THE GAUDIUM SCHOOL

Sculpting happy minds



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September - October 2026

Message from the Head of 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.

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Message from the Head of 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

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Message for Diploma Coordinator

Dear Parents,

Creativity, Activity and Service (CAS) is at the heart of the IB Diploma Programme. It provides students with opportunities to grow beyond academic learning and become compassionate, responsible and engaged global citizens. CAS encourages students to step out of their comfort zones, discover their strengths, develop new skills and, most importantly, understand how their actions can make a meaningful difference in the world around them.

This month, it has been wonderful to witness our DP students bring the true spirit of CAS to life through their active participation in various school events and initiatives. From presenting thought-provoking ideas at **TEDxTheGaudiumSchool**, demonstrating entrepreneurial skills and community engagement at the **Farmer's Market – Seeds of Tomorrow**, and showcasing their creativity through the Haunted House, CAS stalls, Garba and fashion presentations, to highlighting their NGO collaborations and community service projects, our students have demonstrated learning through action.

What makes these experiences special is not merely the events themselves, but the learning behind them.



Every initiative involves planning, collaboration, leadership, problem-solving, reflection, commitment and a willingness to take responsibility. Students learn to work with diverse groups, appreciate different perspectives, respond to real-world needs and recognise the impact of collective efforts.

As a DP Coordinator, it is encouraging to see students move from being participants to becoming creators, organisers, leaders and change-makers. I would also like to acknowledge our teachers and CAS mentors for guiding, encouraging and providing students with opportunities to transform their ideas into meaningful experiences.

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Message for Diploma Coordinator

Dear Parents, your encouragement and support play an equally important role in nurturing this spirit. I invite you to look beyond the events and celebrations and appreciate the learning, effort, resilience and personal growth that your children experience through these opportunities. These are the experiences that shape their character and prepare them for life beyond school.

As we continue this journey, let us remember that education is not just about what students know, but also about who they become and how they contribute to society

"The best way to find yourself is to lose yourself in the service of others."

— Mahatma Gandhi

CAS is not just a component of the Diploma Programme; it is an opportunity to discover who we are, what we can contribute and how we can make a difference.

Dr. Jyoti Singh
Diploma Programme Coordinator

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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.



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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.

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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







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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.





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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

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Our Journey Towards Excellence: The NEASC Accreditation

The Gaudium School is proud to announce the successful completion of the **New England Association of Schools and Colleges (NEASC) accreditation process**, marking a significant milestone in its continued journey towards educational excellence.

This achievement reflects the school's commitment to maintaining high standards of teaching and learning, fostering a culture of continuous improvement, and providing a holistic, student-centred educational experience. The accreditation journey involved a collaborative effort across the school community, with teachers, school leaders, students, parents and support staff contributing to the process through reflection, evaluation and a shared commitment to growth.









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Global Leadership: Our Journey Towards Excellence: The NEASC Accreditation

The NEASC accreditation process provided an opportunity to critically examine our educational practices, strengthen institutional systems, celebrate our achievements and identify avenues for further development. It reinforces our commitment to nurturing independent thinkers, responsible global citizens and lifelong learners.

This milestone is a testament to the collective dedication and hard work of the entire Gaudium community. As we move forward, we remain committed to learning, evolving and raising the bar in educational excellence.

A proud milestone, a shared achievement and another step forward in our journey of continuous growth!

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Mindfulness and Wellbeing: Peaceful Minds, Purposeful Classrooms

The Gaudium School celebrated the spirit of the **International Day of Peace** through an engaging International Learning Day (ILD) session for teachers, centred on the theme *"Peace Begins With Us: Creating Classrooms of Empathy, Respect and Understanding."*

The session provided teachers with an opportunity to reflect on the importance of fostering peace, inclusion and mutual respect within the school community. Through interactive activities, reflective discussions and real-life classroom scenarios, teachers explored how empathy, active listening, respectful communication and understanding different perspectives can help build harmonious relationships.









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Mindfulness and Wellbeing: Peaceful Minds, Purposeful Classrooms

The discussions also highlighted the role of educators as role models in nurturing a culture of peace, where every individual feels valued, heard and respected. Teachers shared practical strategies for managing conflicts constructively, encouraging collaboration and creating safe and inclusive learning environments.

