



# P R I S M

Grade 2  
August 2026



# Message from the Head of School

**Dear Parents,**

Over the past few weeks, our school held a series of assemblies exploring an important theme: how love for one's own country can coexist with a genuine, open-minded outlook toward the wider world.

Students took part in structured debates, presenting reasoned arguments on both sides of questions like "Can national pride and global cooperation go hand in hand?" The discussions were moderated to keep them respectful and balanced, ensuring students learned to think critically rather than simply take sides.

Our aim wasn't to tell students what to believe, but to help them listen well, argue fairly, and hold complex ideas with maturity – skills that will serve them well beyond the classroom.

In the month of August, as we celebrated our 80th Independence Day with national pride and patriotic fervour, we deliberated that core values such as gratitude, respect, integrity, perseverance and empathy do not stop at political borders between nations. Students very cogently argued that the problems of Climate change, worldwide pandemics, pollution and other global issues had to be resolved with a global mindset.



However, they weighed the importance of national identity and cultural dignity as the first step towards 'Vasudhaiva Kutumbakam'.

The two day TGSMUN further added to sustained deliberations on negotiated peace as a critical need for the present and the future.

We encourage you to keep the conversations going at home. Let us together nurture open-minded, caring and balanced citizens.

Thank you

**Sudeshna Chatterjee**  
**Head of School**



# Message from Associate coordinator

**Dear Parents,**

Greetings from The Gaudium School!

As our students settle into the new academic year, each day brings fresh opportunities to wonder, explore and discover. We look forward to nurturing their natural curiosity and empowering them to grow as confident, capable and enthusiastic learners.

Where Curiosity Leads, Learning  
Flourishes...

At The Gaudium School, we believe that children are naturally curious, capable and eager to make sense of the world around them. This belief is at the heart of the IB Primary Years Programme (PYP) and shapes the way we approach teaching and learning. We see children as active participants in their learning, with the ability to ask questions, explore ideas, make connections and construct meaning from their experiences.

Inquiry takes many forms, thoughtfully designed to meet the developmental needs of our learners. For our youngest children, learning begins through play, sensory experiences, stories, conversations and simple observations.



They are encouraged to ask questions, explore, make connections, collaborate, reflect and communicate their evolving understandings with increasing confidence and agency

Inquiry also provides opportunities for children to develop essential Approaches to Learning (ATL) skills. Through everyday experiences, students strengthen their thinking, communication, research, social and self-management skills. They learn to listen to different perspectives, share their ideas, work collaboratively, reflect on their experiences and use their discoveries to deepen their understanding.



# Message from Associate coordinator

Our teachers play an important role as facilitators of learning. Through purposeful questions, thoughtful observations, meaningful resources and appropriate scaffolding, they create an environment where children feel encouraged to explore and take increasing ownership of their learning. Inquiry is not about children learning without guidance; it is about creating the right balance between teacher support and student agency, allowing children's questions, interests and discoveries to shape their learning journey.

At The Gaudium School, we celebrate the questions children bring to their learning. We encourage families to do the same—by listening to their questions, encouraging curiosity, discussing different possibilities and giving children opportunities to explore their ideas beyond the classroom.

Because when children are given the space to wonder, they begin to question; when they question, they begin to explore; when they explore, they develop understanding; and when they understand, they begin to see possibilities for action- this is the spirit of inquiry we nurture through the IB PYP.

**D.V Alankritha Crystal**  
**IB PYP Associate coordinator**  
**Nanakramguda campus**



# School Philosophy- Five Developmental Pillars



Throughout the month of August, teachers engaged in meaningful professional development sessions that encourage reflection, collaboration and continued growth in their practice. Alongside professional learning, we also celebrated teacher well-being and the spirit of friendship through special Friendship Day initiatives, creating opportunities for teachers to connect, appreciate one another and strengthen the sense of community within the school.



