THE GAUDIUM SCHOOL
Sculpting happy minds

PRISM

Grade 3
October 2026

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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 from the Center Head

Dear Parents,
Greetings from the Gaudium School!

October was a month filled with meaningful learning experiences, creativity and opportunities to strengthen connections between home and school.

The month began with the Student-Led Conferences (SLC), where students confidently shared their learning journeys, reflections and achievements with their parents, demonstrating ownership and pride in their learning.

Our Early Years learners enjoyed a special Grandparents' Day celebration, creating beautiful memories through shared activities and joyful interactions. The celebration helped children stay connected to their roots, appreciate family traditions and cherish the wisdom and experiences passed down through generations.

As part of their Units of Inquiry, students explored different cultures, traditions, languages and ways of life. The Culture Day celebration brought students, parents and teachers together to share their cultural backgrounds and traditions.

These authentic experiences helped children appreciate their own identities, respect diversity and strengthen their international-mindedness.



The Farmers' Market was another highlight, where students showcased their creativity by making artefacts and handmade products.

As partners in learning, we can continue these conversations at home by sharing family stories, celebrating traditions, exploring the cultures and traditions of different countries, and encouraging children to respect diverse perspectives

Together, let us nurture learners who remain connected to their roots while embracing international-mindedness and growing into open-minded, caring and responsible global citizens.

Sapna Mehrotra
Center Head & IBPYP Coordinator
Nanakramguda Campus

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School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being:

Mindfulness and wellbeing play a vital role in supporting children's overall growth and development. As part of our wellbeing sessions, students enthusiastically participated in traditional games such as Kho-Kho, Hopscotch, Follow the Leader, Freeze Tag, Simon Says, and Passing the Ball. These engaging activities encouraged physical fitness, coordination, balance, teamwork, cooperation, and active listening. Through these traditional games, students experienced the joy of active play while developing essential social skills and building positive relationships with their peers.

Alongside these energetic activities, students explored mindfulness practices such as deep breathing, quiet sitting, and expressing their feelings through drawings. These activities encouraged them to become more aware of their emotions, improve concentration, and discover simple ways to manage their feelings. The calming exercises also helped students experience moments of peace, happiness, and relaxation in a supportive classroom environment.

Through this meaningful combination of physical activities and mindfulness, students learned that true wellbeing involves caring for both the body and the mind. These sessions promoted healthy habits, emotional awareness, and positive social connections, empowering students to become more active, confident, and emotionally balanced individuals



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School Philosophy- 5 Developmental Pillars

Core value :

Our Grade 3 learners explored the deeper meaning of **Gratitude** through reflective, creative and collaborative activities. They distinguished between material gifts and meaningful gifts such as friendship, encouragement and time. Through gratitude comic strips, students illustrated how recognising others' efforts can inspire genuine appreciation. They also planned appreciation initiatives to acknowledge the contributions of the school community. During the *Gratitude Circle*, students reflected on how expressing thankfulness strengthens relationships and encourages kindness. These experiences fostered empathy, reflection, social responsibility and a deeper appreciation of the people who make a difference in their lives.



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School Philosophy- 5 Developmental Pillars

Holistic Excellence:

Learning extends far beyond the classroom, and in the PYP, every experience becomes an opportunity for discovery, growth and meaningful connections. Students engaged in enriching, inquiry-based experiences that nurtured their academic, social, emotional, physical and creative development. Student agency remained at the forefront, as students were encouraged to ask questions, share ideas, make informed choices, take initiative and take ownership of their learning. Through Novel reading, they strengthened their reading, comprehension and communication skills while developing a love for books. Life skills experience further nurtured independence, responsibility and self-management. Together, these enriching opportunities fostered the attributes of the Learner Profile and strengthened students' Approaches to Learning skills, empowering them to become reflective, caring and active contributors to their communities.



