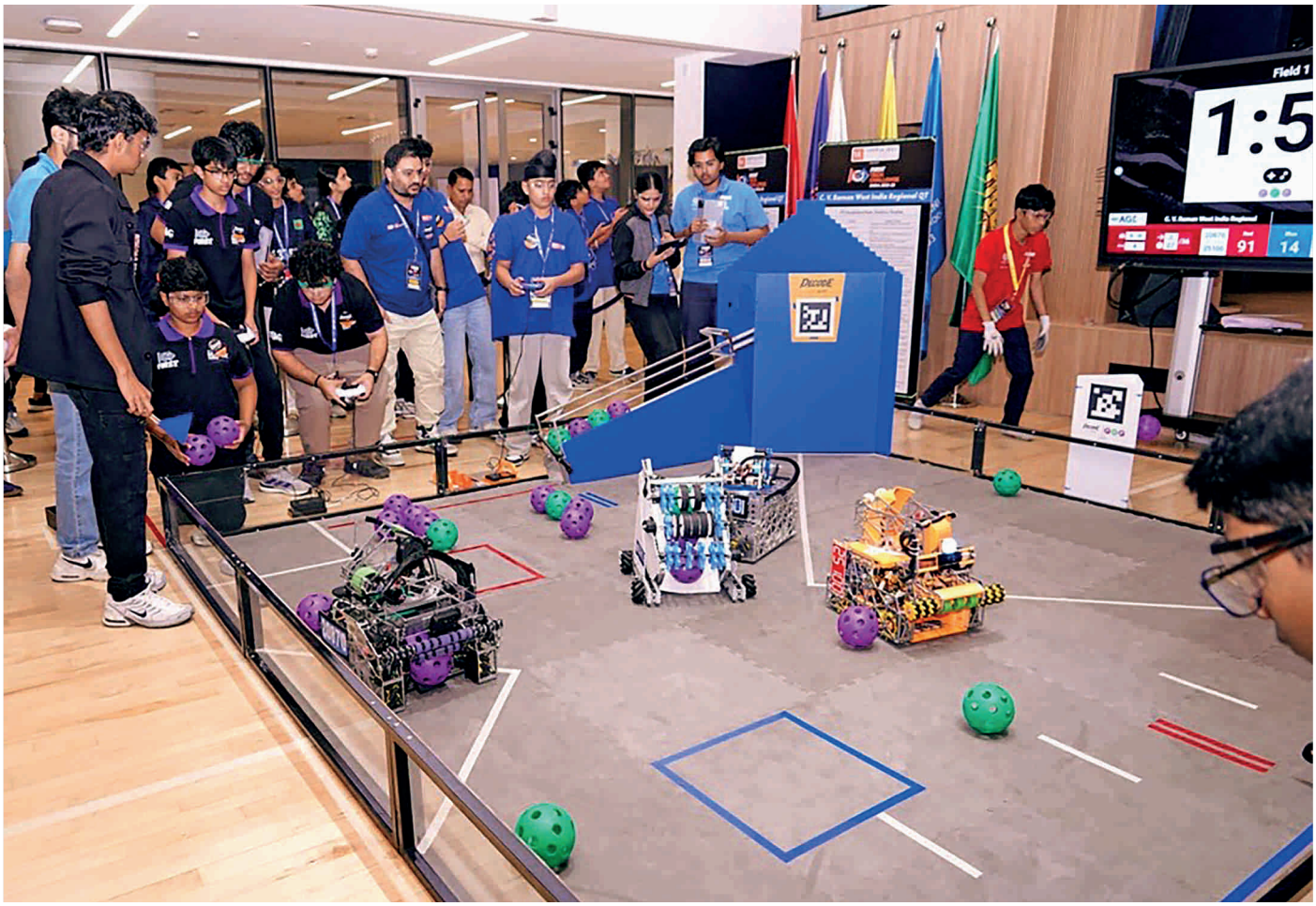


IGCSE Programme - Classes VIII to X

The Cambridge International Education (CIE) administers the International General Certificate of Secondary Education (IGCSE) Programme. In the two-year IGCSE Programme at DAIS, students of Classes IX and X study a range of subjects that are both exciting and challenging. The Programme develops creative thinking skills by engaging students in inquiry-based learning and prepares them to solve problems based on real-life issues in innovative ways. While the Programme is international in outlook, it very much integrates the local context. The holistic and experiential nature of learning balances knowledge, understanding and skills, and provides a solid foundation for the IB Diploma and other pre-university programmes.

In Class VIII, which is the preparatory year, students study subjects that prepare them for the IGCSE Programme - English, Second Language, Sciences, Social Sciences and Mathematics, along with optional subjects like Drama, Art, Music and Computer Studies. Students develop critical thinking, communication, research, self-management, social and reflective skills through the programme.