# School Philosophy- Five Developmental Pillars

## Mindfulness and Well-being:

During the Physical Wellbeing unit on My Healthy Body and Hygiene, students developed an awareness of the importance of cleanliness and healthy daily routines through engaging activities such as the Glitter Germ Handwashing Experiment, Handwashing Relay Race, Toothbrushing Model Demonstration, Healthy Habits Bingo, and Hygiene Routine Chart. They practised proper handwashing and toothbrushing techniques and understood how good hygiene helped prevent the spread of germs and kept their bodies healthy. Under the Wellness strand, students demonstrated awareness of basic hygiene practices and applied them to their daily routines. During Emotional Wellbeing, students practised Flower Breathing by inhaling as if smelling a flower and exhaling as if blowing out a candle, which helped them develop self-regulation and calmness. Through the Kindness Circle and Compliment Circle, they shared kind actions, gave positive compliments, and developed empathy, respect, and positive relationships with others. The Approaches to Learning (ATL) skills developed included self-management skills through practising hygiene routines and breathing techniques, communication skills through sharing ideas and compliments, social skills through kindness and cooperation, and thinking skills through understanding healthy habits and making responsible choices about their wellbeing.



# School Philosophy- Five Developmental Pillars

## Core value:

This month, students explored care, kindness, empathy, and friendship through engaging activities. They practised caring for the environment through clean-up and plant-care activities and embraced everyday kindness through Kindness Bingo. In the “Fill the Backpack” activity, students shared helpful actions such as sharing, inviting others to play, and using kind words. The month concluded with a Friendship Web, where students appreciated their classmates and celebrated friendship and togetherness. These experiences helped students understand that small acts of kindness can make a big difference.



# School Philosophy- Five Developmental Pillars

## Holistic Excellence:

As part of Holistic Excellence, students participated in meaningful Humanitarian Day activities that helped them understand the importance of kindness, empathy, caring for others, and contributing to the community. Through engaging activities, students explored how small acts of compassion can make a positive difference in the lives of others.

Students also explored their creativity through a hands-on Pottery experience. They worked with clay, experimented with shapes and textures, and created their own forms. The activity encouraged fine-motor development, creativity, patience, and self-expression while providing a joyful sensory learning experience.

As part of ORT (Oxford Reading Tree), students strengthened their reading skills through engaging stories and activities. They practised recognising familiar words, developing vocabulary, building comprehension, and expressing their ideas while responding to the stories. These experiences nurtured a love for reading and supported students in becoming confident and independent readers.



# School Philosophy- Five Developmental Pillars

## Global Leadership

August provided meaningful opportunities for our PYP learners to develop empathy through leadership and action. Students actively participated in assemblies as presenters, performers, and helpers, strengthening their confidence, communication, and sense of responsibility. The Grade 1 students led the Independence Day assembly, Grade 2 students showcased their creativity and understanding through a Character Parade, and Grade 3 students presented a “Then and Now” skit, demonstrating collaboration, expression, and leadership. Through these experiences, students developed their communication, social, self-management, and thinking skills while demonstrating the IB Learner Profile attributes of being Caring, Communicators, Principled, Thinkers, and Open-minded.



# School Philosophy- Five Developmental Pillars

## Stakeholder Engagement

During August, Grade 2 students engaged in a variety of meaningful experiences that strengthened their connections with the school, home, and wider community. The Teacher Parent Conference fostered collaboration between teachers and parents to support students' learning and development. Students celebrated International Friendship Day, exploring kindness, caring, and positive relationships.

As part of How We Express Ourselves, the Character Parade encouraged students to express themselves creatively through storytelling, voice, gestures, and actions. Through the Bonalu Special Assembly, students appreciated local culture and traditions. Independence Day helped students connect with ideas of freedom, courage, unity, and responsibility. On World Humanitarian Day, students explored empathy and ways of caring for others, while National Sports Day promoted teamwork, perseverance, and physical well-being.

These experiences nurtured students as Caring, Communicators, Open-minded, Balanced, and Principled learners.



# Global Leadership - National Sports Day

A special assembly was conducted to celebrate National Sports Day, highlighting the importance of sports, fitness, teamwork, and sportsmanship. The assembly also honoured the remarkable contributions and legacy of hockey legend **Major Dhyan Chand**, inspiring our young learners to embrace the spirit of sports.



# Global Leadership - National Sports Day



# Global Leadership – National Sports Day



It was a great honour and privilege to have Mr. Anup Kumar Yama, a celebrated Indian roller skater and sports personality, as our distinguished Chief Guest.

