THE GAUDIUM SCHOOL
Sculpting happy minds



PRISM

IB MYP

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September - October 2026

Message from 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 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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MYP Coordinator's Message

Dear Parents and Students,

'Nelson Mandela said, 'The purpose of education is not only to impart knowledge but to ignite ambition, empowering individuals to strive for greatness and leave a lasting impact on the world'.

September and October months have been rigorous for our MYP learners in preparing and writing their summative assessments. The students have shown excellent balance between their academics and participation in school programs with ease showing the true spirit of the MYP program and the vision of our school in balancing their inner and outer worlds.

Education is much more than achieving excellent grades or acquiring knowledge from textbooks. True education is about shaping young minds into thoughtful, confident, compassionate and responsible individuals who are prepared to make a meaningful contribution to the world.

The true outcome of MYP education is not measured only by academic excellence. It is reflected in the way students think, communicate, respond to challenges, work with others and contribute to their community. We aspire to see our learners grow into independent thinkers, ethical decision-makers and internationally minded individuals who are prepared not only for the next stage of their education, but also for life beyond school.



As educators and parents, our shared responsibility is to nurture not just successful students, but good human beings—confident in their abilities, compassionate in their actions and responsible in their choices. Also as important stakeholders, the parents are requested to get the feedback from the teachers during the Three Way Conference and help our learners excel in their MYP journey.

Let us continue to empower our young learners to learn with purpose, grow with confidence and lead with compassion.

Wishing every student a happy vacation for rejuvenating and spending good time with family.

Dr. K. Padmaja
MYP Coordinator

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Associate Coordinator's Message



Dear MYP Students,

As exams approach, it is natural to feel a little nervous, overwhelmed or uncertain. Remember that resilience is not about avoiding challenges; it is about learning to face them with courage and persistence. Every difficult topic, mistake or setback is an opportunity to reflect, learn and improve. Instead of asking, "What if I fail?", ask yourself, "What can I do differently today?" Break your preparation into small, achievable steps and celebrate your progress along the way.

Take care of yourself too—rest, sleep, movement and meaningful breaks are part of effective preparation.
Most importantly, do not hesitate to seek help from your teachers, mentors, friends or family.

An exam measures your performance on a particular day; it does not measure your potential, your growth or your worth. Believe in your preparation, embrace the challenge and take the next step with confidence.

Ms. Sunita Velamati
Associate MYP 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.

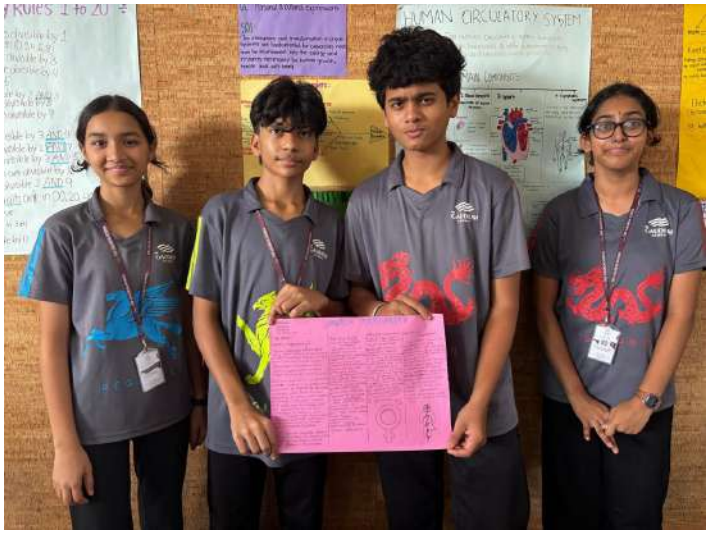
It begins with being curious enough to ask better questions.

