THE GAUDIUM SCHOOL
Sculpting happy minds

PRISM

CBSE High School Newsletter

Sept- Oct 2026

© Copyright The Gaudium, 2026. All rights reserved.

Message from the Head of the School

Dear Parents and The Gaudium Community,

I am delighted to share with you some of the encouraging highlights of the report issued on Foundational Standards of The Gaudium School by **NEASC** (The New England Association of Schools & Colleges) which '*partners with schools to co-create the future of education through purposeful accreditation focused on high-quality learning for all students*'. Set up in 1885, NEASC serves institutions in over 90 countries.

The Visitors noted that The Gaudium School's vision, mission, and guiding statements are '*widely understood across the community, articulating a clear learning purpose through its pathways and commitment to holistic development. The school demonstrates a shared operational definition of learning that has overarching impacts that shape the learning in the school. Five core developmental pillars help to drive the mission at the school, and the intention of the "Happy Minds Model" is to embed social-emotional wellbeing into learning design, instruction, and school culture'.*

In offering a comprehensive co-curricular sports program as part of its learning opportunities, '*the school cultivates a joyful educational setting for learning.*



Students actively nurture growth outside the classroom alongside their academic journey'. 'The shared understanding of the school's vision for learning is visibly displayed throughout the campus'.

It was heartening that the report read 'Conversations with parents and students indicated that *the strong extra-curricular programs are a part of the reason the school was chosen.* These programs complement the three academic pathways that are offered: the Central Board of Secondary Education (CBSE); the International Baccalaureate (IB); and Cambridge Assessment International Education (CAIE), allowing students and families to choose a curriculum that best aligns with their aspirations and learning needs.

© Copyright The Gaudium, 2024. All rights reserved.

Message from the Head of the School

It was reported that '*The school demonstrates a clear forward-looking vision of learning, and this is evident in its development of a new space exploration program, a dedicated space lab area, art integration, plans for a new design room, and their visiting masterclasses.*' Academic policies of The Gaudium School 'emphasize inclusion, equity, academic integrity, and continuous improvement for learning.'

The report further stated ' The conversations and documentation show there is a clear structured admissions process, successful onboarding for families, and student support policies that ensure inclusion in learning across all school sections'.

'The Gaudium School creates a holistic learning community that is dedicated to advancing student safety and supporting physical, social, and emotional wellbeing within, and around, their premises. Comprehensive policies and effective procedures ensure a secure learning environment campus wide. Necessary onboarding processes prepare all staff in child protection practices, and community stakeholders consistently express feeling valued, supported, and secure'.

The Visitors very kindly acknowledged the entire Gaudium School community for the very welcoming and hospitable manner throughout the visit. In their words, '**The Gaudium School is a community that actively lives its mission of joyful holistic education' and 'the committed leadership, staff, and students who are dedicated to continually improving learning**' ahead of its accreditation process and the adoption of the ACE transformative framework.

Source: NEASC Foundation Standards Report, 27th October, 2026

While October, the month of festivities comes to a close, we wish our dear parents, students and staff members the blessings of the season of light and the removal of all the darkness from our lives.

Sudeshna Chatterjee
Head of School

© Copyright The Gaudium, 2024. All rights reserved.

A Message From Academic Head

TGS-IMC: WHERE CURIOSITY MEETS POSSIBILITY

What happens when a classroom is no longer confined to four walls?

What if a student can move from "I have an idea" to "Let me build it"? From learning Python and exploring Artificial Intelligence to imagining a space mission, pitching a business idea or turning a story into a film—the possibilities are endless.

That is the spirit behind **TGS-IMC – The Gaudium School's Innovation Master Classes,** introduced in the academic year **2026–27** for students of **Grades 8–12** across **curricula**.

Designed to connect young learners with the world beyond textbooks, TGS-IMC brings students into direct interaction with **industry experts, innovators, entrepreneurs, researchers and practitioners**. The programme spans five exciting domains—**Science & Innovation, Design & Coding, Entrepreneurship, Space Science, and Media & Performing Arts**.

At the heart of every Master Class is one simple question: **"What can I create?"**

FROM AN IDEA TO A PROTOTYPE

Innovation begins when a problem sparks a possibility.



Through the Science & Innovation Master Classes, students explored the Mindset of a Maker through a collaboration with **T-Works**, India's largest prototyping and innovation ecosystem.

Students discovered how an idea can move from imagination to an actionable prototype. They explored **rapid prototyping, iteration, structured problem-solving, critical thinking and design thinking** for user-focused solutions.

The experience encouraged them to try, test, rethink and try again—because innovation rarely arrives as a perfect first attempt.

© Copyright The Gaudium, 2024. All rights reserved.

A Message From Academic Head

It is built, tested, questioned and rebuilt.
WHEN CODING MEETS CREATIVITY
Technology is changing rapidly, but students need not remain mere users of technology. They can become its creators.

The **Design & Coding Master Classes** provided hands-on exposure to programming, app development and emerging technologies, including Artificial Intelligence.

For Grades 10–12, the school collaborated with **Mr Phani Aylavarapu**, a technical leader and expert in Agentic AI and Generative AI. Students explored **Python programming and database storage**, gaining insights into the technological thinking behind the digital systems they use every day

For Grades 8–9, the school partnered with **MakeIntern and E-Cell, IIT Hyderabad**, through their Skill Championship programme. Students participated in intensive theory and practical sessions and explored **no-code app design using MIT App Inventor**.

Following assessment, **five students were selected for the final round at IIT Hyderabad**

From writing their first lines of code to imagining an app that could solve a real problem, students experienced technology as something they can **build**, not simply consume.

THE ENTREPRENEUR WITHIN
An innovative idea becomes meaningful when it solves a real problem.
The Entrepreneurship Master Classes introduced students to the thinking behind transforming ideas into possibilities.
Students of Grades 8–10 participated in the Young Entrepreneurship Programme with MakeIntern and E-Cell, IIT Hyderabad.

They explored the **Business Model Canvas and SWAMPER technique** and learnt to develop pitches around problems, solutions, business models, competition, teams, growth and funding.

The classroom soon became a mini start-up arena.

Five student ideas were selected for the finals at IIT Hyderabad, including **Velora (She Cabs), Gyft App, 1 Stop and Budget Buddy**.

For Grades 11–12, the entrepreneurship journey continues with a Master Class led by **Dr Tracy Corbet from Northwood University**, focusing on:

© Copyright The Gaudium, 2024. All rights reserved.