He had started his skating journey at the age of four and had dedicated his life to excellence in the sport. His remarkable achievements included two bronze medals at the 2010 Asian Games in Guangzhou, China, along with several medals at the Asian and World Championships. He had also won numerous National Championship titles across various skating disciplines. In recognition of his outstanding achievements and contribution to sports, he had been honoured with the prestigious Arjuna Award in 2015 by the Government of India. His inspiring journey reflected the values of dedication, discipline, perseverance and passion for excellence, inspiring our young students to pursue their dreams with determination and confidence. It was truly a memorable and proud occasion to have him with us.



# Learning and Teaching- Month Review

**Transdisciplinary Theme:**

How the world works

**Central Idea:**

Matter and material exist in different states and can be manipulated to meet people's needs

**Lines of Inquiry:**

- States of matter, their properties and roles
- Reasons for the changes in matter
- The relationship between materials, human needs, and environmental care

**Concepts:**

Function

Change

Connection

**Additional Concepts:**

Change of state

Scientific terms/ vocabulary

Measurement

Texture

**Unit Of Inquiry:**

The Stories unit concluded with a Character Parade, where students dressed as their favourite story characters and shared their characters' Learner Profile attributes, morals, and lessons learnt from the stories.

They further reflected on their experience through a task sheet, strengthening their Thinking Skills.

This month, students began their new unit, States of Matter, by observing and sorting objects based on their prior understanding. Through this process, they identified key vocabulary such as solids, liquids, gases, and materials. Using the Connect-Extend-Challenge Visible Thinking Routine (VTR), students shared their prior knowledge and explored how and why materials change. They unpacked the Central Idea, generated questions, and connected them to key concepts to guide their inquiry.

Through hands-on learning, students explored the particle arrangement and properties of solids, liquids, and gases, making connections to everyday objects. During a Bus Stop activity, they observed and identified the properties of different states of matter. Simple experiments helped them investigate changes in matter, such as liquids changing into solids and solids changing into liquids, while recording their observations and explanations. Ongoing assessments were used to monitor understanding and plan the next steps in learning.



# Learning and Teaching- Month Review

## **TD Language:**

Students continued to create stories under narrative writing enhancing their creative thinking skills. In connection with unit of inquiry, students were introduced to verbs, they practiced and used verbs in sentences. They were also introduced to expository writing/procedural writing, where they wrote the steps of simple experiments. They continued reading ORT books at their levels and practiced spell check words to enhance their vocabulary.

## **TD Math:**

Students continued practicing addition word problems alongside subtractions with and without regrouping. In connection with unit of inquiry they were introduced to measurement (mass, volume, capacity). They explored the units used to measure different objects/things. Through activities like Classroom Mass Hunt and Same Size, Different Mass, students identified heavier and lighter objects and learned that objects of the same size can have different masses, encouraging observation and critical thinking. Students explored capacity by comparing containers such as cups, bottles, jars, and measuring jars. Pouring activities helped them understand more, less, and equal capacity, and that container shape can affect how much liquid it holds.

## **Second Language: French:**

Students have learned regular -ER verbs in French and practiced conjugating them to frame short sentences related to hobbies and leisure activities. They were also introduced to possessive adjectives (mon, ma, mes) and learned how to use them appropriately with the topic "Ma famille" (My Family), strengthening their understanding of gender, number, and sentence formation. In addition, students learned and practiced common French expressions used in everyday conversations, enhancing their confidence in basic communication.

## **Second Language: Spanish:**

This month, students explored a variety of engaging topics in class. They learned about different fruits, discussing their preferences and dislikes. In addition to this, they practiced greetings and well-wishes, helping to enhance their social interaction skills. The students also delved into numbers, focusing on those from 21 to 40, reinforcing their counting abilities through interactive activities. They learnt various classroom objects and familiarize themselves with body parts, linking these terms to everyday life.



# Learning and Teaching- Month Review

Furthermore, they learned about different means of transport, broadening their understanding of how people move around. To solidify their foundational knowledge, the class engaged in reinforcement activities for the alphabet, greetings, and self-introductions.

## **Second Language: Telugu:**

Students learned and revised Telugu letters such as Guddi Gudi, Gudi Deergam, Kommu, and Kommu Deergam and formed words using these letters. They practised forming two- and three-letter words and learnt the poem “Chel Chel Gurram.” They learnt the names of colours and used them in simple sentences. They also practised numbers from 1 to 20 and engaged in Othu words and other fun activities. These activities helped build their confidence in reading, writing, and speaking Telugu.

