



EDUCATE • ENRICH • ENLIGHTEN



P R I S M

Cambridge International Edition

# Message from Director

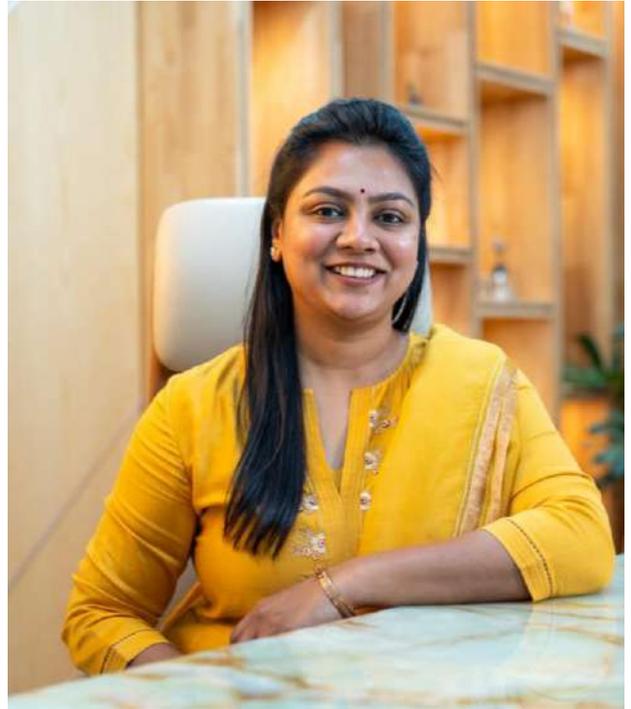
Dear Parents, students, teachers, members of the Gaudium senior leadership and pedagogical leadership team. I welcome you all to our 11th Annual Sports day.

Our theme for this year is “The Power of Possibility.” Every child is born with an incredible sense of possibility or a natural belief that anything they dream of is achievable. This belief is powerful. It shapes how they see themselves, how they understand the world, how they face challenges, and how they grow emotionally, mentally, and socially. But today, there are many factors limiting this innate power and we as parents and teachers have to be extremely vigilant.

Children today are becoming increasingly emotionally sensitive, more anxious, more afraid of failure and in some cases as we are seeing in the news, they are even taking drastic steps when they are unable to cope. This makes it even more important than ever to build resilience, grit, and emotional strength in them from a very early age.

How do we do this? What are some of the essential approaches that we can take?

Number 1. We must refrain from shielding our children from every discomfort they face and refrain from solving their social problems. Children must be guided, corrected, and intentionally groomed by the adults around them.



They need to experience the full range of human emotions from a young age like embarrassment, resentment, disappointment, failure, frustration, rejection, hurt, fear, anxiety, and even boredom. They must learn to accept these emotions as a natural part of life, something every human being goes through. When we shield them from experiencing these emotions, we unintentionally weaken their ability to face real-life challenges. Today, many parents rush to protect their children from the smallest discomforts like forgotten homework, missed deadlines, conflicts with friends, or small failures.



# Message from Director

But every time we rescue them, we take away an important opportunity: the chance for them to feel the consequences of their choices, to cope with those emotions, and to learn how to take the next step forward

We must allow children to experience discomfort instead of constantly shielding them from it. Discomfort is not harmful, it builds character. In fact, experiences, especially the difficult and uncomfortable ones, are what truly shape emotional resilience.

Number 2. children need to be motivated to do hard things, even when they don't feel like doing them. They must learn that positive effort leads to positive outcomes through natural consequences. This is where real confidence is built and this will also lead to Discipline.

Simple daily tasks like grooming themselves, completing homework on time, finishing what they started—may seem small, but they build mental strength, responsibility, and follow-through.

A child who can function only when they are motivated will grow into an adult who crumbles under pressure. But a child who learns to do what is needed, even when it's difficult, grows into an adult who can persevere, take responsibility, and succeed.