A Message From Academic Head

Idea Validation → Build, Brand & Launch → Optimise, Pitch & Scale
Because an idea is only the beginning.
LOOKING UP—AND BEYOND
Few subjects ignite curiosity quite like space.

The **Space Master Classes** invite students to explore questions that stretch far beyond Earth: How will humans live on the Moon? Could Mars become a destination for human settlement?

What role will Artificial Intelligence play in future missions? Could students design their own space mission?

Students explore themes including **Chandrayaan-3, Gaganyaan, Artemis, Mars exploration, asteroid mining, space robotics, CubeSats, satellite technology, planetary defence and emerging space careers**.

The programme has brought students opportunities to learn from experts including **Dr Sundaramurthy, Mission**.

Director, ISRO; Dr Seshagiri Rao Vellanki, Associate Director, SDSC SHAR, ISRO; and Dr R. Srinivas, Head – Outreach, NRSC, ISRO

The goal is not simply to teach students about space.

It is to make them wonder what their role in the next chapter of space exploration could be.

WHEN CREATIVITY FINDS ITS VOICE
Innovation does not always begin in a laboratory or with a laptop.
Sometimes, it begins with a **story.**

The **Media & Performing Arts Master Classes**, scheduled for October, will open avenues for students interested in **Radio Jockeying, Dance Drama and Documentary/Animation Film Making**.

Through these experiences, students will explore communication, performance, storytelling, creativity and collaborative production.

A microphone. A stage. A camera. A story. Different forms.
Creativity in many perspectives.
Across every TGS-IMC experience runs one central philosophy:

Learning should lead to a meaningful destination.
An idea should have the possibility of becoming a prototype.
A question should lead to investigation.
A coding lesson should lead to creation.
A business idea should be tested.
A space question should lead to exploration.
A story should find its audience.

© Copyright The Gaudium, 2024. All rights reserved.

A Message From Academic Head

That is why TGS-IMC is designed as a journey of **exploration, application, reflection and creation**, rather than simply a series of enrichment sessions.
Students will have opportunities for reflection and each Master Class will culminate in an event that showcases learning and examines its impact.

And perhaps the greatest outcome will not always be a finished prototype, app, business pitch or performance.

Sometimes, it may simply be a student walking out of a session with a **new question**.

A question that refuses to go away.

A question that leads to another idea.

And perhaps, eventually, to something extraordinary.

Because innovation does not begin with having all the answers.

It begins with being curious enough to ask better questions.

Ms Veena Reddy
Academic Head CBSE

© Copyright The Gaudium, 2024. All rights reserved.

A Message from the Coordinator

Skills Over Certainty

Dear Students,

Why building skills, and not just collecting marks, will shape the future of today's high school students?

When students first walked into school, did anyone tell them that many of the jobs they will hold one day do not exist yet? It is true. A generation ago, no one trained to be a social media manager, a drone pilot, an app developer or an AI prompt engineer. Today these are real careers and tomorrow will bring others no one can yet name.
Experts call this a **VUCA world**: one that is **Volatile**, **Uncertain**, **Complex** and **Ambiguous**. For high school students, it means that developing skills is the best preparation they can make.

Understanding VUCA

Volatility means rapid, unpredictable change.

When the pandemic closed classrooms almost overnight, students who could adapt, manage their time and learn independently carried on. Those who relied only on being taught struggled.



Uncertainty means no one can always predict what comes next. Few people could have forecast how fast AI tools would arrive and change how people write, design and solve problems.

Complexity means that problems have many connected parts. Climate change, for instance, involves science, economics, politics and human behaviour all at once. No single textbook chapter holds the answer.

Ambiguity means that situations are often unclear, with no obvious right answer. Real life rarely comes with an answer key at the back of the book.

© Copyright The Gaudium, 2024. All rights reserved.

A Message from the Coordinator

Why Marks Alone Are Not Enough

Academic results matter, and every student should work hard for them. But marks show what a student has learned; skills show what the student can *do* with it.
Employers, universities and communities increasingly ask not, "What did you score?" but "What can you solve? How do you work with others? How quickly can you learn?"
Consider two students who both score 90 percent. One can recall facts but panics when a question is phrased differently. The other understands the concepts, adapts to new situations and works calmly under pressure. In a VUCA world, the second student will go further.

The Skills That Matter Most

1. Critical thinking: Teenagers are flooded with information every day, some true and some false. Think of how often a forwarded message or viral video later turns out to be fake. Students who question sources, compare evidence and think before sharing protect themselves and others.

2. Adaptability and a learning mindset: Many successful people have reinvented themselves again and again. Satya Nadella, for example, led Microsoft through a major transformation by encouraging a "learn-it-all" culture rather than a "know-it-all" one.

transformation by encouraging a "learn-it-all" culture rather than a "know-it-all" one. The most valuable skill a student can build is the ability to learn, unlearn and relearn.

3. Communication. The best idea is useless if it cannot be expressed. Whether a student is presenting in class, writing an email or facing an interview, clear communication opens doors. Speaking up in debates and assemblies is practice for life.

4. Collaboration. Almost nothing significant is achieved alone. The scientists behind India's Chandrayaan missions worked in large teams of engineers, programmers and mathematicians, each bringing a different strength. Group projects, sports teams and club activities teach this far better than a lecture can.

5. Creativity and problem-solving. When resources are limited or plans fail, creative thinkers find another way. Many small businesses survived lockdowns by shifting to home delivery and online sales. That was creativity in action.

© Copyright The Gaudium, 2024. All rights reserved.

A Message from the Coordinator

6. Emotional resilience: Change brings stress, failure and disappointment. Students who learn to manage their emotions, ask for help and bounce back from setbacks will be stronger than those who fear mistakes. Failing an exam is painful, but it is not the end. It is information.

7. Digital literacy: Technology is now part of nearly every field, from farming to medicine. Not every student needs to become a programmer, but each should be comfortable using digital tools responsibly and learning new ones quickly.

What Students Can Do Starting Today

Skills are not built overnight; they grow through small, consistent habits.

Join something. A club, a debate, a sports team or a school event all build skills. Students can volunteer to organise rather than only attend.

Read beyond the syllabus. Newspapers, books and good online resources widen thinking.

Embrace mistakes. Trying the difficult question, giving the presentation or taking the lead means stepping into discomfort, and that is where growth happens.

Ask "why" and "what if." Curiosity is the engine of learning.

Reflect weekly. A short check on what was learned, what went wrong and what to do differently goes a long way.