The session concluded with a personal peace commitment, reminding everyone that peace is not merely an idea to be discussed but a value to be practised every day.

At The Gaudium, we believe that peace begins with each one of us and grows through the choices we make, the words we speak and the respect we show one another.

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Holistic Excellence: TOK Guest Session: Language as a Preserver of Knowledge

As part of the Theory of Knowledge (TOK) programme, our Diploma Programme students participated in an engaging guest session exploring the thought-provoking question: "To what extent can the preservation of a language also be considered the preservation of knowledge?" The session was centred on the theme *Knowledge and Indigenous Societies*.

The discussion highlighted the significant role language plays in preserving and transmitting indigenous knowledge, cultural identities, traditions, histories and worldviews across generations. Students explored how languages carry more than words; they embody unique ways of understanding the natural world, interpreting experiences and communicating knowledge that may not always have direct equivalents in other languages. Through meaningful discussions and real-world examples, students reflected on the consequences of language loss, particularly the gradual disappearance of traditional ecological knowledge, oral histories, medicinal practices, cultural expressions and indigenous belief systems. The session encouraged them to examine the relationship between language, culture and knowledge, while questioning whether knowledge can be fully preserved when the





language through which it has been traditionally expressed is lost.The session provided a valuable opportunity for students to connect TOK concepts such as culture, perspective, interpretation and knowledge transmission with the experiences of indigenous communities. It reinforced the importance of linguistic diversity and the responsibility we share in respecting and preserving different knowledge systems.

The session left students reflecting on an important idea: when a language disappears, we risk losing not just a way of speaking, but also a unique way of knowing and understanding the world.

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Stakeholder Engagement: TOK Professional Learning Session: Unpacking the May 2027 Prescribed Titles

IBDP TOK coordinator and teachers organised a collaborative professional learning session for all Diploma Programme teachers on **"Unpacking the TOK Prescribed Titles for the May 2027 Examination Session."**

The session focused on developing a shared understanding of the six prescribed titles and exploring how they could be approached through the Theory of Knowledge framework. Teachers engaged in discussions to identify the key terms, underlying assumptions, knowledge questions and possible areas of exploration within each title.

The session also highlighted the importance of connecting Areas of Knowledge (AOKs) and Ways of Knowing, using relevant real-life situations and developing balanced arguments supported by meaningful examples. Teachers collaboratively explored how different subject disciplines could contribute diverse perspectives to the prescribed titles, strengthening the interdisciplinary nature of TOK.









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Stakeholder Engagement: TOK Professional Learning Session: Unpacking the May 2027 Prescribed Titles

The discussion provided an opportunity for subject teachers to understand their role in supporting students beyond the TOK classroom by encouraging critical thinking, questioning assumptions and making meaningful connections between subject-specific knowledge and broader knowledge questions.

The collaborative engagement strengthened a shared approach towards guiding students in developing thoughtful, well-supported and nuanced TOK essays for the May 2027 examination session.

The session reinforced the idea that TOK is not confined to one subject or classroom; it is a shared intellectual journey that encourages every learner to question, connect and reflect on how we know what we claim to know.

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Stakeholder Engagement: Reward and Recognition – Celebrating Excellence and Commitment













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Stakeholder Engagement: Reward and Recognition – Celebrating Excellence and Commitment

At The Gaudium School, we believe that every contribution matters and that recognising the efforts of our people is an essential part of building a culture of appreciation, collaboration and excellence. As part of our Term 1 celebrations, the school organised a Rewards and Recognition initiative for all staff members, acknowledging their dedication, commitment and valuable contributions towards the school's growth and success.

The initiative celebrated individuals who consistently went the extra mile, demonstrated exemplary commitment, embraced innovation, supported their colleagues and contributed meaningfully to creating a positive and enriching learning environment. It was a wonderful opportunity to appreciate the passion, perseverance and teamwork that drive our school community forward.

Through this initiative, we reaffirmed our belief that a culture of recognition inspires individuals, strengthens collective responsibility and motivates everyone to strive for excellence. The celebration was a heartfelt expression of gratitude to our staff, whose efforts, both visible and behind the scenes, make a meaningful difference every day.

Together, we celebrate the people who make The Gaudium a place of growth, inspiration and excellence!