Through a stimulating classroom environment, the Programme encourages students to explore ideas and take on intellectual challenges, while empowering them to take ownership of their learning. To achieve this, the curriculum is actively embedded with collaborative approaches and experiential learning while fostering academic integrity and building lifelong skills. In addition, the extracurricular activities and service initiatives are integral to student life, nurturing self-aware individuals who are responsible for themselves, as well as their local and global communities. Students are supported in charting their unique pathways as they explore their strengths and emerge as confident learners. They pursue their varied interests through a range of experiences such as Round Square activities, Model United Nations (MUN), exchange trips, robotics, and subject-related educational trips. Students emerge as reflective and responsible individuals who can adapt to new situations and ways of thinking.



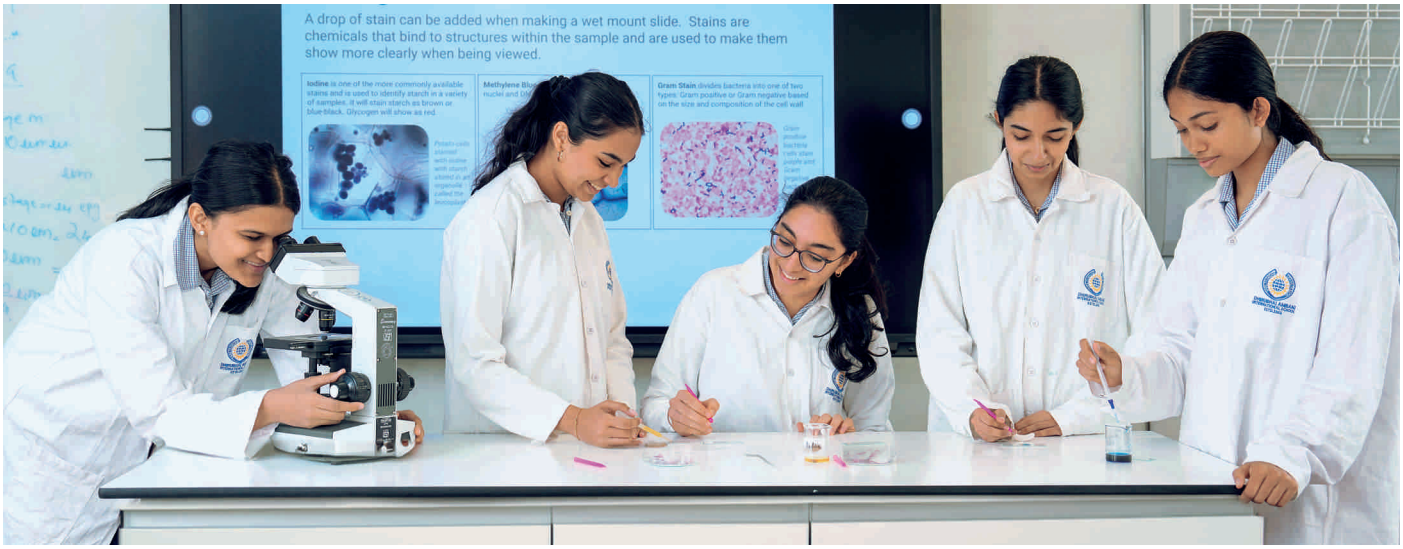
Student learning is enhanced through effective learning management systems, access to digital resources and a literacy programme to develop reading and referencing skills. The Programme also focuses on social-emotional learning guided by the student care services team. Ongoing interactions and the tools provided by our College Counselling team guide students to opportunities for self-development throughout their journey in the IGCSE Programme.