A Final Thought

The world will keep changing, and that need not frighten students. A ship in calm waters tests no sailor; it is the storm that reveals skill. Teachers cannot predict exactly what the future holds, but they can help students build the tools to face it, and they will do so with great commitment.

So instead of asking only, "What will I be when I grow up?" a student might ask, "Who am I becoming, and what can I learn today?" Careers may change and technologies will come and go, but strong skills, good character and a hunger to learn will never become outdated.

The school's teachers look forward to watching every student grow, stumble, rise and shine. Strong skills today mean confident students tomorrow.

Wishing you all the very best

Vijayetha Agarwal
CBSE HS Coordinator

© Copyright The Gaudium, 2024. All rights reserved.

Message from ILD

The Like Button and Your Self-Worth
In a world where a single tap can bring a heart, a comment, or hundreds of views, it is easy to start measuring our worth through a screen. We may find ourselves wondering, "How many people liked my post?" "Why did they get more likes than me?" or "What does it say about me if nobody responds?"

As a school counsellor, I often remind students that social media shows moments, not the whole story. A photograph may capture a smile, but it cannot capture someone's worries, insecurities, struggles, or sleepless nights. Similarly, the number of likes on a post cannot measure your kindness, intelligence, creativity, courage, or potential . When we constantly compare ourselves online, we can unknowingly hand over our self-esteem to an audience. The danger is that we begin to seek validation outside ourselves instead of recognizing the value we already possess.

So, the next time you post something, enjoy sharing it—but don't let the response decide how you feel about yourself. Take breaks from the screen. Spend time with people who make you feel valued. Celebrate achievements that nobody can "like" or "share"—helping someone, overcoming a fear, learning from a mistake, or simply being true to yourself.



Remember: **You have more than a profile, a picture, or a number on a screen.**

"Let likes come and likes depart,
Your worth is written in your heart.
Be true, be kind, let your light shine—
Your real worth is yours to define."

Leonie Marshall
ILD \ HOD
School Counsellor

© Copyright The Gaudium, 2026. All rights reserved.

Teaching AI Ethics: Building Responsible Digital Citizens

Artificial Intelligence (AI) is transforming how we learn, communicate, and create. As AI becomes an integral part of education, teaching students to use it responsibly is as important as teaching them how it works.AI literacy extends beyond technology; it demands ethical awareness, critical thinking, and a strong sense of responsibility. In the classroom, students can explore AI ethics through practical activities. While researching climate change using AI, they can cross-check information against reliable sources. When creating AI-generated images, they can discuss originality, copyright, and responsible use. They can also learn to protect personal information and identify potential bias by comparing AI-generated responses.

AI can simplify complex concepts and inspire creativity, but copying AI-generated assignments without understanding them undermines genuine learning. Students must learn to use AI to strengthen their thinking, not replace it. Teachers have a responsibility to model ethical AI use and create learning experiences that encourage students to question, verify, and think critically. Parents, too, play a vital role. By discussing AI use openly, encouraging fact-checking, protecting privacy, and establishing healthy digital boundaries, they can help children develop responsible digital habits.



When teachers and parents work together, we can prepare children to navigate an AI-driven world with confidence, integrity, and empathy. Our shared responsibility is not merely to create skilled AI users, but to nurture thoughtful, ethical, and responsible digital citizens.

Shilpa Keesara
CBSE CT & AI Subject Lead

© Copyright The Gaudium, 2026. All rights reserved.

The Art of Asking: One Question Can Change a Life

What if the most powerful force in the world is not the answer we seek, but the question we dare to ask?

Civilizations have evolved through questions, minds have awakened through inquiry, and destinies have changed through a single moment of questioning. The Ramayana begins with a question; the Bhagavad Gita unfolds through profound questions that illuminate the human condition. Our epics remind us that the right question, asked at the right moment, can unlock wisdom and transform lives.

Imagine a classroom where a student asks, "Why should I learn from failure when I can simply avoid it?" Such a question can open a conversation about resilience, courage, and growth—perhaps changing how that student faces every future challenge.

In an age where answers are just a click away, Happy English empowers learners to ask questions that challenge assumptions, spark reflection, and inspire transformation.

We nurture not merely fluent speakers, but fearless thinkers and purposeful communicators.



After all, education is not just about finding answers; it is about discovering the questions worth asking.

Dr Teja Ravirala
Head of Department – Happy English

© Copyright The Gaudium, 2026. All rights reserved.

Need and Importance Of Skill Development

In today's rapidly growing economy, schools have started to focus on various kinds of skill development programs alongside the traditional academic system. Why is this so? Our world requires not only education and knowledge, but it thrives through our calculated decisions and the effective implementation of knowledge. Education alone is not enough to achieve success everywhere. Yes, education is needed to learn, connect, and pass exams, but how do we apply this knowledge in the real world? This is where skill development comes into play.

Skill development plays a vital role in building character and personal growth. Some important skills developed through these programes include communication, leadership, self-management, critical thinking and many others.

Furthermore, skill development prepares individuals for their career and helps them access various job opportunities. It improves abilities that help people perform tasks confidently and precisely. It teaches young people to take responsibility, become independent, think innovatively and be equipped to meet the expectations of their chosen careers.



Skill development is a major requirement in today's practical world, which cannot only run on theoretical knowledge alone. Therefore, it should be focused on more and be made mandatory for all kinds of educational institutions to invest in. This can be carried out through training sessions, workshops, or by simply integrating it alongside subject theory so that students can connect it and relate to its real-life applications.

In conclusion, skill development isn't merely an advantage, but a necessity for success in this age of innovation. Through continuous learning and improvement, one can unlock their potential, overcome challenges, and contribute positively to society.
Thank You.

Akanksha Nandi
X-A CBSE

© Copyright The Gaudium, 2026. All rights reserved.

New Opportunities in the Field of AI

AI is an essential part of our daily lives, whether it is for simple tasks such as autocorrection, text prediction, organizing folders or for more complex ones like automating personal accounting, managing medications, processing natural language. According to Stanford's AI Index 2026, generative AI reached 53% of the population in just three years, which is faster than the personal computer or the internet.

Firstly, people fear that AI is taking away people's jobs and that it should not be introduced to the workforce. This is not true because, according to the World Economic Forum, 170 million new jobs will be created by 2030, while 92 million jobs will be replaced, which gives a net increase of 78 million jobs. This shows that AI is increasing the number of jobs rather than the opposite. New jobs are already emerging, such as AI engineer, data scientist and AI ethics expert. Therefore, we should prepare for this change rather than fearing it.