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Mindfulness and Wellbeing: Mental Health Awareness Day: Nurturing Minds, Empowering Lives

At The Gaudium School, we believe that mental well-being is an essential part of holistic development. As part of our Mental Health Awareness Day celebrations, students participated in meaningful activities and awareness initiatives designed to encourage open conversations about mental health, emotional well-being and self-care.





The celebration aimed to create a safe and supportive environment where students could understand the importance of recognising their emotions, managing stress, developing resilience and seeking help when needed. Through engaging discussions, interactive activities and reflective experiences, students were encouraged to express themselves, practise mindfulness and understand that prioritising mental health is as important as maintaining physical health.

The initiative also highlighted the importance of empathy, kindness, positive relationships and supporting one another. Students were reminded that it is okay to experience difficult emotions, that seeking help is a sign of strength, and that no one should feel alone in their journey.

Through this awareness initiative, we reaffirmed our commitment to nurturing not just academically successful learners but also emotionally aware, confident and compassionate individuals.

Because a healthy mind is the foundation of a happy, balanced and fulfilling life!

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Global Leadership: Exploring Global Opportunities: Career Guidance Sessions

To empower students to make informed decisions about their future, The Gaudium School organised insightful career guidance sessions featuring representatives from Rutgers University and the University of Michigan. The sessions provided students with valuable insights into global higher education opportunities, university programmes, admission requirements, application processes and the diverse academic pathways available at leading international institutions. Students had the opportunity to understand the expectations of international universities, explore various fields of study and gain clarity on preparing for competitive university applications. The interactive discussions also offered students an opportunity to engage directly with university representatives, ask questions and seek guidance on academic choices, career pathways and life on international campuses. These sessions broadened students' perspectives, encouraged them to explore possibilities beyond conventional career choices and helped them take informed steps towards their higher education aspirations.

Inspiring aspirations, expanding horizons and empowering students to shape their future!







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Holistic Excellence: Beyond the Classroom: Visual Arts Field Trip to The News Art Fest

As part of the IB Visual Arts programme, our Visual Arts students visited The News Art Fest, a contemporary art exhibition featuring a group of senior artists from across India, held at the State Gallery of Art, Madhapur, Hyderabad. The visit was designed to enrich students' understanding of the *Communicating Visual Arts* component of the IB curriculum, which explores how artworks are selected, curated and presented for exhibitions and public display. The gallery visit offered students an opportunity to experience contemporary artworks first-hand, explore diverse artistic styles, techniques and perspectives, and understand how artists communicate ideas and narratives through visual expression. Observing the exhibition also helped students appreciate the role of curation, presentation, audience engagement and the context in which artworks are displayed. Accompanied by their Visual Arts facilitator, the five students engaged with the exhibition beyond the classroom, drawing inspiration from established artists and gaining valuable insights into the professional art world. The experience encouraged students to look at art more critically, broaden their creative perspectives and make meaningful connections between their classroom learning and real-world artistic practices. An inspiring journey from creating art to understanding, interpreting and communicating art!







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Global Leadership: TED^{X} The Gaudium School-Permission Beyond Approval











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Global Leadership: TED^{x} The Gaudium School-Permission Beyond Approval

The Gaudium School hosted an inspiring edition of TED^{x} The Gaudium School on 6th October 2026, centred around the thought-provoking theme *"Permission Beyond Approval."*

The event celebrated the courage to think independently, challenge conventions and take ownership of one's ideas and aspirations. Through a series of engaging talks and thought-provoking perspectives, the speakers encouraged the audience to reflect on the difference between waiting for external validation and finding the confidence to take initiative and create meaningful change.

The theme highlighted the importance of self-belief, individual agency and the willingness to step beyond perceived boundaries. Each talk offered unique insights, inspiring students to question assumptions, embrace possibilities and recognise that meaningful progress often begins when individuals give themselves permission to explore, experiment and act.

The event provided a valuable platform for sharing ideas, encouraging dialogue and celebrating diverse perspectives. It also reinforced the school's commitment to nurturing confident, reflective and empowered individuals who are willing to make a difference.





Because sometimes, the most important permission we need is the permission we give ourselves!