Ms Veena Reddy
Academic Head CBSE

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Core in MYP: Community Engagement Holistic Excellence

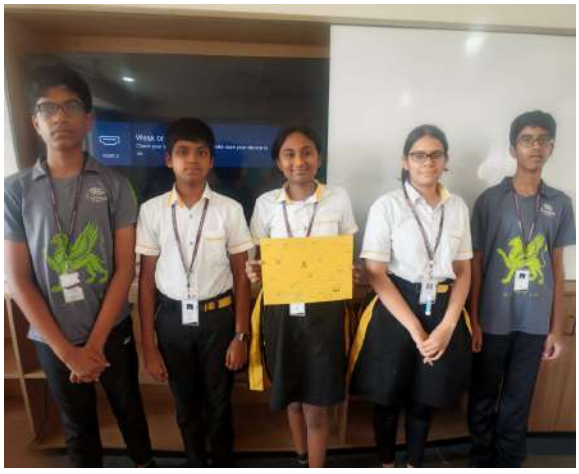
For the month of September and October, students have shown engagement with the community through skits and debates on world environment day and world non-violence day.



Through various tasks, they have explored different conflicts which students face during their day to day living and tried to find solutions to those conflicts using skits and debates and students were able to take responsibility and become better communicators and collaborators in the process.

Mr. Shakti Savarn
Community Engagement Coordinator





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Core in MYP: Personal Project Holistic Excellence

MYP5 Students Take Their Personal Project to the Next Level!

Our MYP5 students are making exciting progress as they work on **Criteria B and C of their Personal Project report**. At this stage, students are not just documenting what they have done—they are thinking deeply about **how they learned, the skills they developed and the choices they made** throughout their project journey. As they complete **Criterion B**, students are showcasing their ability to apply **research, communication, thinking, social and self-management skills** to achieve their project goals. **Criterion C** encourages them to step back and **reflect** on their learning, challenges, growth and the overall impact of their project.

This process is helping our students become **more independent, organised, reflective and confident learners**, while developing skills that extend far beyond the classroom. Their Personal Project journey continues to be a meaningful opportunity to turn ideas into action and learning into personal growth!

Ms. Gayatri Meena
Personal Project Coordinator

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Core in MYP: Interdisciplinary Unit Holistic Excellence

An IDU planning session was conducted to strengthen teachers' understanding and implementation of interdisciplinary learning. The session focused on discussing the Term 1 and Term 2 IDU plans, providing an overview of the IDU assessment criteria, and exploring the subject mappings across different MYP year groups. The discussions helped teachers identify meaningful connections between subjects and plan learning experiences that promote collaboration, integration of knowledge, and authentic interdisciplinary understanding.

Mr. Shiva Karnati
IDU Co-ordinator





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Language and Literature
Holistic Excellence

The English Language and Literature activities across MYP 1–3 provided students with meaningful opportunities to translate classroom learning into purposeful, real-world contexts.

MYP 1 students designed advertisement posters for the Farmers' Market. Through their use of persuasive language, memorable slogans, and visual elements, they explored how advertisers capture attention and tailor messages to a specific audience. MYP 2 students engaged in a collaborative speech-response activity with MYP 1. After facilitating the task, they examined the younger students' responses and reflected on differences in interpretation. This enabled them to recognise how audience age, perspective, and prior understanding can influence the way a message is received.

MYP 3 students presented a comparative analysis of a comic strip and a poem centred on scientific innovations. Their reflections focused on how language, imagery, and visual techniques shape meaning across different text types. They also create shape poems to be displayed in EY block using their knowledge of poetry and its purpose.

All the tasks for MYP 1-3 werve streamlined with CE (community engagement) activity aligned to the IB pedagogy.

MYP 4 completed analysis of infographics and explored narrative writing with a focus on using vivid imagery and figurative language.