We, as parents and teachers, need to gently nudge children to take on difficult tasks according to their potential even when they don't feel like doing them.

Number 3. We must teach children to handle boredom. Today's children live in a world of constant stimulation—screens, entertainment, notifications, and instant gratification. The moment life becomes quiet, they panic. Give them space without screens. Let them sit. Let them think. Let them reflect. Let them build something with their hands or simply observe the world around them

This quiet space, this boredom is where emotional resilience truly grows

Children raised on constant stimulation cannot tolerate stillness. They mistake quiet for discomfort and rush to fill it. But children who learn to sit with boredom develop patience, creativity, problem solving, independent thought and inner strength. We, as parents and teachers, should encourage children to practice meditation, chanting, or any spiritual discipline that helps them to sit with themselves, think, reflect, and build the capacity to tolerate stillness.



# Message from Director

Number 4, we must teach children to take responsibility for their actions. Owning their mistakes and learning to apologise sincerely teaches humility, reflection, and emotional maturity. When they admit mistakes without fear of shame and apologise with understanding, they learn humility, confidence, and emotional balance. This courage to own their actions will guide them throughout life. A child who can admit mistakes grows into an adult who does not run away from growth. Teaching responsibility builds emotional strength, self-awareness, and the courage to stand by one's actions.

Number 5. perhaps most importantly they need to hear the word "No." Children must learn that not everything will be handed to them. Life will not always go their way and they must accept it. They need to face rejection, failure, and disappointment and learn to understand why it happened. Why was I rejected?

Why did I fail? What can I do differently next time? When children learn to process these emotions, they develop resilience, clarity, and inner strength. Saying "No" is not being harsh—it is preparing them for the real world. A child who learns to accept "No" becomes an adult who can handle setbacks without breaking.

All these approaches help children to believe in the power of their possibility that they can do hard things. They can handle discomfort. They can grow. They can try again. And that they can become more than what they are today. And most importantly, they stop getting shaken by small failures, insults, conflicts, disappointments, resentments, or setbacks. Instead, they learn to rise, reset, and move forward with strength.

As Educators and teachers, we are committed to reinforcing these values in school. But for children to truly benefit, it is vital that parents echo the same principles at home. We need to speak the same language, uphold the same boundaries, and model the same expectations. This is a partnership. Together, as co-parents in their growth especially since children spend nearly 60-70% of their waking hours with us.

Let us raise children who are not afraid of emotions, not afraid of effort, not afraid of failure. Let us raise children who can stand strong, think clearly, choose wisely, and act courageously.

Thankyou!

**Kirthi Reddy**

**Director**



# Message from Coordinator

## Dear parents & students,

Welcome to the December and January edition of the Cambridge newsletter!

December has the clarity, the simplicity, and the silence you need for the best FRESH START of your life; while January welcomes you with new hopes and new resolutions.

December woke up to the call of a Sports extravaganza; the campus awakened to the drumbeats of our grand Annual Sports Day Celebrations 2025 -The power of possibility where our students displayed remarkable confidence, coordination, and enthusiasm

With the IGCSE Board examinations and the Term II Examinations for Grades 6-9 around the corner, I would like to affirm that examinations are the most wonderful things in any human's life. They are a litmus test of our abilities, strength, and self- management. It's once again the same story in every school and household; teachers struggling against time to complete the syllabus, parents nagging children at home to study, and children grappling with the overwhelming stress of impending exams. But it needn't necessarily be that way.



Exams are a part of life. Keeping a long-term perspective in mind, preparing well, and having the right social and emotional support can ease this process and make exams a learning process. Just be strong and channelize your strengths and focus on your weaknesses.

Remember, there are no shortcuts for success!