## **Second Language: Hindi:**

During the month of August, students reinforced their understanding of the आ (aa), इ (i), and ई (ee) matras through engaging reading, writing, and word-building activities. They were also introduced to the उ (u), ऊ (oo), ए (e), and ऐ (ai) matras, which helped expand their vocabulary and improve reading fluency.

Students explored these matras through stories, flashcards, games, and hands-on learning experiences. They enthusiastically recited the poems “रिमझिम रिमझिम जल बरसा” and “तितली रानी, तितली रानी”, enhancing their pronunciation, rhythm, and expressive speaking skills.

## **Drama:**

During August, Grade 2 learners explored the transdisciplinary theme “How We Organize Ourselves” through storytelling and drama. They explored stories to understand how characters, events, and situations can be organised to communicate ideas clearly. Learners practised sequencing events, developing characters, using expressions, movement, and voice modulation while narrating and performing stories. Through collaborative storytelling activities, they developed their communication, social, and thinking skills and strengthened their confidence in expressing ideas. The learning encouraged them to become communicators, confident, and open-minded learners.



# Learning and Teaching- Month Review

## **Visual Arts:**

During August, Grade 2 students explored the significance of India's Independence Day through a range of creative artworks and crafts, using colour, pattern and visual symbols to communicate their ideas. They also developed their understanding of value by experimenting with tints and shades and discovering how adding white or creating darker variations can change the appearance and mood of a colour. These explorations helped students build an understanding of light and dark while preparing them for their upcoming exploration of form and three-dimensional art.

## **P.E:**

During this month, students explored different jumping skills, including the standing broad jump, jumping through a ladder, jumping from one place to another, and jumping over hurdles. They focused on how correct technique and the function of different body parts helped improve balance, coordination, power, and safe landings. Students developed their ATL Thinking Skills by analysing how the arms, legs, knees, and feet functioned together during different jumps and applying strategies to improve their performance.

They also demonstrated the Learner Profile attributes of Reflective and Communicators by evaluating their progress, sharing feedback, and discussing their learning experiences.

## **Dance:**

Students explored Urban and Afro dance styles through movements such as groove, bounce, body isolation, rhythmic footwork and body rolls. They experimented with tempo, rhythm, shape, space and energy and connected movements to create simple choreographies. Students developed creative thinking and self-management skills while demonstrating the Inquirer, Knowledgeable and Caring learner profiles. They worked with peers and explored unison, mirroring and call and response while giving and receiving feedback.

## **Music:**

Students were introduced to Beat - 2 beat, 3 beat and 4 beat. They practiced vocal exercises using different speed (tempo) to strengthen their singing technique. They were introduced to new songs - Top of the world, Heal the World and School song. Students will demonstrate Communication Skills and Thinking Skills. Attributes of learner profile - Communicators, thinkers, risk takers and inquirers.



# Learning and Teaching- Month Review

## **Compulsory Telugu:**

August was a month of reinforcement and meaningful language learning. Students explored good habits and connected them with their daily routines through discussions and oral sharing. Through poems, they developed vocabulary, pronunciation, rhythm and expression. They revisited their learning about animals and strengthened their ability to describe, listen and respond in Telugu. Stories further supported listening comprehension, sequencing and expressing ideas about characters and events.

## **Compulsory Hindi:**

August was a month of reinforcement and meaningful language learning. Students explored good habits and connected them with their daily routines through discussions and oral sharing. Through poems, they developed vocabulary, pronunciation, rhythm and expression. They revisited their learning about animals and strengthened their ability to describe, listen and respond in Hindi. Stories further supported listening comprehension, sequencing and expressing ideas about characters and events.



# Learning and Teaching - U01

During the provocation task, students explored different objects and materials, sorted them based on their understanding, and identified the key concepts of solids and liquids.



# Learning and Teaching - Math

Students explored digital weighing scales and balance scales to compare objects, identified which were lighter or heavier, and understood the units used to measure the weight.



# Learning and Teaching - English

Students explored the use of verbs through stories and picture descriptions. They identified action words in different contexts and used appropriate verbs to describe actions. They also practised framing simple sentences using verbs to make their descriptions more meaningful and expressive.



# Learning and Teaching-Character Parade

As part of their End-of-Unit Assessment for 'Stories', students dressed up as different story characters and shared why they chose them, the moral of the story, and connections to the IB Learner Profile and Core Values, showcasing their understanding through creativity and reflection.