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 Professional & Creative
First Language English	World Literature	Physics	Mathematics	Art & Design
Foreign Language (French or Spanish) or Second Language (Hindi)	Global Perspectives	Chemistry	Additional Mathematics	Business Studies
	Geography	Biology		Computer Science
	History			Drama
				Music
				Physical Education

Students will be required to study Marathi as a compulsory Third Language.



IB Diploma Programme – Classes XI and XII

The International Baccalaureate Diploma Programme (IBDP) is a rigorous academic course that strives to develop inquiring, knowledgeable and caring young people, who help to create a better world, through intercultural understanding and respect. DAIS integrates the IB Learner Profile attributes into its day-to-day practices, focusing not only on the academic content in the courses but on developing learners who have the skills and abilities to learn and succeed in the future. Thus, the students flourish intellectually, emotionally, physically, and ethically.

The learning experiences and activities throughout the programme are grounded in the IB's Approaches to Learning (ATL), which emphasise the essential skills and strategies that students need to become effective, independent learners. Woven throughout the programme is a deliberate focus on thinking, communication, social, self-management and research skills thereby equipping students with the tools to learn and thrive in the ever-changing world of work.

Unique to the IB Diploma Programme is its focus on inquiry and its incorporation of the Core - important pursuits that tie the programme together - comprising three components:

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

The Core ensures that the overall approach to learning is interdisciplinary and experiential and engages the learner with complex ideas and the ability to appreciate multiple perspectives.

Students develop their unique strengths through the range of opportunities provided by the school. Students participate in Model United Nations (MUN) conferences and host the Dhirubhai Ambani International School Model United Nations (DAIMUN) Conference. Through Round Square conferences and events such as Economics Summit and TEDxYouth@DAIS, students broaden their horizons, hone their leadership skills, and are exposed to a wide range of perspectives.

Through active participation in various exchange programmes, students cultivate a deeper sense of social and cultural understanding. In addition, students participate in and lead various activities such as STEM club, debate, sustainability club, art appreciation, and sporting activities. The DAIS Robotics Programme provides a valuable skill-building experience, enabling students to learn how to solve practical problems in creative ways and apply design thinking; while participating in challenges such as FRC (FIRST Robotics Competition), International Space Settlement Design Competition (ISSDC) gives them exposure to robotics projects developed by students from around the world. These regular out-of-classroom experiences enrich student life, pave the way for greater self-awareness and inculcate in students the spirit of creativity and innovation.



The Community Service programme at DAIS encourages students to identify the needs of society at large and sensitises them to be compassionate individuals who contribute meaningfully. Through our partnerships with NGOs, students are involved in designing solutions for creating awareness among peers about gender equality and health issues, helping cancer survivors by working with the Indian Cancer Society, teaching students from municipal schools, organising sports tournaments, and so on.