Mr. Paul Pottakkaran
English Facilitator

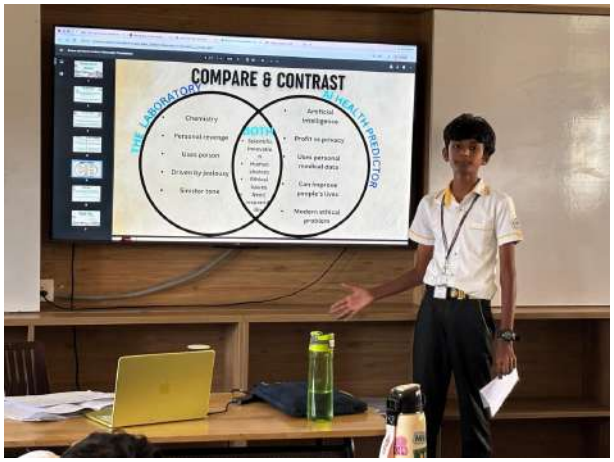
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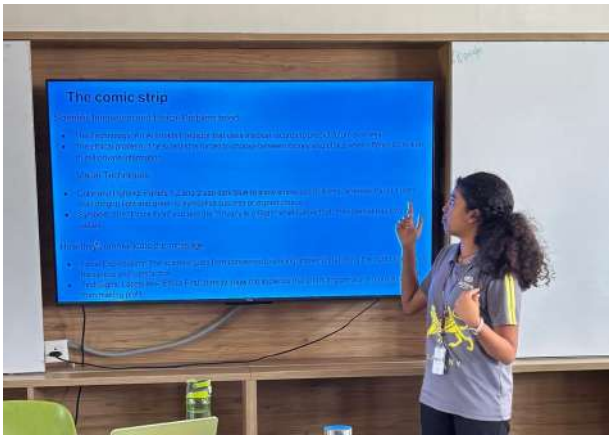
Language and Literature
Holistic Excellence













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Language Acquisition
Holistic Excellence

French

Term 1 examination preparation and assessments were conducted across all French curricula—CIE, IB, and CBSE. Students underwent systematic revision covering key language concepts, vocabulary, grammar, reading, writing, listening, and speaking skills. Summative Assessments were conducted in September to evaluate students' understanding and application of the concepts covered during Term 1. Regular practice worksheets, revision activities, and mock assessments were used to strengthen understanding and build examination confidence. For CIE and IB, additional focus was given to Oral Assessments, enabling students to develop fluency, pronunciation, spontaneity, and effective communication skills. Students were guided on structuring responses, expressing opinions, and responding appropriately to questions. The Term 1 examinations assessed students' overall language proficiency and their ability to apply linguistic knowledge across different contexts. Continuous feedback and targeted support were provided to address individual learning needs and improve performance.

Mr. Santosh Kumar
IB French Facilitator

Spanish

Across MYP 1–4, Spanish Language Acquisition focused on developing students' verbal communication skills through targeted speaking assessments. In MYP 1 to 4, students demonstrated their speaking proficiency, pronunciation, and vocabulary through oral assessments based on their classroom units.

Ms. Syamala Manikyam
IB Spanish Facilitator

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Language Acquisition (Hindi) Holistic Excellence

September holds special significance as we celebrate **Hindi Diwas on 14 September**, commemorating the adoption of Hindi as the official language of the Union of India in 1949. MYP 1, MYP 2 and MYP 3 students enthusiastically participated in creative activities including **poster, greeting card and bookmark making**. They also expressed their appreciation for Hindi through poems, stories and inspiring slogans.

These activities encouraged students to explore their creativity while developing a deeper appreciation for the language and its rich cultural heritage. The celebrations highlighted Hindi as a meaningful medium for expressing thoughts, emotions and ideas. Through these experiences, students celebrated the beauty of Hindi and strengthened their connection with India's diverse linguistic and cultural heritage.

Ms. Jyoti Rathod
Hindi Facilitator





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Individuals and Societies
Holistic Excellence

MYP 1 students explored settlements and sustainable communities, discussing challenges and brainstorming eco-friendly solutions for sustainable cities. MYP 2 students investigated explorers and their journeys, researching places explored, discoveries made and their impact on society. They presented their findings creatively. MYP 3 students researched countries based on economic development and the Human Development Index, examining sustainable development initiatives and SDGs. They also explored free trade and its impact on less economically developed countries.

MYP 4 students revisited refugees, migration and population crisis, connecting population movements to displacement and social unrest through real-world examples. MYP 5 students explored development, globalisation and sustainability, examining power and global interactions through the Suez Canal and Strait of Hormuz case studies. Students are now consolidating learning and preparing for their Term Examinations.