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School Philosophy- 5 Developmental Pillars

Global Leadership:

Our learners demonstrated leadership by taking responsibility for regular classroom duties and maintaining their learning environments. During the Student-Led Conference, they took the lead in presenting their classroom learning, sharing their work and reflections with parents and grandparents. These experiences strengthened their communication, self-management, and reflection skills while fostering student agency and ownership of learning.



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School Philosophy- 5 Developmental Pillars

Stakeholder Engagement:

Grade 3 students engaged in meaningful learning experiences through the Student-Led Conferences (SLC) and the Farmers' Market. The SLC provided students with an opportunity to take ownership of their learning by reflecting on their progress, showcasing their achievements, and sharing their learning journey with their parents. The Farmers' Market offered an authentic, hands-on experience where students explored buying and selling, applied their mathematical understanding in real-life contexts, and developed an appreciation for farmers and the importance of fresh produce. These experiences fostered student agency, reflection, communication, and connections between classroom learning and real-world experiences, while strengthening partnerships between the school and families.



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Learning and Teaching- Month Review

Unit of Inquiry:
Transdisciplinary Theme:
Where we are in Place and Time

Central Idea:
Migration is a response to challenges, risks and opportunities

Lines of Inquiry:

- Reasons for migration
- Migration throughout history and its consequences
- Ways people experience and interpret migration / Different experiences and perspectives of migration

Specified Concepts:
Causation,
Change,
Perspective

Additional Concepts:
Migration
Narrative
Pattern
Identity

Unit Of Inquiry

During this month, students explored the concept of migration through a variety of engaging, hands-on learning experiences. They conducted surveys within their communities by interacting with friends and neighbours and also gathered information from teachers within the school.

Through these surveys, they investigated whether people had moved from other places to Hyderabad and explored the different reasons behind their migration.

Students also watched informative videos to understand the migration patterns of both humans and animals. They explored how animals migrate in search of food, water, suitable climates, while humans may migrate for better employment opportunities, education, safety, and improved living conditions.

Through discussions and brainstorming activities, students were able to identify and list the push and pull factors of migration. They understood that push factors are conditions that encourage people or animals to leave a place, such as natural disasters, conflicts, lack of resources, or limited opportunities. Similarly, they identified pull factors as the positive conditions that attract them to a new place, such as better job opportunities, education, safety, availability of resources, and a favourable environment.Students enthusiastically shared their findings, discussed different reasons for migration, and made connections with real-life experiences.

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Learning and Teaching- Month Review

These activities helped them develop a deeper understanding of migration, recognize different perspectives, and appreciate how environmental, social, and economic factors influence the movement of people and animals.

Transdisciplinary Language:

Students developed an understanding of personal recounts and explored how to share past experiences in a meaningful and structured way. They were able to narrate their own experiences and share personal or family stories related to moving from one place to another. Through these sharing sessions, students practised recalling events, sequencing them in chronological order, and expressing their thoughts using appropriate vocabulary and past-tense sentences.

They also made meaningful connections with the concept of cause and effect by identifying the reasons behind an event and explaining its outcomes. Students understood how certain situations, such as moving to a new place for education, employment, safety, or better living conditions, could lead to changes in people's lives. They explored how these decisions might affect individuals, families, and communities.

Through discussions and writing activities, students strengthened their ability to distinguish between causes and effects, connect ideas logically, and reflect on how one event can lead to another. These activities helped them develop their narrative writing, communication, sequencing, and critical-thinking skills while making connections to the unit's central idea of migration.

Transdisciplinary Math:

Students developed an understanding of distance through real-life word problems related to movement and migration. They were able to read, interpret, and solve distance-based problems by identifying the given information and selecting the appropriate mathematical operations. Students practised calculating distances between different places and comparing the distances travelled. Through these activities, they strengthened their problem-solving, logical reasoning, and calculation skills while making meaningful connections between mathematics and the concept of migration.