The final two years of schooling are important as a transition period for students. During this time, students' sights are set on the future. The College Counselling team provides a robust programme that guides and supports students in their university choices, based on their aptitude and aspirations. The School hosts a Career Fair and provides internship opportunities to help students make informed decisions. The College Counselling team also provides guidance in planning for the transition to college, to new locations and to life as a young adult. 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	Group 2 Language Acquisition	Group 3 Individuals and Societies	Group 4 Sciences	Group 5 Mathematics	Group 6 The Arts
First Language and Literature HL/SL	French *ab initio* SL	Business Management HL/SL	Biology HL/SL	Analysis and Approaches HL/SL	Visual Arts HL/SL
Literature HL/SL	French B HL/SL	Economics HL/SL	Chemistry HL/SL	Application and Interpretation HL/SL	Theatre Arts HL/SL
	Hindi B HL/SL	Geography HL/SL	Computer Science HL/SL		Music HL/SL
	Spanish *ab initio* SL	Global Politics HL/SL	Physics HL/SL		
	Spanish B HL/SL	History HL/SL	Sports, Exercise and Health Science (SEHS) SL		
		Psychology HL/SL			

Students are required to choose three subjects at 'Higher Level' (HL) and three subjects at 'Standard Level' (SL). The student must choose one subject each from Groups 1 to 5. The sixth subject may be chosen from either Group 3 or Group 4 or Group 6.

Among the Top 10 Schools globally

(Outside of US and UK)

HSBC Hurun Education Global Highschools ranking

Among the Top 10 IB Schools globally

Ranked the No. 1 IB School in India

Education Advisers Ltd, UK

IBDP Class XII Results 2026

40.8
points
DAIS Average
Diploma score

30.8
Worldwide

13
Students obtained the perfect score of 45 points

75%
of DAIS students earned 40 points or above

10.1%
Worldwide

University Placements

100%
of the Class of 2026 is placed in a University of their choice

131
admissions offered by 20 of the world's top 30 universities

26%
of the Class of 2026 received full or partial scholarship from universities

Ranked the No. 1 International School in India

Since 2013

EducationWorld India

NMAJS - Early Years Campus
Ranked the No. 1 Preschool in India

EducationWorld India

IGCSE Class X Results 2026
Percentage of students achieving A*'s and A's

84%	22%	48.4%
DAIS	UK National Schools	UK Independent Schools

ICSE Class X Results 2026

95.4%	99.6%	28 out of 33 students scored 90% and above
Our Average Score	Our Top Score	

Co-curricular Awards		
International	National	State / District
90	27	7

Sports Awards		
International	National	State / District
21	150	249

University Placements

Over the years, 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, Czech Republic, Finland, Qatar, Grenada, and India.

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

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

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

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

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

- University of Toronto, Canada
- National University of Singapore, Singapore
- Nanyang Technological University, Singapore
- University of Melbourne, Australia
- Monash University, Australia
- University of British Columbia, Canada
- University of Hong Kong, Hong Kong
- McGill University, Canada
- Erasmus University, Netherlands
- Hong Kong University of Science & Technology, Hong Kong
- University of Waterloo, Canada
- Trinity College, Ireland
- Aalto University, Finland
- Bocconi University, Italy
- Royal College of Surgeons, Ireland
- Jacobs University, Germany
- New York University, Abu Dhabi, UAE
- Northwestern University, Qatar
- Franklin University, Switzerland
- Savannah College of Art and Design, Hong Kong
- Sciences Po, France
- ie University, Spain