Mr. Manoj Verma,
I&S Facilitator

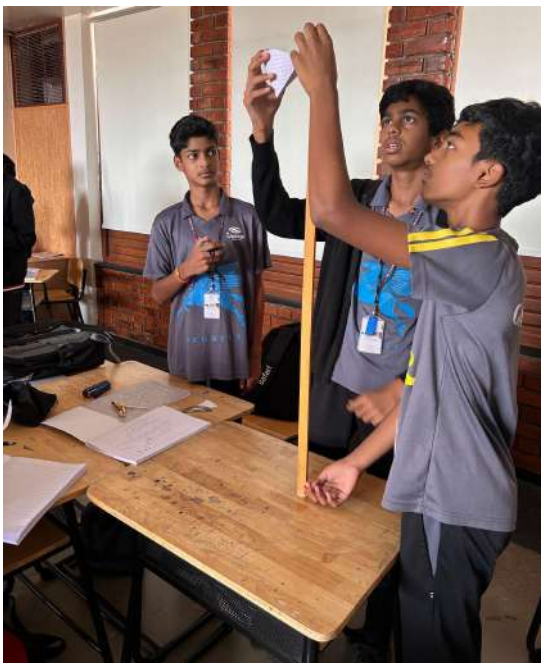
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Sciences - Holistic Excellence

From Paper Cones to Physics: Exploring Terminal Velocity

Physics came alive for our **MYP 4 students** through a hands-on investigation of **terminal velocity** using paper cones. Students designed their own experiments to explore the relationship between the **cone's angle and the time taken to reach the ground**. Working collaboratively, they identified variables, planned procedures, considered fair testing and discussed ways to collect reliable data.

Students also investigated how factors such as the **number and weight of cones** could affect motion, developing their understanding of mass, air resistance, acceleration and terminal velocity. The activity strengthened **MYP Criterion B – Inquiring and Designing** as students formulated questions, developed hypotheses and refined experimental methods.Most importantly, students experienced how scientific investigation involves **questioning, testing, modifying and learning from evidence**, transforming an abstract physics concept into a meaningful, real-world learning experience.





Mr. Santhosh.M
Science Facilitator

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Mathematics - Holistic Excellence

In MYP4 Extended Mathematics, students move beyond learning mathematical procedures to developing a deeper understanding of *why* mathematical ideas work and *how* they can be applied to real-world situations. Through investigations, mathematical modelling, inquiry, and problem-solving, students are constantly challenged to explore ideas, identify patterns, make connections, and justify their conclusions

In Data Handling, students work with both univariate and bivariate data, going beyond simply calculating statistical measures. They investigate distributions, identify patterns and relationships, compare representations, and use appropriate mathematical tools to draw and communicate meaningful conclusions. Working with bivariate data also allows students to explore relationships between variables and consider how mathematical models can help explain or predict outcomes.

Students investigate direct and inverse proportions, exploring how two quantities are related and how changes in one quantity affect another. Rather than simply applying formulas, students use tables, graphs, and real-life contexts to discover relationships and develop mathematical models that can be used to make predictions.

The study of linear equations and quadratic equations challenges students to think strategically and recognise different ways of representing and solving problems. Students explore methods for solving and factorising quadratic equations, compare strategies, and investigate how algebraic representations can model real-life situations.

Ms. Nafees Begum
Mathematics Facilitator

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Arts: Visual Arts
Holistic Excellence

Exploration and experimentation are central to MYP Visual Arts, enabling students to develop ideas through inquiry, reflection, and practical investigation. In this case of MYP 4,, students created concept characters inspired by animation and gaming, transforming 2D sketches into 3D clay models. While working, they encountered challenges related to structure, anatomy, proportion, and volume. Through experimentation, problem-solving, and iterative refinement, students developed ATL skills such as creative thinking, communication, and self-management. The process helped them understand the properties of clay while recognizing how artistic ideas evolve through making, reflection, and purposeful artistic choices.

Mr. Debendra Kumar Sahoo
Visual Arts Facilitator






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Design
Holistic Excellence

This term, our MYP Design students have been busy turning their ideas into creative digital solutions through Criterion C: Creating the Solution.

MYP 1 students used PictoBlox to create interactive games and quizzes. They explored coding concepts such as sequencing, conditions, variables, and debugging while making their projects fun and engaging. MYP 2 students created Food Awareness webpages using HTML, CSS, and JavaScript. They combined research, design, and coding to create interactive webpages that raise awareness about food waste and healthy choices. MYP 3 students took their coding skills further by using Python Turtle to create algorithmic art and geometric patterns. They used loops, functions, angles, and shapes to turn code into creative digital artwork.