Secondly, AI has already been influencing various industries like healthcare, education and agriculture. Companies and investors are putting huge amounts of money into this field. Stanford's report states that global business investment in AI reached $581.7 billion in 2025, an increase of 130% from the previous year.



The World Economic Forum predicts that 39% of existing skills will become outdated between 2025 and 2030. India needs to use its young workforce to take advantage of the change in the required skills. NASSCOM estimates that India will need close to 1 million AI-skilled professionals by 2027, but only has about 500 to 650 thousand. This gap can be closed with the help of students who should start developing the skills early on. Skills like coding, data handling and critical thinking will be essential for further development.

In conclusion, AI has created and will create a number of new opportunities in the workforce. This will reshape the way we work. It will not only create new jobs but also grow industries with the help of itself. However, we must learn the appropriate skills in order to fully utilize these opportunities. The best time to start is now.

Charith Reddy Manchala
X-A CBSE

© Copyright The Gaudium, 2026. All rights reserved.

TGS-Innovation Master Classes: Where Curiosity Meets Possibility

What happens when a classroom is no longer confined to four walls?
What if a student can move from *"I have an idea"* to *"Let me build it"*? From learning Python and exploring Artificial Intelligence to imagining a space mission, pitching a business idea or turning a story into a film—the possibilities are endless.

That is the spirit behind **TGS-IMC – The Gaudium School Innovation Master Classes**, introduced in the academic year **2026–27 for students of Grades 8–12 across curricula**.

Designed to connect young learners with the world beyond textbooks, TGS-IMC brings students into direct interaction with **industry experts, innovators, entrepreneurs, researchers and practitioners**. The programme spans five exciting domains—**Science & Innovation, Design & Coding, Entrepreneurship, Space Science, and Media & Performing Arts**.

FROM AN IDEA TO A PROTOTYPE
Innovation begins when a problem sparks a possibility.

Through the **Science & Innovation Master Classes**, students explored the *Mindset of a Maker* through a collaboration with **T-Works**, India's largest prototyping and innovation ecosystem.

Students discovered how an idea can move from imagination to an actionable prototype. They explored **rapid prototyping, iteration, structured problem-solving, critical thinking and design thinking** for user-focused solutions.

The experience encouraged them to try, test, rethink and try again—because innovation rarely arrives as a perfect first attempt.



© Copyright The Gaudium, 2024. All rights reserved.

TGS-Innovation Master Classes: Where Coding Meets Creativity

Technology is changing rapidly, but students need not remain mere users of technology. They can become its creators.

The **Design & Coding Master Classes** provided hands-on exposure to programming, app development and emerging technologies, including Artificial Intelligence.

For Grades 10–12, the school collaborated with **Mr Phani Aylavarapu**, a technical leader and expert in Agentic AI and Generative AI. Students explored **Python programming and database storage**, gaining insights into the technological thinking behind the digital systems they use every day.

For Grades 8–9, the school partnered with **Make Intern and E-Cell, IIT Hyderabad**, through their Skill Championship programme. Students participated in intensive theory and practical sessions and explored **no-code app design using MIT App Inventor**.

Following assessment, **five students were selected for the final round at IIT Hyderabad**.

From writing their first lines of code to imagining an app that could solve a real problem, students experienced technology as something they can build, not simply consume.





© Copyright The Gaudium, 2024. All rights reserved.

TGS-Innovation Master Classes: The Entrepreneur Within

An innovative idea becomes meaningful when it solves a real problem.
The **Entrepreneurship Master Classes** introduced students to the thinking behind transforming ideas into possibilities.

Students of Grades 8–10 participated in the **Young Entrepreneurship Programme** with MakeIntern and E-Cell, IIT Hyderabad. They explored the **Business Model Canvas and SWAMPER technique** and learnt to develop pitches around problems, solutions, business models, competition, teams, growth and funding.

The classroom soon became a mini start-up arena.

Five student ideas were selected for the finals at IIT Hyderabad, including **Velora (She Cabs), Gyft App, 1 Stop and Budget Buddy**.

For Grades 11–12, the entrepreneurship journey continues with a Master Class led by **Dr Tracy Corbet from Northwood University**, focusing on:

Idea Validation → Build, Brand & Launch → Optimise, Pitch & Scale
Because an idea is only the beginning







© Copyright The Gaudium, 2024. All rights reserved.

TGS-Innovation Master Classes: Looking Up and Beyond

Few subjects ignite curiosity quite like space.

The **Space Master Classes** invite students to explore questions that stretch far beyond Earth:

How will humans live on the Moon? Could Mars become a destination for human settlement? What role will Artificial Intelligence play in future missions? Could students design their own space mission?

Students explore themes including **Chandrayaan-3, Gaganyaan, Artemis, Mars exploration, asteroid mining, space robotics, CubeSats, satellite technology, planetary defence and emerging space careers**.

The programme has brought students opportunities to learn from experts including **Dr Sundaramurthy, Mission Director, ISRO; Dr Seshagiri Rao Vellanki, Associate Director, SDSC SHAR, ISRO; and Dr R. Srinivas, Head – Outreach, NRSC, ISRO**.

The goal is not simply to teach students about space.

It is to make them wonder what their role in the next chapter of space exploration could be.





© Copyright The Gaudium, 2024. All rights reserved.

TGS-Innovation Master Classes: When Creativity Finds Its Voice

Innovation does not always begin in a laboratory or with a laptop.

Sometimes, it begins with a **story**.

The **Media & Performing Arts Master Classes**, scheduled for October, will open avenues for students interested in **Radio Jockeying, Dance Drama and Documentary/Animation Film Making**.

Through these experiences, students will explore communication, performance, storytelling, creativity and collaborative production.

A microphone. A stage. A camera. A story. Different forms.

Creativity in many perspectives.

Across every TGS-IMC experience runs one central philosophy:

Learning should lead to a meaningful destination.

An idea should have the possibility of becoming a prototype.
A question should lead to investigation.
A coding lesson should lead to creation.
A business idea should be tested.
A space question should lead to exploration.
A story should find its audience.

That is why TGS-IMC is designed as a journey of **exploration, application, reflection and creation**, rather than simply a series of enrichment sessions.

Students will have opportunities for reflection and each Master Class will culminate in an event that showcases learning and examines its impact.

And perhaps the greatest outcome will not always be a finished prototype, app, business pitch or performance.

Sometimes, it may simply be a student walking out of a session with a **new question**.