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

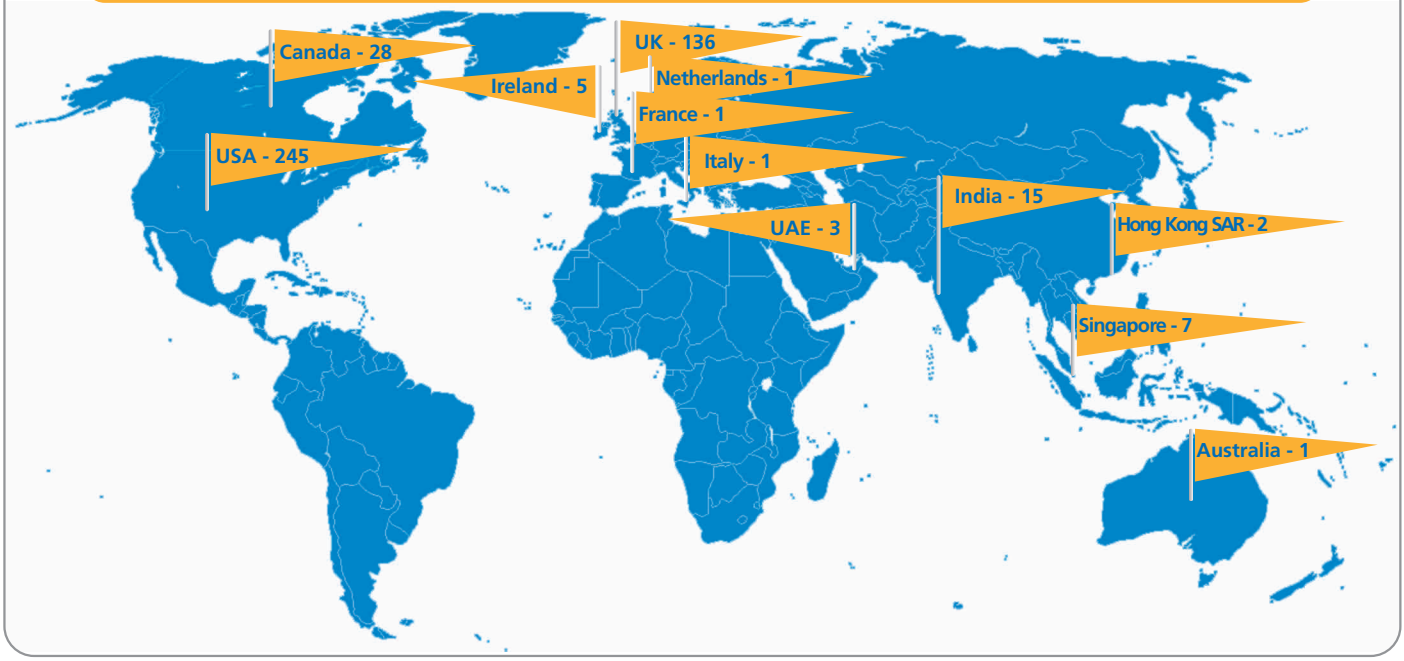
- H. R. College of Commerce & Economics, Mumbai
- Government Law College, Mumbai
- St. Xavier's College, Mumbai
- Narsee Monjee College of Commerce and Economics, Mumbai
- Jai Hind College, Mumbai
- Welingkar Institute of Management, Mumbai
- K J Somaiya College of Science and Commerce, Mumbai
- K C College of Arts, Science and Commerce, Mumbai
- R A Podar College of Commerce and Economics, Mumbai
- NMIMS Mukesh Patel School of Technology, Management and Engineering, Mumbai
- Ramnarain Ruia College, Mumbai
- ATLAS SkillTech University, Mumbai
- Sophia College, Mumbai
- D. Y. Patil Dental College and Hospital, Navi Mumbai
- Symbiosis College of Arts and Commerce, Pune
- FLAME University, Pune
- Jindal Global Law School, Sonepat
- Ashoka University, Sonepat
- Lady Shri Ram College for Women, New Delhi
- National University of Juridical Sciences, Kolkata
- Plaksha University, Mohali
- St. Joseph's College, Bangalore
- NALSAR University of Law, Hyderabad
- Krea University, Sri City

Some of the colleges/universities that have offered scholarships to our students

- Massachusetts Institute of Technology
- Stanford University
- University of California
- University of Cambridge
- Columbia University
- Yale University
- University of Pennsylvania
- University of Toronto
- Princeton University
- Cornell University
- Washington University in St. Louis
- University of British Columbia
- University of Hong Kong
- Boston University
- University of Southern California
- Amherst College
- Georgetown University
- Central Michigan University, USA
- New York University - Abu Dhabi, UAE
- Tulane University
- Wheaton College
- ie University, Spain
- School of the Art Institute of Chicago
- Sciences Po, France
- University of Notre Dame
- Hong Kong University of Science & Technology