# Independence Day

Grade 2 students came dressed up as famous personalities under the theme 'My Country, My Pride' for the Independence Day celebrations. They shared about the personality confidently and taking pride to be an Indian.



# World Humanitarian Day

Students reflecting on the Kindness Bingo sheet, performing the act of kindness celebrating World Humanitarian Day.



# Learning and Teaching - Visual Arts

Students created different art forms using the elements of art.



# Learning and Teaching- Month Ahead

**Transdisciplinary Theme:**

How the world works

**Central Idea:**

Matter and material exist in different states and can be manipulated to meet people's needs

**Lines of Inquiry:**

- States of matter, their properties and roles
- Reasons for the changes in matter
- The relationship between materials, human needs, and environmental care

**Concepts:**

Function

Change

Connection

**Additional Concepts:**

Change of state

Scientific terms/ vocabulary

Measurement

Texture

**Unit of Inquiry:**

Students will continue with the experiments to understand reversible and irreversible changes in matter. They will focus on the key concept change where they will record the observations based on the changes in the matter.

They will further understand the relationship between materials, human needs and environmental care. They will conclude the unit by understanding how matter exists in different states and can be manipulated to meet people's needs.

**TD Language:**

Students will continue working on procedural writing in connection with their Unit of Inquiry (UOI). They will write step-by-step procedures for the experiments conducted during the unit, with a focus on using appropriate verbs.

Students will also continue reading ORT books to further develop and enhance their literacy skills.

**TD Math:**

Students will continue to learn about time and how it affects materials, such as how long ice takes to melt or food takes to cook. Through discussions and simple observations, they will make connections between time, temperature, and materials, strengthening their understanding of the world around them in a meaningful way. Students will be introduced to the concept of 2D and 3D shapes and their properties.



# Learning and Teaching- Month Ahead

## **Second Language: French:**

Students will be introduced to the names of different shapes in French and will build their vocabulary through engaging, visual and interactive activities. They will also learn possessive adjectives and practise using them appropriately in simple sentences. In addition, students will be introduced to French articles and develop an understanding of their usage with nouns. They will explore common French signs, symbols and accents, helping them recognize and pronounce French words more accurately while developing their overall language awareness.

## **Second Language: Spanish:**

In the upcoming month, students will embark on an engaging learning journey focused on various topics. They will explore clothing vocabulary, familiarize themselves with numbers 41 to 60, and discover the fascinating continents of the world. Additionally, the class will reinforce their understanding of the alphabet and review numbers 1 to 40. To enhance their social interactions, students will practice greetings. Furthermore, they will engage with the topic of fruits, expressing their likes and dislikes. This diverse curriculum aims to create a well-rounded educational experience for all learners

## **Second Language: Telugu:**

Students will learn Guninthala Gurtulu such as Eethvam, Eethvam Deergam, and Aithvam, along with related words. They will revise colours and their Telugu names and practise neat and legible handwriting. They will develop picture description and observation skills and revise and recite poems with expression. Through these activities, students will strengthen their communication, thinking, and social skills. As Communicators, they will share their ideas confidently using words and sentences, while as Thinkers, they will use their thinking skills to make connections and express their ideas. Overall, students will strengthen their Telugu reading, writing, vocabulary, and communication skills.

## **Second Language: Hindi:**

In September, students will explore the ऋ, ओ और औ मात्राएँ through engaging reading and writing activities. They will practise reading and forming simple words using these matras. Students will also create and read small sentences using familiar and simple words. They will enjoy reciting the poems "रेलगाड़ी मेरा नाम" and "मोर", developing rhythm and expression. The concept of singular and plural (एकवचन और बहुवचन) will be introduced through meaningful examples and classroom activities. Learners will strengthen their vocabulary and communication skills through interactive tasks.



# Learning and Teaching- Month Ahead

## **Drama:**

During September, Grade 2 learners will build on their learning through character development, voice modulation, movement, and dramatic storytelling. They will explore how voice, body language, facial expressions, and movement can communicate a character's emotions and intentions. Learners will work collaboratively to create and present short dramatic scenes, developing their ability to listen, respond, and contribute to a performance. The learning will further develop communication, social, thinking, and self-management skills while encouraging learners to be confident communicators, caring collaborators, and risk-takers.