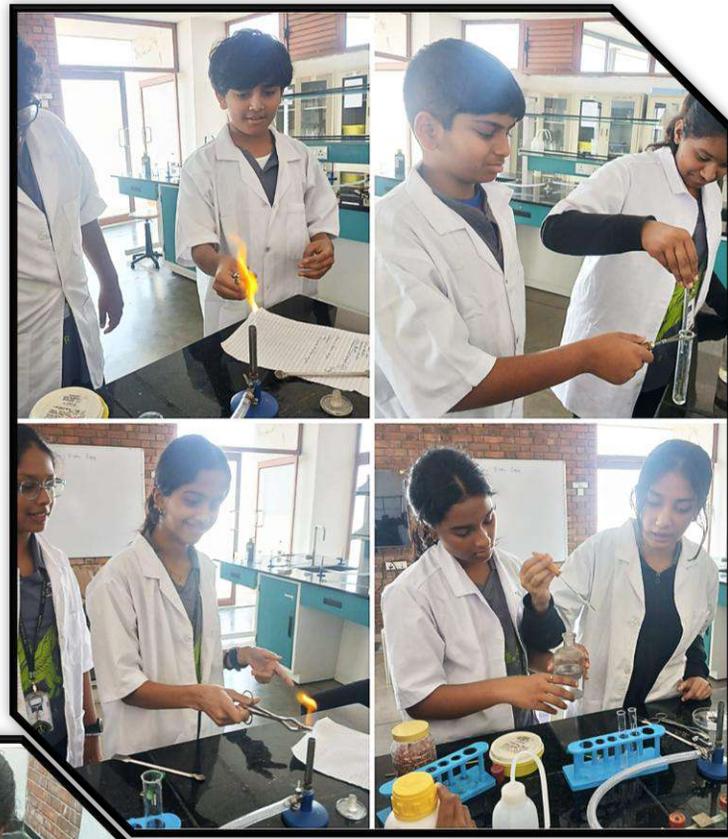
All the best!

**SUNITHA INDUKURI**



# Holistic Excellence

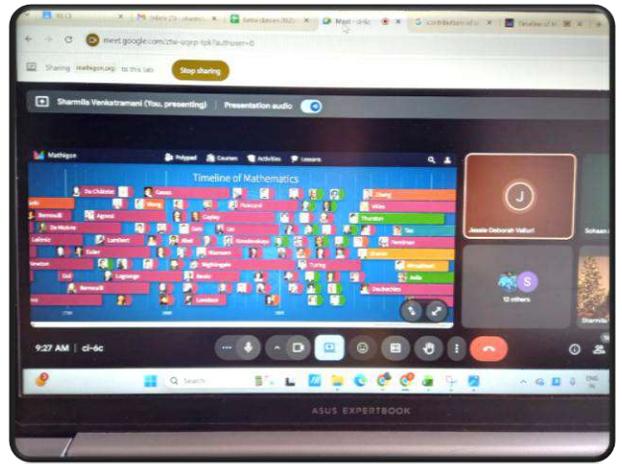
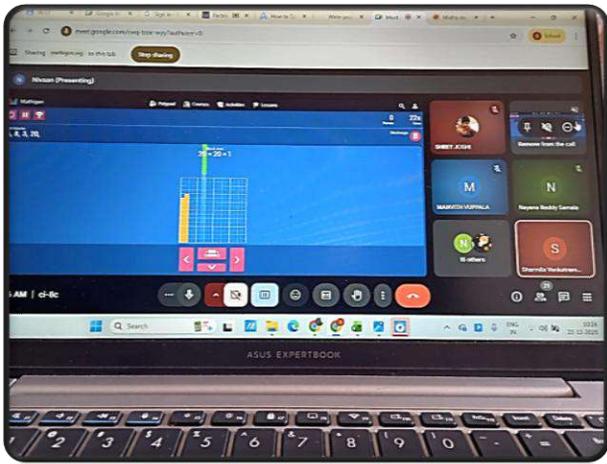
Students of 7 D had lab exposure to visualize how metals react with oxygen and water, forming oxides and sometimes releasing hydrogen. Nonmetals like sulphur also react with oxygen. Tests include: glowing splint for oxygen, 'pop' sound for hydrogen, and limewater for CO<sub>2</sub> were conducted.