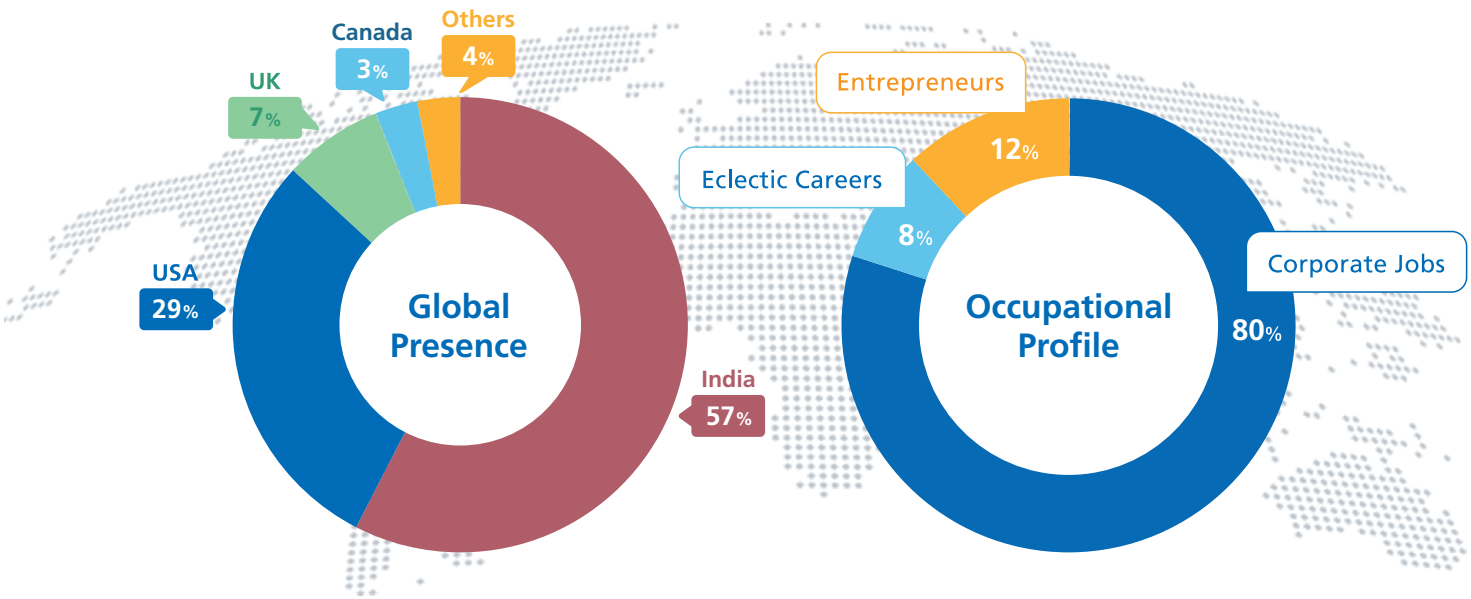
For DAIS Student placements 2005-26, visit https://www.dais.edu.in/universityplacement2005_2026.html

Number of admission offers received by the IBDP Class of 2026 from universities worldwide



Our Alumni

2400+	24	23%	62%
Alumni	Countries	Pursuing Higher Education	Professionals & Entrepreneurs



Majors Chosen

Engineering & Technology — 35%	Science — 8%
Computer Science & IT — 15%	Psychology — 5%
Business Management — 13%	Medicine — 4%
Economics & Commerce — 10%	Others — 10%

Our Alumni's Diverse Professional Pursuits



Ananya Panday

Class of 2017

- Actor
- Youth Icon of the Year 2024 by NDTV
- Best Actor Critics' (Female) Film Award @ Filmfare OTT Awards 2024



Vishvesh Jhaveri

Class of 2005

- Director (Business Development, M&A, Project Finance) REV Renewables
- Named 30 Under 30 Energy Finance Professional by Juniors in Energy Finance (JiEF)