A question that refuses to go away.

A question that leads to another idea.

And perhaps, eventually, to something extraordinary.

Because innovation does not begin with having all the answers.

It begins with being curious enough to ask better questions.

Ms Veena Reddy
Academic Head CBSE

© Copyright The Gaudium, 2024. All rights reserved.

Holistic Excellence



हिन्दी कक्षा में श्रवण कौशल और गतिविधि का प्रतिबिंब

कक्षा नौवीं की तृतीय भाषा हिन्दी में बच्चों ने कक्षा में एकल रूप से **श्रवण कौशल** से संबंधित गतिविधि में भाग लिया। इस गतिविधि का विषय यह था कि सभी छात्र कक्षा में ध्यानपूर्वक सुनेंगे और फिर उनसे संबंधित प्रश्नों के उत्तर दिए गए पेपर में लिखेंगे।

इस गतिविधि में बच्चों ने, समस्या समाधान, प्रेरणा, दृढ़ता, सीखने के लिए सीखना और नैतिकता जैसे कौशलों के गुण सीखे।बहुत अच्छा प्रदर्शन किया। इसके माध्यम से बच्चों ने आलोचनात्मक सोच, रचनात्मकता, सहयोग, संचार, डिजिटल साक्षरता

© Copyright The Gaudium, 2026. All rights reserved.

Holistic Excellence



हिन्दी कक्षा में श्रवण कौशल और हिंदी दिवस पोस्टर गतिविधि का प्रतिबिंब

कक्षा दसवीं की द्वितीय भाषा हिन्दी में बच्चों ने कक्षा में एकल रूप से श्रवण कौशल से संबंधित गतिविधि में भाग लिया। इस गतिविधि का विषय यह था कि सभी छात्र कक्षा में ध्यानपूर्वक सुनेंगे और फिर उससे संबंधित प्रश्नों के उत्तर दिए गए पेपर में लिखेंगे। इस गतिविधि में बच्चों ने बहुत अच्छा प्रदर्शन किया।

हिंदी दिवस के अवसर पर कक्षा में पोस्टर बनाने की गतिविधि आयोजित की गई। छात्रों ने इसमें संयुक्त रूप से भाग लिया और पोस्टर बनाने का कार्य सफलतापूर्वक पूरा किया।

सभी ने नियमों का पालन किया और रूब्रिक के अनुसार बहुत ही अच्छे ढंग से अपने कौशल का प्रदर्शन किया।

इसके माध्यम से बच्चों ने आलोचनात्मक सोच, रचनात्मकता, सहयोग, संचार, डिजिटल साक्षरता, समस्या समाधान, प्रेरणा, दृढ़ता, सीखने के लिए सीखना और नैतिकता जैसे कौशलों के गुण सीखे।

© Copyright The Gaudium, 2026. All rights reserved.

Holistic Excellence

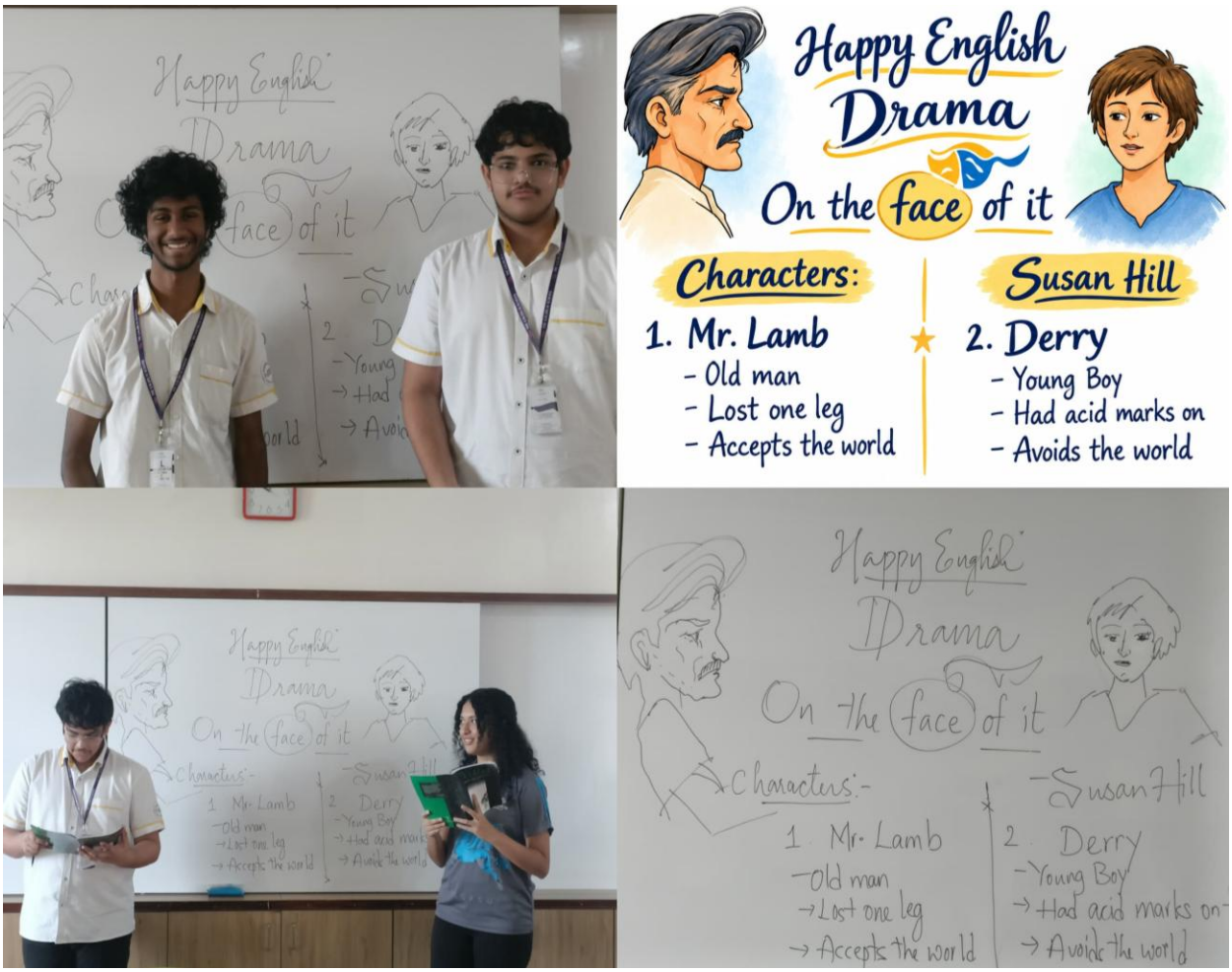


DTF — Think Bold. Design the Future!