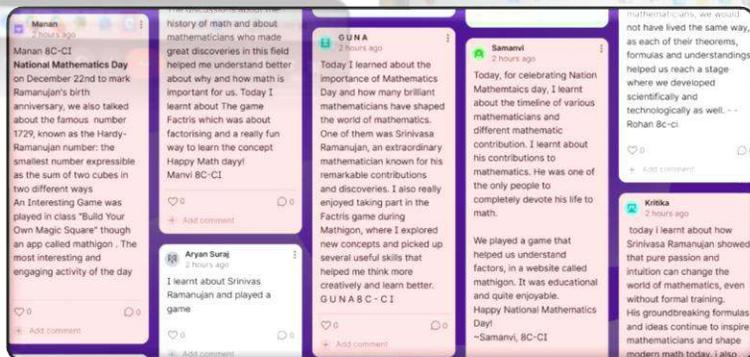
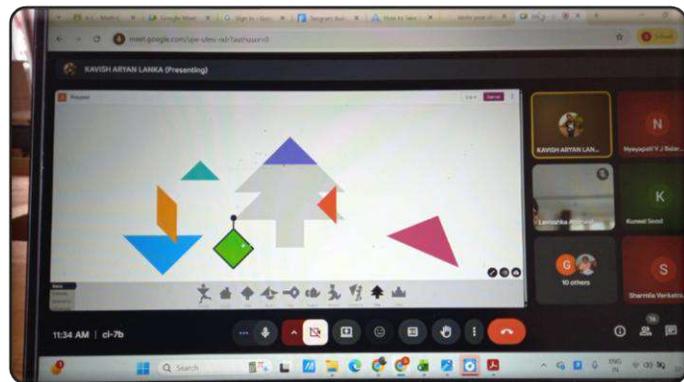
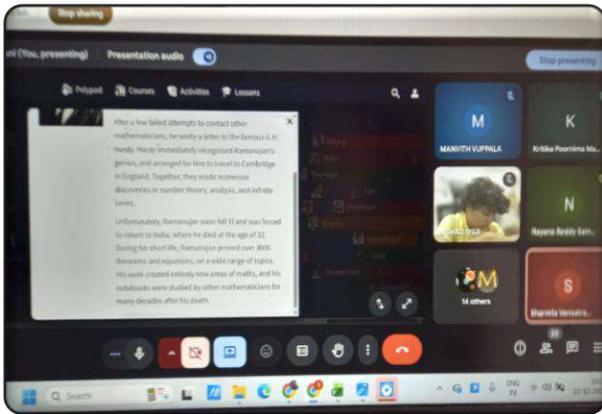
6B students had hands on activities using STEM kits during their science class.



# Holistic Excellence



Grade 7 Cambridge learners celebrated Math Day with enthusiasm by participating in online games like Tangrams and Factors. Students learned about Srinivasa Ramanujan's contributions, reflected on real-life applications of mathematics, explored a math timeline, and discovered that math is fun, meaningful, and essential for problem-solving and critical thinking.



# Holistic Excellence

On National Mathematics Day, we celebrated the beauty, power, and importance of mathematics in our lives. Observed on December 22, this day marks the birth anniversary of the legendary Indian mathematician Srinivasa Ramanujan, whose extraordinary contributions continue to inspire learners and researchers around the world.

Mathematics is much more than numbers and formulas—it is the foundation of logical thinking, problem-solving, and innovation. From everyday activities like managing time and money to advanced fields such as science, technology, engineering, artificial intelligence, and space research, Mathematics plays a vital role in shaping the modern world.

National Mathematics Day reminds us of the importance of developing analytical skills, creativity, and curiosity among students. It encourages young minds to overcome fear of mathematics and view it as a tool for discovery and growth. By nurturing mathematical thinking, we empower future generations to tackle real-world challenges with confidence and clarity.