## **Visual Arts:**

Grade 2 students will revisit shape and form, strengthening their understanding of how flat shapes can be developed into three-dimensional forms. They will then explore Warli art, discovering how simple geometric shapes, lines and symbols can communicate stories and ideas. Through this art form, students will explore the concept of function by considering how art can serve purposes such as storytelling, recording daily life and communicating cultural traditions.

## **P.E.**

Students will explore the 500 g medicine ball throw, focusing on throwing technique, coordination, balance, and controlled movement. They will practise body positioning, arm movement, weight transfer, and release through skill-based activities. Students will develop ATL Thinking Skills – Information Transfer by applying learned techniques to new throwing activities. They will explore the Key Concepts of Function and Change by understanding how body parts function together and how changes in technique can improve performance. They will demonstrate the Learner Profile attributes of Inquirers and Knowledgeable by asking questions, developing understanding, and applying their knowledge to improve their throwing skills.

## **Dance:**

Students will continue developing their Urban and Afro dance skills through more structured choreography. They will explore tempo changes, pathways, levels, shapes and energy while creating and refining group sequences. Students will practise transitions, unison, mirroring and call and response, and will use peer feedback to improve their performances. They will continue developing creative thinking and self-management while demonstrating the Inquirer, Knowledgeable and Caring learner profiles



# Learning and Teaching- Month Ahead

## **Music:**

Students will share their reflection of learning Beat - 2 beat, 3 beat and 4 beat. They will practice vocal exercises using different speed (tempo) to strengthen their singing technique. They will also practice songs - Top of the world , Together we can change, Heal the World and School song. Students will demonstrate Communication Skills and Thinking Skills. Attributes of learner profile - Communicators, thinkers, risk takers and inquirers.

## **Compulsory Telugu:**

In the coming month, students will continue to strengthen their Telugu language skills through oral conversations, vocabulary- building activities, poems and stories. They will focus on expressing their thoughts in complete sentences, improving pronunciation and fluency, and developing listening and comprehension skills while making connections with their everyday experiences.

## **Compulsory Hindi:**

In the coming month, students will continue to strengthen their Hindi language skills through oral conversations, vocabulary-building activities, poems and stories. They will focus on expressing their thoughts in complete sentences, improving pronunciation and fluency, and developing listening and comprehension skills while making connections with their everyday experiences.



# Action taken by Students

As part of taking action, students were engaged in planning of the story.



# Coming Up Next

| Date           | Day       | Event                      | Grade        |
|----------------|-----------|----------------------------|--------------|
| 7th September  | Monday    | Field trip                 | Grade 2      |
| 7th September  | Monday    | Story telling session      | Grade 1      |
| 8th September  | Tuesday   | International Literacy Day | Whole school |
| 9th September  | Wednesday | Theatre Day                | Grade 3      |
| 11th September | Friday    | Theatre Day                | Grade 2      |
| 14th September | Monday    | Holiday - Ganesh Chaturthi | Whole school |
| 15th September | Tuesday   | International Dot Day      | Whole school |
| 17th September | Thursday  | Guest talk                 | PP2          |
| 18th September | Friday    | Field trip                 | PP1          |
| 21st September | Monday    | International day of peace | Whole school |
| 22nd September | Tuesday   | Guest talk                 | Nursery      |
| 25th September | Friday    | Holiday - Ganesh Immersion | Whole school |
| 29th September | Tuesday   | Field trip                 | Grade 1      |



# Social Media Links

| Platform  | Link                                                                                                                              |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------|
| Website   | <a href="https://www.thegaudium.com/">https://www.thegaudium.com/</a>                                                             |
| Instagram | <a href="https://www.instagram.com/thegaudiumhyd/">https://www.instagram.com/thegaudiumhyd/</a>                                   |
| Facebook  | <a href="https://www.facebook.com/thegaudiumschool">https://www.facebook.com/thegaudiumschool</a>                                 |
| YouTube   | <a href="https://www.youtube.com/c/Thegaudiumschool">https://www.youtube.com/c/Thegaudiumschool</a>                               |
| Linkedin  | <a href="https://www.linkedin.com/company/thegaudium/">https://www.linkedin.com/company/thegaudium/</a>                           |
| Events    | <a href="https://www.thegaudium.com/at-the-gaudium/gaudium-events/">https://www.thegaudium.com/at-the-gaudium/gaudium-events/</a> |



# Editorial Board

Chief Editor

Sapna Mehrotra, Center Head