Through these experiences, students are learning that technology is not just something to use, but something they can create with. Their projects showcase creativity, problem-solving, and a growing confidence in using technology to bring ideas to life.

Ms. Salma Khatun
Design Facilitator

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Music
Holistic Excellence

MYP 1 to MYP 3 Music students had an enriching month of learning and performance, demonstrating their musical understanding through SA-2 assessments and actively contributing to school celebrations through engaging choir performances.

Our MYP 1 to MYP 3 Music students successfully completed their SA-2 assessments based on Unit 2. MYP 1 demonstrated their understanding of *Musical Notes – The Beginning*, exploring tone, pitch, timbre and dynamics. MYP 2 explored diverse musical styles and genres, while MYP 3 applied their understanding of film music, exploring how music can communicate emotions and enhance storytelling.

National Sports Day – 27 August
Our Music students enthusiastically participated in the National Sports Day celebrations on 27 August through a lively choir performance. They performed three sports-related songs, bringing energy, enthusiasm and team spirit to the celebration.

Teachers' Day – 4 September
On 4 September, students celebrated Teachers' Day through music, expressing their gratitude and appreciation for their teachers. They dedicated songs to the teachers and performed a combination of traditional and Western songs, creating a warm and memorable musical tribute.

These experiences helped students develop their confidence, collaboration, creativity and performance skills, while demonstrating how music can bring the school community together.

Ms. Ezhilmathy
MYP Music Facilitator



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Dance
Holistic Excellence

All MYP grades successfully completed their Practical Assessment in Dance during this month, prior to leaving for their examinations. The assessment provided students with an opportunity to demonstrate their understanding of the techniques, concepts, and skills developed throughout the learning process, while also showcasing their individual performance abilities.



Immediately after returning from their examinations, students resumed their regular Dance lessons and began preparing for the upcoming Farmer's Market presentation. The sessions have focused on learning and refining choreography, developing coordination, rhythm, spatial awareness, and performance skills. Students have also been encouraged to work collaboratively, maintain discipline during rehearsals, and contribute actively to the group performance. The preparation is helping students build confidence while applying their dance skills in a performance-oriented context.



Ms. Srushti Nidhi
MYP Dance Facilitator



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Theatre
Holistic excellence

Shaping Original Performances through Postdramatic Theatre

Students continued developing their work for Criterion B by using postdramatic theatre approaches to create original performance ideas. They used different stimuli such as images and selected monologues to turn their ideas into structured performance texts through devising techniques. They explored their ideas using mind maps, research, and creative experimentation to build clear artistic intentions.

Students also studied visual aspects of stage design and understood how different design choices can affect meaning and audience experience. By learning about directing approaches, they understood how postdramatic theatre allows flexible structure, supports audience interpretation, and encourages new ways of storytelling. Regular reflection through process journals helped students improve their work and make clear connections to the Statement of Inquiry, supporting their growth as independent and creative theatre-makers.

Dr. Nagaraju Pejjai
IB Theatre Facilitator

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Activity
Holistic Excellence

Term 1 was filled with vibrant and engaging Inter-House Activities that provided students with opportunities to showcase their creativity, teamwork, confidence, and critical-thinking skills. The term began with a Poster-Making Competition for World Environment Day, where students creatively expressed their ideas on protecting and preserving our planet. The Diversity Quilt Activity celebrated inclusion and encouraged students to appreciate different cultures, identities, and perspectives. As part of the Independence Day celebrations, students participated in Canvas Painting, beautifully portraying themes of patriotism, freedom, and national pride through art. An energetic Inter-House Debate Competition further provided a platform for students to express their viewpoints, think critically, and develop effective communication skills. Together, these activities promote healthy competition, collaboration, creativity, and a strong sense of belonging among students.

Dr.Sreelakshmi Buddharaju
IB MYP Activity lead









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ILD
Mindfulness and Well-Being

On the occasion of **International Day of Peace**, the **ILD Team** conducted a meaningful **Teachers' Wellbeing Session on Thursday, 17 September 2026**, creating a space for reflection, connection, and inner peace. The session included engaging **reflective exercises and interactive activities** that encouraged teachers to pause, reconnect with themselves, and explore the importance of wellbeing in everyday life. A thoughtfully designed **question inventory** facilitated deeper self-reflection and encouraged participants to examine their emotions, experiences, and personal sources of peace. The session concluded with a calming **mindfulness practice**, enabling teachers to experience stillness, relaxation, and renewed emotional balance.