Mihir Desai

Class of 2006

- Director - SHOWTIME (Dharmatic Entertainment)
- Director – Mirzapur (Amazon Prime – Web Series)



Shifa Soomar

Class of 2006

- Director - Business Marketing - Pine Labs
- Founding Member - ISB Women



Aayush Nagrecha

Class of 2009

- Match Commissioner - All India Football Federation



Davin Dilip Dedhia

Class of 2007

- Co-Founder & CMO – Auptimate
- Auptimate recognised in Singapore Business Review's "20 Hottest Startups of 2025"



Dr. Sakshi Ramon Kirpalaney

Class of 2011

- Staff Anesthesiologist & Regional Anesthesia Fellow - Toronto Western Hospital



Sana Javeri Kadri

Class of 2010

- CEO & Founder – Diaspora Spice Co.
- Featured in Forbes 30 Under 30 – Food and Drink



Naviya Kothari

Class of 2016

- Co-Founder & Co-Head – District Angels
- Global Shaper – World Economic Forum



Naman Pushp

Class of 2022

- Founder and CEO – Airbound
- Distinguished Speaker / Featured Founder - ET Edge Most Innovative Organisations 2026

Our Alumni work with Leading Organisations Worldwide

Technology



Beauty & Personal Care



Advertising, Entertainment and Media



E-Commerce, Food Delivery, and Logistics



Manufacturing, Retail, and Fashion



Accounting, Auditing, Consulting, and Financial Services



Legal Consulting



Healthcare and Life Sciences



Alumni Empower Our Student Community

Enrich Learning with Real-World Insights

Alumni bring classroom projects to life with their industry expertise, offering invaluable perspectives.

Alumni-Inspired Days

Lively events where alumni reconnect and spark inspiration throughout our school community.

Transitioning to University Life

Students receive guidance and advice through personalized letters from alumni to help ease the transition to university.

Alumni Integration into School Events

Alumni enhance key events such as CAS, Fete, and TED Talks, adding depth and richness to the school's cultural and academic life.

DAIScover Series

Alumni reveal their success secrets and career journeys in this online webinar series, powered by Univariety.

Bi-Yearly Alumni Newsletter

Stay updated with alumni achievements, industry insights, and fun features like alumni parents in our bi-yearly newsletter.



Reminiscing their time at DAIS



Pujan Ghelani

Class of 2006

SCAN TO WATCH

Senior Director of Partnerships & Business Development @ SymphonyAI



Aakriti Tapuriah

Class of 2007

SCAN TO WATCH

Co-Founder @ STAC Fine Jewellery



Prasidh Chhabria

Class of 2018

SCAN TO WATCH

Product Leader @ Percepta



Arzoo Sameer Usgaonkar

Class of 2022

SCAN TO WATCH

Business Analyst @ McKinsey & Company

Dynamic Duo of DAIS: Connecting Experience with Ambition

Junior and senior alumni from similar professional fields are paired to exchange candid insights, navigate career decisions, and build lasting professional connections.

From entrepreneurship and career transitions to building lasting networks, this recent alumni pairing sparked fresh perspectives and insights shaped by lived experience. Meet the senior and junior alumni behind this Dynamic Duo.

Senior



Pratik Gupta

Class of 2006

Founding Partner - FoxyMoron & Zoo Media

SCAN TO GET A GLIMPSE OF THE CONVERSATION

Junior



Devanshi Ruparel

Class of 2017

Brand Manager - Emperor Akbar



Primary Years Programme

Middle Years Programme

Diploma Programme

Cambridge Assessment International Education

CIS WE ARE AN ACCREDITED SCHOOL

ecis

NEASC ACCREDITED

ROUND SQUARE

NESA

INTERNATIONAL ACAC

ista

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

info@dais.edu.in | info@nmajs.edu.in • www.dais.edu.in | www.nmajs.edu.in