Let us take this day as an opportunity to appreciate mathematicians, teachers, and students, and to promote a love for learning mathematics. May this celebration inspire us all to think logically, dream boldly, and recognize the endless possibilities that mathematics offers.

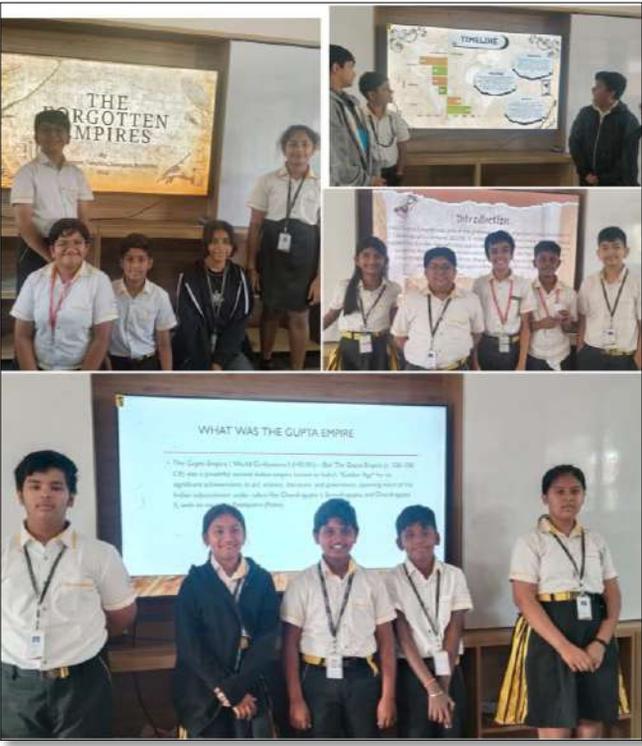
**Mr. Shanta Rao**

**HOD Mathematics**



# Holistic Excellence

Grade 6D students participated in a hands-on activity on **Averages**, using real-life data to calculate mean, median, and mode. The activity enhanced their problem-solving skills, encouraged active participation, and helped students understand the practical application of averages in daily life.



Grade 6 students presented their PPTs on the Mauryan and Gupta Empires, focusing on comparisons of administrative policies, military strategies, economy, and cultural legacy. The Mauryans were noted for centralizing power, with Ashoka's Dharma playing a pivotal role, whereas the Guptas adopted a decentralized approach, significantly patronizing arts and science. The discussions provided insightful perspectives on how these differing approaches shaped India's historical trajectory.



# Holistic Excellence



Cambridge - **Subject Cafe** organized at The Glendale Academy- Hyderabad. There were 18 participants from various schools. Curriculum and implementation, Classroom Challenges and Strategies to address them, Syllabus updates and resources, Challenges in Chemistry practical's during teaching and Exam were discussed.



# Holistic Excellence



Students of Grade 6 presented their explorations on various science topics.



# Holistic Excellence



Grade 9 students conducted an experiment to study the effect of temperature on the rate of aerobic and anaerobic respiration in yeast. The activity helped students observe temperature-related changes, record results, analyze data, and develop data handling skills while strengthening their practical understanding of respiration through scientific investigation.

Grade 9D students actively engaged in hands-on learning activities for the chapter **“Excretion in Humans”** by arranging and sequencing the parts of the urinary system, helping them strengthen their understanding through interactive and practical learning.



# Core Values



Daily morning assemblies establish routine, punctuality, and focus, setting a positive tone for the day. They serve as a platform for building confidence, instilling discipline, and nurturing a positive, reflective ethos through collective participation and engagement. They provide a space for celebrating diversity, culture, and achievements, fostering a well-rounded educational environment.

Assemblies for grades 6, 7 8 and 9 were conducted to reinforce the importance of regular study routines at home, less usage of screen time and importance of healthy eating and sleeping habits.



# Core Values



**A Peace Symbol Design Competition** was conducted to mark the International Year of Peace and Trust. Students creatively designed their own peace symbols and explained their significance, expressing ideas of harmony, unity, kindness, and mutual respect, while developing creativity, communication skills, and awareness of global peace values.