Dr. Bornali Yadav
Student Counselor

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Class Assemblies
Global Leadership

On 21st September 2026, the MYP 2A students presented a thoughtful assembly to commemorate the International Day of Peace with the theme "**Silence the Guns and Raise Your Voice for Peace**." Through inspiring messages, interactive ice-breakers, "Voices of Peace," and the impactful skit "The Choice Is Ours," students explored the importance of empathy, respect, understanding, and peaceful communication. Their confident participation, teamwork, and creativity transformed the assembly into a meaningful learning experience, inspiring everyone to become responsible voices for peace.







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Assemblies
Mindfulness and Well-Being

Building Bridges, Not Walls reminds us to choose connection, empathy, and understanding over separation. Like a bridge connecting two sides, our words and actions can bring people closer. Our differences in ideas and experiences should help us learn from one another. The assembly encourages us to look beyond mistakes and misunderstandings by considering the mistake, the bridge, and the intention. With communication and empathy, challenges can become opportunities to strengthen relationships. As MYP-3 students, let us build bridges through kindness, respect, teamwork, and communication. Let us celebrate our differences, support one another, and remember that every kind word and thoughtful action can build a stronger community.







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Assemblies
Global Leadership

MYP4 students successfully conducted their first **Student-Led Assembly** on the theme, **"This House Believes Nuclear Disarmament is Realistic."** The students creatively transformed the assembly space into a **courtroom**, with roles including the **Judge, Prosecution, Defence, and Witnesses**. The proceedings included engaging arguments and perspectives on nuclear disarmament. To make the session interactive, students included a **dance performance**, an **audience activity**, and concluded with an **open question-and-answer session**, where the audience could question the Prosecution or Defence. It was a wonderful display of **confidence, creativity, teamwork, and student leadership** by our MYP4 students.



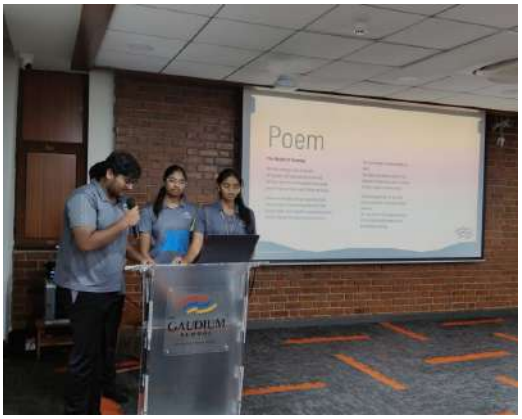


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Assemblies
Global Leadership

The MYP 5 students conducted an engaging student-led assembly on "This House Believes Governments Should Have the Right to Restrict Information for Public Safety." Students explored the topic through a well-prepared presentation, using real-life examples from around the world. They connected the issue to global events and examined the balance between public safety, freedom of information, and individual rights. The assembly encouraged critical thinking and meaningful discussion while showcasing the students' research, communication, and presentation skills.

The students also highlighted different perspectives, helping the audience understand the complexities of the issue. Their confidence and teamwork made the session informative and engaging. The assembly provided a valuable opportunity for students to explore a significant global issue and share their learning with the school community.









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Math Enclave
Holistic Excellence

This month October 2nd and 3rd Gaudium hosted an event Math enclave – active math classroom"

It was truly inspiring to see educators from different schools come together to learn, collaborate, share best practices, exchange ideas, and explore new possibilities in mathematics education.

It was a valuable platform for our teachers to learn from others while also contributing as presenters .

These sessions beautifully demonstrated how mathematics can be explored through storytelling, music, creativity, and digital tools, making learning meaningful and joyful.

Hosting such a meaningful platform at our Gaudium school was a wonderful opportunity to strengthen our culture of collaboration, professional learning, and continuous growth.









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Celebrating Excellence
Holistic Excellence

Celebrating Excellence in Swimming!

Agastya Gadapa won the silver medal for 400 metres IM. He won all the 4 strokes (100 metres, Butterfly 100 metres, Backstroke 100 metres and Breaststroke 100 metres) Freestyle. The 400 IM covers 16 lengths of a standard 25-meter pool or 8 lengths of an Olympic 50-meter pool.