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Core Value: Spreading Awareness, Building Understanding for Mental Health











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Core Value: Spreading Awareness, Building Understanding for Mental Health

As part of the World Mental Health Day celebrations, our IBDP Psychology students took the initiative to create awareness about mental health among parents during the Three-Way Conference (TWC). The initiative provided a meaningful platform for students to take their classroom learning beyond academics and engage the wider school community in conversations about psychological well-being.

The DP Psychology students actively interacted with parents, sharing insights on the importance of mental health, emotional well-being, stress management and the need to recognise and address psychological concerns without stigma. Through their awareness initiative, they highlighted the importance of empathy, active listening, emotional support and creating safe spaces for open conversations within families.

The interaction also encouraged parents to reflect on their role in supporting the emotional and psychological well-being of their children. By taking the lead in this initiative, students demonstrated how psychological knowledge can be applied meaningfully to real-life situations and contribute to building a more informed and compassionate community.



The initiative beautifully reflected the IB philosophy of developing knowledgeable, caring and socially responsible learners who use their understanding to make a positive difference.

Because mental health matters, every conversation counts, and awareness begins with understanding!

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Stakeholder Engagement: Farmer's Market – Seeds of Tomorrow: Growing Ideas, Inspiring Change













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Stakeholder Engagement: Farmer's Market – Seeds of Tomorrow: Growing Ideas, Inspiring Change













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Stakeholder Engagement: Farmer's Market – Seeds of Tomorrow: Growing Ideas, Inspiring Change

The Gaudium School Farmer's Market, themed "Seeds of Tomorrow," was a vibrant celebration of creativity, entrepreneurship, sustainability and community engagement. Our IBDP students brought the event to life through a wonderful blend of innovation, cultural expression and meaningful social initiatives, reflecting the spirit of CAS (Creativity, Activity and Service).

One of the major attractions was the Haunted House, thoughtfully designed and created by DP students with a Halloween theme. The immersive experience showcased their creativity, teamwork, planning and entrepreneurial spirit. Adding to the excitement, students set up engaging Halloween-themed stalls, offering a variety of handmade and curated items for sale.

The CAS stall provided a meaningful glimpse into the students' CAS journeys, highlighting their ongoing projects, community initiatives and collaborative work with NGOs. It celebrated their commitment to service, social responsibility and making a positive difference in the lives of others.

The celebrations were further enriched by vibrant Garba performances and a lively fashion showcase, organised as part of CAS experiences. These activities offered students opportunities to express their creativity, celebrate cultural diversity, build confidence and demonstrate their talents beyond the classroom.

The Farmer's Market beautifully brought together learning, action and community participation. It reflected how small ideas, when nurtured with passion and purpose, can grow into meaningful contributions towards a better tomorrow.

Planting ideas today, nurturing responsibility and growing a better tomorrow!

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Global Leadership: IB Manthan: Learning, Leading and Growing Together

The Gaudium School's teachers and school leaders actively participated in IB Manthan, embracing the opportunity for professional learning, collaboration and reflection on contemporary educational practices. The gathering provided a valuable platform for educators and leaders to exchange ideas, engage in meaningful dialogue and strengthen their understanding of the evolving landscape of IB education.

A significant highlight was the insightful session with Olli-Pekka, which offered perspectives on educational leadership, the future of learning and the importance of creating meaningful learning experiences for students. The interaction encouraged participants to reflect on how schools can foster student agency, empower teachers, nurture innovation and build learning communities that are responsive to the needs of a changing world.

The participation of our teachers and leaders reflected the school's commitment to continuous professional development and its belief that meaningful transformation in education begins with reflective practitioners and collaborative leadership.





The experience reinforced the importance of staying connected with the larger IB community, sharing best practices and translating new perspectives into purposeful action within our learning environment.

Learning together, reflecting together and shaping the future of education together!

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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.



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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 recognised among India's BEST DAY CO EDUCATIONAL SCHOOLS category. We have also been ranked 1st in Telangana and 1st in Hyderabad.



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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.

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Coming Up Next

Date	Day	Event	Grade
Nov 6-9th	Friday to Monday	Deepawali	Whole School
13th Nov	Friday	Children's day Celebration at School	Whole School
10th November to 12 December		Weekly assessment-2	DP1 and DP2
28th November	Saturday	CAS Trek	DP1 and DP2

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Social Media Links

Platform	Link
Website	https://www.thegaudium.com/
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