Our Class 11 innovators turned challenges into opportunities through Design Thinking Framework presentations. By identifying real-world problems, empathizing with people, and crafting innovative solutions, students showcased their ideas through compelling presentations. Their work celebrated critical thinking, collaboration, creativity, and the courage to transform possibilities into practical solutions for tomorrow's world.

© Copyright The Gaudium, 2026. All rights reserved.

Holistic Excellence



Happy English | On the Face of It: Beyond Appearances

Students brought Susan Hill's On the Face of It to life through a moving dramatic presentation. Exploring acceptance, self-worth and societal prejudice, their performances combined emotional depth with confident expression, creativity and collaboration

© Copyright The Gaudium, 2026. All rights reserved.

Holistic Excellence

Happy English | Mother's Day: A Celebration of Love and Gratitude Grade 11E brought J.B. Priestley's Mother's Day to life with humour, sensitivity and conviction. Through expressive performances and meaningful dialogue, learners explored the often-overlooked contributions of mothers and the importance of respect within families. The presentation reflected thoughtful literary interpretation, confident expression and a strong spirit of creative collaboration.





Through an engaging dramatic presentation of A.R. Barton's Going Places, learners captured Sophie's soaring aspirations and the tension between fantasy and reality. Expressive performances and purposeful dialogue reflected their creativity, confidence, collaboration and nuanced understanding of the literary text.





© Copyright The Gaudium, 2026. All rights reserved.

Holistic Excellence






Happy English | CBSE Board Project: A Story of Empathy and Togetherness

Grade 12D students presented a thought-provoking short film exploring togetherness, empathy and sensitivity towards others' emotional struggles. Their creative endeavor reflected The Gaudium's philosophy of nurturing compassionate, mindful and socially responsible individuals through meaningful learning experiences.

© Copyright The Gaudium, 2026. All rights reserved.

Core Values



Teachers' Day — Tiny Notes, Infinite Gratitude!

Sometimes, the smallest messages carry the biggest emotions! Our students expressed heartfelt gratitude to their teachers through thoughtful notes filled with appreciation, affection, and admiration. Each message celebrated the special bond between teachers and learners, reminding us that beyond lessons and assessments, education thrives on encouragement, trust, inspiration, and meaningful human connections.

© Copyright The Gaudium, 2026. All rights reserved.

Core Values



International Literacy Day — Read the World. Rewrite Tomorrow!

Celebrating the theme "Literacy for People, the Planet and Prosperity," students explored newspaper and magazine articles connecting literacy with real-world challenges. Through reading, discussion, and reflection, they examined how informed citizens can contribute to sustainable development and collective wellbeing. The activity transformed literacy into a powerful tool for awareness, empathy, and positive change.

© Copyright The Gaudium, 2026. All rights reserved.

Core Values



R&R – Recognizing Greatness, Celebrating Excellence !

Every achievement deserves applause, and every effort deserves recognition! Our Recognition and Rewards initiative celebrated dedication, commitment, and outstanding contributions across the Gaudium community. By appreciating individual accomplishments and collective efforts, the initiative strengthened motivation, encouraged excellence, and reinforced a culture where perseverance is valued, success is celebrated, and every contribution matters.

© Copyright The Gaudium, 2026. All rights reserved.

Core Values



Students' Teachers' Day Celebration – Students Take the Stage!

The classroom spotlight shifted as students took the lead in celebrating the mentors who inspire them every day. Through thoughtful gestures, enthusiastic participation, and heartfelt expressions of gratitude, they made Teachers' Day memorable. The celebration honoured the enduring teacher-student bond and reminded everyone that great educators shape not just minds, but futures.

© Copyright The Gaudium, 2026. All rights reserved.