Celebrating Excellence in Robotics!

We are proud to congratulate Jaswin of MYP 3A on his outstanding achievement at the International Youth Robotics Competition (IYRC) held in Malaysia.

Jaswin showcased his innovative AI-powered project, PLANTO – an AI Rooftop Plant Care System, designed to enable efficient and intelligent plant care.

Competing against participants from across the world, Jaswin secured the Second Prize at the International Level and achieved the Highest Score in India—a truly remarkable accomplishment!

We are immensely proud of his creativity, innovation, and commitment to using technology for a more sustainable future. Congratulations, Jaswin!

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Rewards and Recognitions

The school celebrated Rewards and Recognitions to acknowledge and appreciate the dedication, commitment and valuable contributions of our teachers during Term 1. The recognition highlighted their efforts in creating engaging learning experiences, supporting student growth and contributing meaningfully to the school community.

The celebration served as a heartfelt expression of gratitude for the people who inspire, guide and empower our learners every day. Their dedication continues to strengthen our school's culture of learning, collaboration and excellence.

The school also acknowledged the ancillary staff and their contribution and effort.







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Inter-House Fireless Cooking Competition- A Celebration of Culinary Creativity

The Inter-House Fireless Cooking Competition brought together enthusiastic MYP 1–3 students from Dragons, Sphinx, Pegasus and Griffins. Participants showcased their culinary creativity by preparing delicious, nutritious and visually appealing dishes without using fire. The competition encouraged teamwork, innovation, healthy eating habits and presentation skills. Students demonstrated remarkable enthusiasm, transforming simple ingredients into delightful creations. The event was a wonderful celebration of creativity, collaboration and the joy of cooking.





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Ross Welford: Author Interaction – A Trip to the Impossible

On 23 October 2026, PYP 5 and MYP 1 students enjoyed an inspiring author session with renowned British children's author **Mr. Ross Welford** in the school library. He shared insights into his popular books, including *Time Travelling with a Hamster* and *The 1,000 Year Old Boy*, revealing the creative process behind his storytelling.



Through humour, anecdotes, and engaging demonstrations of magic and science, he encouraged students to embrace curiosity, imagination, and the question, "What if?" An interactive question-and-answer session explored character development and his writing journey. Students eagerly gathered for autographs, celebrating their favourite stories. The memorable interaction inspired young readers to read widely, explore creative writing, and discover the limitless possibilities of storytelling.



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Kautuka 3.0 - Celebrating Innovation, Creativity & Learning

The Gaudium School proudly celebrated **Kautuka 3.0** on 24th October 2026, showcasing the creativity, innovation and inquiry-based learning of IB MYP 1, 2 and 3 students. The event featured three exciting themes: **Future of Public Transport – Space Tourism Vehicles, Community Health and Medical Technology, and Assistive Devices for Differently Abled Individuals.** Students enthusiastically presented innovative models, working prototypes and creative solutions addressing real-world challenges. Through research, collaboration and hands-on exploration, they demonstrated critical thinking, communication and problem-solving skills. Kautuka 3.0 provided a wonderful platform for young innovators to share their learning, inspire others and celebrate meaningful learning beyond classrooms.







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Kautuka 3.0 - Celebrating Innovation, Creativity & Learning













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TWC
Stakeholder Engagement

The school organised a **Three-Way Conference for MYP 1–5 students** at the end of Term 1, bringing students, parents and teachers together to reflect on academic progress and learning experiences. Students took ownership of their learning by discussing their achievements, strengths, challenges and areas for improvement based on their Term 1 reports.

Parents engaged in meaningful discussions with teachers to gain insights into their child's progress and explore ways to support learning at home. The initiative strengthened the partnership between home and school while fostering **student agency, reflection, communication and responsibility**. It reinforced the school's commitment to holistic development and continuous improvement.



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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!

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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	Diwali Holidays	Whole School
13th Nov	Friday	Children's day Celebration at School	Whole School
30th Nov – 4th Dec	Mon-Fri	SA 3	MYP 1-3
30th Nov – 7th Jan (Mondays)		SA 3	Myp 4-5

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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/
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Ms. Koyel Das

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