# Mindfulness and Wellbeing

## Where Thought Ignites the Future

In the realm of thought where hopes take flight,  
lies the seed of innovation, It burns bright.  
From the depths of our minds, ideas arise.  
They paint the world with wise visions.

Electric sparks create a tangled web,  
Quantum technology that no one explored.  
Stars above and atoms below ,  
reveal secrets in a brilliant glow.

Robots complete tasks with grace,  
AI learns at a breathtaking pace.  
Genetic science rewrites life's code quickly,  
curing ailments where fear once led.

Digital worlds which let data flow,  
are now homes where knowledge grows.  
Nanotech crafts with precision,  
changing our world with time.

Solar panels utilize the sun's power,  
They turn darkness into light.  
Sustainable dreams create a cleaner earth,  
with science offering a new rebirth.

From ancient times to the dawn of the future,  
science moves steadily forward.  
With every breakthrough and every quest,  
humanity strives to be its best.

**ASHRITH NUKAMREDDY**  
**Grade CI 6E**



# Mindfulness and Wellbeing



A session on **“Staying True to Personal Values”** was conducted by Ayesha Anjum for Grades 9, 10, and AS Level. Students actively shared views, watched a motivational video, and reflected through a short story-writing activity, understanding the importance of integrity, self-awareness, and value-based choices in today’s world.



# Mindfulness and Wellbeing

## **Finding Your Path While Still in School.**

Finding your path while still in school can feel like standing at a crossroads with no clear signposts. Surrounded by expectations, grades, and constant comparisons, many students believe they must already have their future mapped out. Yet school is not merely a destination; it is a formative journey where curiosity is meant to be explored, not suppressed. The classroom offers more than academic instruction, it provides opportunities to discover personal strengths, uncover hidden passions, and question long-held assumptions. Every subject tried, every challenge faced, and every mistake made contributes quietly but meaningfully to the shaping of one's identity.

True direction often emerges not from certainty, but from experience. By engaging in clubs, conversations, creative pursuits, and moments of self-reflection, students begin to recognize what resonates deeply with them. Finding your path does not require immediate answers; it requires courage—the courage to remain open, adaptable, and patient with yourself. School is the space where ambition is allowed to evolve and dreams are permitted to change. In embracing uncertainty, students learn one of life's most valuable lessons: your path is not something you find all at once, but something you build, step by thoughtful step.

I would like to conclude with a quote

“School is not where you are expected to have all the answers, but where you begin learning the right questions.”

**Leonie Marshall**

**ILD- HOD**

**Psychology Faculty**

**School Counsellor**



# Stakeholder Engagement

Teachers from Cambridge were oriented about the procedures and protocols to be followed in the upcoming **IGCSE Board Examinations**.



Parents of **AS levels** were informed about the registration deadlines and updated about the action plan for the upcoming **Board Exams in May 2026**



# Stakeholder Engagement



**The Gaudium Sports Fiesta** aimed at promoting fun, fitness, and stronger team bonding among the employees at Gaudium. Teachers and administrative staff at Gaudium had a fun filled participation in various sports events.



# Global Leadership



IAYP students of Grades 9 and 11 attended a three days and two nights Adventure Journey Camp held from 22nd to 24th January. The camp was organized as part of the IAYP curriculum to promote teamwork, leadership, resilience, and personal growth among students.

During the camp, students participated in various adventure-based activities designed to challenge them physically and mentally. These activities encouraged cooperation, problem-solving, and effective communication while fostering confidence and independence. Students also learned the importance of discipline, time management, and mutual support in an outdoor setting.

The camp provided an enriching experience that helped students step out of their comfort zones and develop essential life skills. Overall, the Adventure Journey Camp was a valuable and memorable experience, contributing positively to the holistic development of the participating students.