Core Values









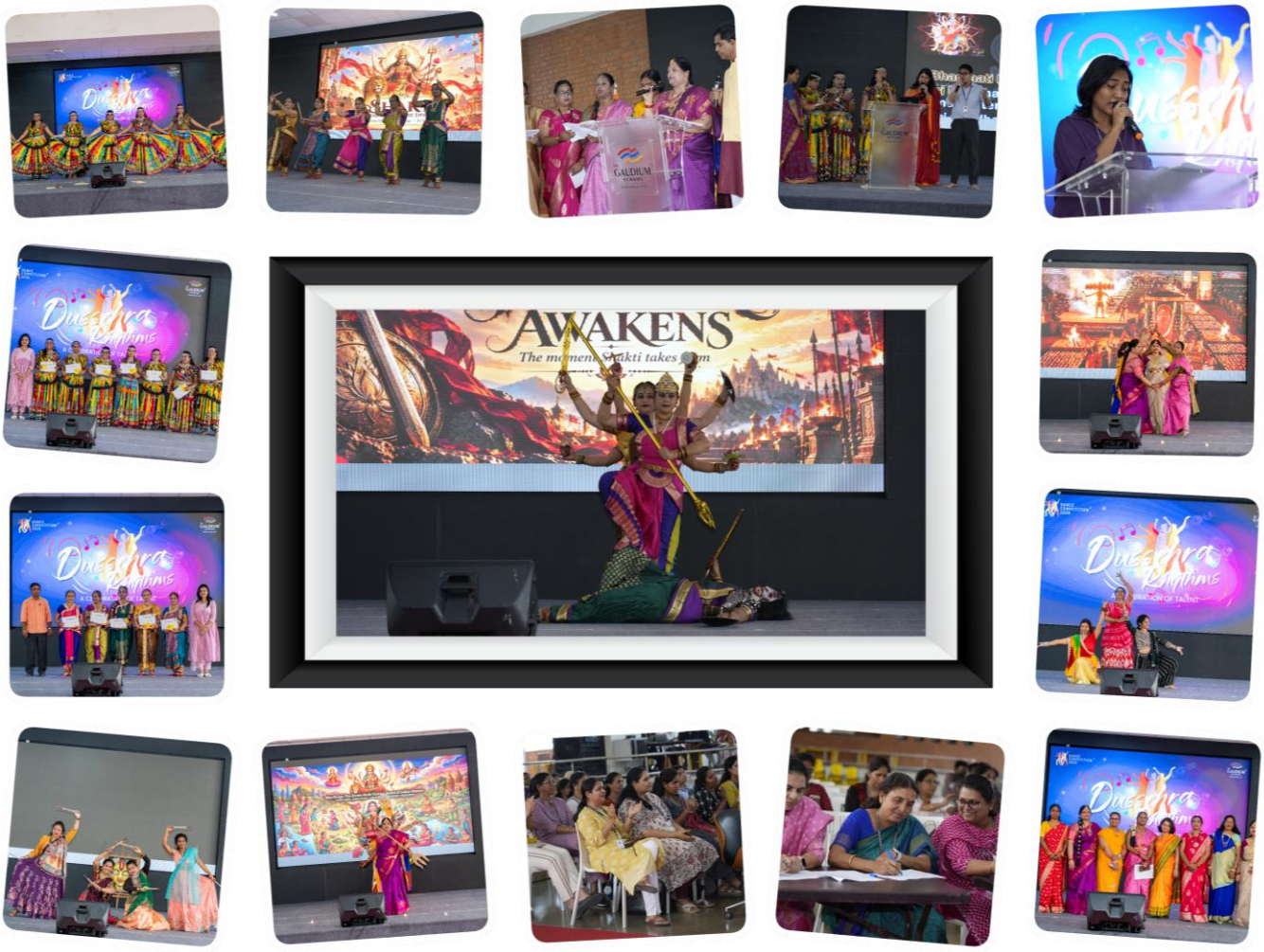


Dasara Pooja – Celebrating the Divine Feminine, Honouring Shakti!

Faith, tradition, and the eternal power of the Divine Feminine came alive as the Gaudium community celebrated Dasara. Honouring the Goddess as the embodiment of strength, wisdom, courage, and compassion, the celebration paid tribute to the sacred feminine energy that empowers creation and transformation. Rooted in India's cultural heritage, it reminded us to celebrate women, embrace equality, and nurture a world where every woman's strength shines fearlessly.

© Copyright The Gaudium, 2026. All rights reserved.

Core Values



Dusheera Rhythm — Beat the Drums, Feel the Divine!

When tradition meets rhythm, celebration becomes unforgettable! Dusheera Rhythm brought festive energy and cultural vibrance to the Gaudium community. Through music, movement, and collective enthusiasm, the celebration captured the spirit of Dasara, symbolising the triumph of good over evil and the power of unity, joy, and cultural expression.

© Copyright The Gaudium, 2026. All rights reserved.

Mindfulness and Wellbeing



ILD Teachers – Educators Who Ignite Lifelong Learning!

Behind every empowered learner stands an educator who inspires curiosity and possibility. International Literacy Day offered a meaningful opportunity to celebrate teachers as champions of literacy, inclusion, and lifelong learning. Their dedication extends beyond teaching words; they nurture critical thinkers, confident communicators, and responsible citizens ready to contribute meaningfully to society.

© Copyright The Gaudium, 2026. All rights reserved.

Mindfulness and Wellbeing













ILD Mental Health Day — Minds Matter. Wellbeing Wins!

A healthy mind is the foundation of meaningful learning and a fulfilling life. The International Day of Literacy and Mental Health initiative highlighted the importance of emotional awareness, empathy, and wellbeing within educational spaces. By encouraging reflection and open conversations, the initiative reinforced the message that caring for our minds is as important as nurturing our knowledge.

© Copyright The Gaudium, 2026. All rights reserved.

Global Leadership



Defence Masterclass — Courage in Uniform, Inspiration for Life!

Discipline, dedication, and duty took center stage during the Defence Masterclass. Students gained an opportunity to appreciate the commitment, courage, and sacrifices associated with serving the nation. The interaction inspired them to reflect on leadership, responsibility, resilience, and patriotism, reminding young minds that true greatness lies in serving something greater than oneself.

© Copyright The Gaudium, 2026. All rights reserved.

Global Leadership



Math Enclave — Crack the Code. Conquer the Challenge!

Numbers came alive as mathematical thinking met curiosity and creativity at the Math Enclave. The initiative encouraged students to approach challenges logically, explore patterns, and discover innovative ways to solve problems. By moving beyond rote learning, students experienced mathematics as an exciting adventure in reasoning, precision, collaboration, and intellectual discovery.

© Copyright The Gaudium, 2026. All rights reserved.

Global Leadership



TEDx — Ideas That Dare to Change the World!

Big ideas, bold voices, and limitless possibilities took centre stage at TEDx! Proudly organised by The Gaudium's student team, the event brought together inspiring speakers and enthusiastic participants, including students from various external institutions. It celebrated creativity, collaboration, and courageous thinking, empowering young minds to exchange perspectives, challenge assumptions, and transform ideas into possibilities for a better tomorrow.

© Copyright The Gaudium, 2026. All rights reserved.

Global Leadership













NEASC — Raising the Bar, Redefining Excellence!

The Gaudium School continued its journey towards international educational excellence through its NEASC-related initiatives. The process encourages reflection, collaboration, and continuous improvement across learning experiences and institutional practices. By focusing on meaningful outcomes, holistic development, and a culture of growth, the school strengthens its commitment to preparing globally minded learners for an ever-evolving world.

© Copyright The Gaudium, 2026. All rights reserved.

Inspiring Teachers Award



Inspiring Teachers Award – Great Teachers Create Great Tomorrows!

Excellence deserves recognition, and inspiring educators deserve celebration! The Gaudium community proudly congratulates Vijayetha on receiving the HSSC Celebri Teacher Award. This honour celebrates her dedication, passion, and contribution to education. Her achievement reminds us that teachers do more than deliver lessons; they inspire confidence, nurture potential, and shape tomorrow's leaders.

© Copyright The Gaudium, 2026. All rights reserved.

Badminton Champions



Chinmay Wankhede – Gold Rush! A Champion Takes Flight ! Victory tastes sweeter when dedication meets determination! Chinmay Wankhede of Class 9, CBSE, clinched the Gold Medal in the Under-15 Boys' Singles category at the All India Ranking Badminton Tournament in Jaipur. His first-ever gold marks a significant milestone, showcasing exceptional promise, sporting spirit, and the determination to pursue excellence.

R. Lakshmi Sai Aradhya – Three Medals. One Fearless Champion ! Three podium finishes, one extraordinary sporting achievement! R. Lakshmi Sai Aradhya brought immense pride to The Gaudium School at the Yonex Sunrise All India Sub-Junior National Badminton Ranking Tournament 2026 in Jaipur on October 9. She won Silver in Under-15 Girls' Doubles and Bronze in Under-15 Girls' Singles and Under-17 Girls' Singles, showcasing remarkable versatility and competitive spirit.