## **AP Career Kickstart™ course, AP Business with Personal Finance**

College Board is launching AP Business with Personal Finance in the 2026-27 school, AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project-based learning. AP Business with Personal Finance is part of the AP Career Kickstart™ group of courses, which are designed to accelerate high school students on their paths to in-demand careers.

### **Course Skills**

The AP Business with Personal Finance course framework includes two essential components, business skills & professional and leadership skills, that are critical to the deep understanding and application of business and personal finance content. Students should develop and use these skills throughout the course.

### **Technical Skills**

The AP Business with Personal Finance Credential certifies that a student has the following skills:

### **Applying an entrepreneurial design-thinking process to generate and validate a new**

#### **business or product idea:**

- Identifying and evaluating market opportunities through primary- and secondary-source research
- Formulating and testing business hypotheses to improve the desirability, viability, and feasibility of product ideas
- Analyzing individual and enterprise decisions to manage risk and gain competitive advantage in diverse markets



## **Analyzing and interpreting quantitative and qualitative financial data to support informed decision making:**

- Assessing the financial health of individuals or businesses Creating financial and nonfinancial key performance indicators (KPIs) to track progress toward strategic goals
- Determining potential sources of capital for a business and product pricing strategies
- Developing or evaluating a strategy to grow savings, build and protect access to credit, and make informed personal financial decisions

## **Developing and presenting a marketing and branding concept for a business or product:**

- Segmenting markets to identify target customers and improving product design to meet their needs
- Designing marketing campaigns and sales tactics tailored to specific audiences and purposes
- Developing a pitch to prospective investors for a product idea

## **Pursue a Degree or Certificate**

- Students with a qualifying score on the AP Business with Personal Finance Exam could earn credit to apply to a relevant community college degree, four-year degree, or certificate program.

**Sangeetha Virmani**

**Head- Career counselling cell**



# Global Leadership

The Gaudium School **Annual Sports Day** for the academic year 2025-2026, held on December 23rd, is themed **"The Power of Possibility - Vision | Values | Victory."** The theme reflects our belief that sports nurture clarity of vision, inspire strong values, and empower children to achieve success both on and off the field.



Cambridge Assessment International Education  
Cambridge International School



# Laurels



Cambridge students exhibited their exceptional talent in Classical dance on various platforms in and around the city.



Lakshmi Bathini of Cambridge 10 has been Globally Ranked 2 and Nationally Ranked 1 in **ICode Hackathon**.



# Laurels

The Gaudium Team has successfully completed the **ISSO National Volleyball Championship 2025**, hosting it for the very first time with great pride and excellence. We are equally delighted with our students' outstanding performances



Siddharth of 9B  
**Won gold** in  
International  
round in  
**IMOCSEA and**

Champion  
trophy in  
**ISOCSEA**



# Coming up next

Date	Day	Event	Grade
7th February	Saturday	Non-working Saturday	Grade 6 to AS Level
13th February	Friday	Term 2 Begins	Grade 9
14th February	Saturday	Non-working for Students	Grade 6 to AS Level
16th February	Monday	Term 2 and Pre-Board 1 Begins	Grade 6 to 8 & AS Level
25th February	Wednesday	Term 2	Grade 6 to 8 & AS
26th February	Thursday	Regular Working Day	Grade 6 to AS Level
26th February	Thursday	Checkpoint Revision Begins	Grade 8
27th February	Friday	Regular Working Day / Term 2 Ends	Grade 6 to AS Level / Grade 9
28th February	Saturday	Non-working for Students	Grade 6 to AS Level
2nd to 6th March	Monday to Friday	Break after Term 2 Exam	Grade 6, 7 & 9
7th March	Saturday	TWC	Grade 6 to AS Level
3rd March	Tuesday	Holi Holiday	Grade 8 & AS Level
11th March	Wednesday	New Academic Session Begins	Grade 6, 7 & 9



# Links

<https://www.thegaudium.com/>

<https://www.facebook.com/thegaudiumschool>

<https://www.youtube.com/c/Thegaudiumschool>

<https://www.instagram.com/thegaudiumhyd/>

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