Krishav Puppala – Bronze Brilliance on the National Stage! A podium finish, a powerful achievement, and a promising journey ahead! Krishav Puppala of Class 9, CBSE, secured the Bronze Medal at the National Badminton Tournament in Jaipur. His accomplishment reflects perseverance, discipline, and growing competitive excellence. The Gaudium community celebrates his achievement and wishes him continued success on the national sporting stage.

© Copyright The Gaudium, 2026. All rights reserved.

Education World All India Ranking

The Gaudium School has been ranked 4th in India in the category of International Day Schools. We have also been ranked 1st in Telangana and 1st in Hyderabad.

This recognition reflects the dedication of our teachers and staff, the curiosity and hard work of our students, and the steady support of our parents. It is a achievement we have built together.

We are grateful to every member of the Gaudium family for making this possible. While we celebrate this milestone, we remain committed to our goal of providing an outstanding, joyful, and future-ready education for every child.

Thank you for being part of our journey.



© Copyright The Gaudium, 2026. All rights reserved.

CFORE All India Ranking 2025 - 26

A proud milestone for The Gaudium School

In the CFORE School Ranking 2025-26, The Gaudium School has been ranked 7th in India in the International Day School category as well as recognized among India's BEST DAY CO EDUCATIONAL SCHOOLS category. We have also been ranked 1st in Telangana and 1st in Hyderabad.



© Copyright The Gaudium, 2026. All rights reserved.

The Times School – Under 50 Visionary Principals list!

Times School
Powered by Hyderabad Times
Circulated with The Times of India, Hyderabad
Wednesday, September 30, 2026
An Advertorial Education Promotional Feature
An Optimal Media Solutions Initiative, A division of Times Internet Limited

50 Visionary Principals: Leading Education into a New Era of Learning



Education is entering a defining new era—one shaped by bold leadership, rapid innovation and a growing recognition that learning must extend far beyond the classroom. Across institutions, educators and young learners are embracing new ideas, technologies and approaches that are redefining what it means to learn, lead and prepare for the future.

This special edition features 50 visionary principals who represent their schools and the leadership that drives their journey forward. These educationists are not merely administrators; they are mentors, innovators and change-makers who shape school culture, empower teachers and create opportunities for students to learn, explore and excel.

LEADERS WHO LEAD THE CHANGE

Leadership in education today is not simply about managing institutions; it is about creating a vision for the future and inspiring others to be part of it. The principals featured in this edition represent this evolving role, demonstrating how effective leadership can influence an entire school community.

Forward-looking leaders are building cultures that encourage innovation, collaboration and continuous learning. Their focus is increasingly shifting from conventional measures of achievement to a broader understanding of student success—one that values confidence, character, creativity, communication and the ability to navigate an ever-changing world.

By empowering teachers and giving students greater opportunities to explore, question and create, educational leadership is becoming a catalyst for meaningful and lasting change.

INNOVATION BEYOND THE CLASSROOM

Innovation is rapidly changing the educational landscape. Digital learning, artificial intelligence, robotics, immersive technologies and interactive platforms are creating new avenues for knowledge and engagement.

Yet innovation is not defined by technology alone. It is equally about rethinking established practices and finding better ways to make learning relevant and meaningful. Project-based learning, experiential education, interdisciplinary programmes and real-world problem-solving are bringing lessons to life and encouraging students to become active participants in their own education.

THE NEW AGE OF LEARNING

The classroom of today looks very different from that of a generation ago. Learning is becoming more personalised, collaborative and experience-driven, with students encouraged to move beyond memorisation towards understanding, application and discovery.

Alongside quality academics schools are placing greater emphasis on communication, leadership, emotional intelligence, creativity, resilience and digital literacy—skills that will remain vital in a rapidly changing world.

BUILDING THE LEARNERS OF TOMORROW

The future will demand more than knowledge. It will demand adaptability, imagination and the confidence to keep learning. Preparing young people for that future requires an education system willing to evolve, experiment and embrace change.

As this edition brings these education leaders into focus, it also highlights the schools they represent and the leadership that shapes their vision, culture and future. Their collective stories reflect a larger transformation—an effort to build learning environments where every young mind has the opportunity to question, innovate and lead.

Leadership provides the vision. Innovation provides the momentum. And education provides the foundation for a future yet to be written.

> **Knowledge can be found anywhere; character is built only through human influence**



Sudeshna Chatterjee
Head of School
The Gaudium School
Hyderabad

THE TEACHER AS ARCHITECT OF CHARACTER-SCULPTING HAPPY MINDS

In today's IOT enabled lives, where screens compete for attention and instant answers dull the habit of reflection in our children, the teacher's most vital work is no longer the transfer of knowledge—it is the shaping of character.

A teacher, like an architect, works with the raw material of a child's temperament, habits, and choices, designing structures that will hold for a lifetime. Every moment in the classroom is a blueprint: how a teacher responds to failure teaches resilience; how they treat the quietest student teaches dignity; how they admit a mistake teaches honesty. These lessons are caught, not taught-and they outlast every exam.

Character is built from small, repeated acts of integrity, kindness, discipline, and courage. A teacher creates the environment where these acts are practiced daily: encouraging a struggling learner, demanding honesty when cheating is easy, celebrating effort more than talent, and modelling respect when provoked. In an age of artificial intelligence and moral ambiguity, students need adults who demonstrate what it means to be principled, compassionate, and responsible.

At The Gaudium School students are prepared for life. An architect of character does not merely nurture success, but also builds people who can be trusted, who add value to society, and who lead with wisdom. That is the most essential and enduring work in education today.

© Copyright The Gaudium, 2026. All rights reserved.

Coming Up Next

Date	Day	Event	Grade
2nd November	Monday	WA3 Begins	Grade IX and XI
6th to 9th November	Friday to Monday	Diwali Holidays	Whole School
13th Nov	Friday	Children's day Celebration at School	Whole School
Last week of November		Pre – Board 1	IX to XII

© Copyright The Gaudium, 2026. All rights reserved.

Social Media Links

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

© Copyright The Gaudium, 2026. All rights reserved.

Editorial Board

Chief Editor

Dr Raviteja , HOD English
Ms. Munmun

Associate Editors

CBSE Team

Creative Team

Ms. Shilpa Keesara, CT & AI Subject Lead
Ms. Sunitha Dundigalla

© Copyright The Gaudium, 2026. All rights reserved.