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Learning and Teaching- Month Review

P.E:

During this month, students explored the standing broad jump, focusing on how different body parts functioned together to improve performance, balance, coordination, and safe landing. They practised the key phases of the jump through demonstrations, skill-based activities, and movement challenges. Students observed their performance, identified areas for improvement, and used feedback to refine their technique. They developed ATL Thinking Skills by analysing movement and understanding the function of the arms, legs, and feet during take-off and landing. They demonstrated the Learner Profile attributes of Reflective and Communicators by evaluating their progress, sharing feedback, and discussing their learning experiences.

Music:

Students shared their reflection of learning Harmony. They practiced vocal exercises using different scales to strengthen their singing technique. They will also practice songs-Top of the world, Heal the World and Wonderful World. Students will demonstrate Communication Skills and Thinking Skills, attributes of learner profile-Communicators, thinkers, risk-takers and inquirers.

Dance:

During the month, students continued exploring Hip Hop and Freestyle Dance. They investigated Form, Function, and Perspective through body shapes, energy, levels, directions, pathways, rhythm, and tempo. They experimented with different movement qualities, participated in partner and group activities, and explored how the same movement could be interpreted in different ways. They also created short Hip Hop choreographies using freestyle, formations, unison, repetition, and call-and-response.

As Inquirers, Risk-takers, and Caring learners, students explored new ideas, took creative risks, collaborated respectfully, and supported their peers. They developed Creative Thinking and Communication Skills – Literacy by creating, performing, explaining, and sharing feedback using dance vocabulary.

Drama:

Students explored how drama communicates ideas, experiences, and perspectives through storytelling and performance activities. They developed characters and practised using voice, facial expressions, and body movements to communicate meaning effectively.

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Learning and Teaching- Month Review

Collaborative activities encouraged creativity, critical thinking, and cooperation while strengthening communication and social skills. Students demonstrated the IB Learner Profile attributes of Thinkers and Communicators.

Visual Art:

In October, Grade 3 students were introduced to glass colours as a new artistic medium through the exploration of abstract self-portraits, as part of the TD theme Where We Are in Place and Time.

Students observed and studied their own facial features and explored how line, shape, colour and details can be used to represent themselves. As they worked with the transparent qualities of glass colours, they experimented with the new medium and discovered how its unique properties can influence the appearance and effect of an artwork.

The exploration encouraged students to engage with the concepts of Change, Causation and Perspective as they considered how experimenting with a new medium can change the appearance of an artwork, how artistic choices influence the final outcome, and how individual perspectives can shape self-representation.

They developed their thinking, research, self-management and communication skills while observing carefully, experimenting with the medium, making artistic decisions and reflecting on their artworks.

Through this process, students discovered that a self-portrait can communicate more than physical appearance—it can become a personal expression of who we are and how we see ourselves.

Second language- Spanish :

Students learned the Spanish verbs tener, hablar, and estudiar, focusing on their meanings and present-tense conjugations through oral and written activities. They practised forming simple sentences using these verbs and explored the question ¿Qué es? to identify familiar objects. Students also reinforced Spanish number vocabulary and learned to describe people and objects using adjectives. They revised profession-related vocabulary and explored the capitals of various Spanish-speaking countries, strengthening their cultural awareness and geographical knowledge. Additionally, students were introduced to the concept of migration and discussed its meaning and significance.

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Learning and Teaching- Month Review

Through these activities, they developed their Spanish vocabulary, communication skills, grammatical understanding, and confidence in using the language.

Second language Telugu:

Students learned Ta, Dha,Na, and Pa Othu Padalu through reading and writing activities. Numbers 1–30 were practised through oral and written activities. Telugu poems were revised with rhythm and expression, and the Resource Book was completed with guided practice. Through Communication Skills, students expressed their ideas clearly through reading and speaking. Students actively participated in word-building, number practice, and poem revision. They developed confidence in reading and writing Telugu words and sentences. Learning Outcome: Students demonstrated improved vocabulary, reading fluency, and writing skills through meaningful language activities.

Second language Hindi:

During the month of October, students reinforced their understanding of संज्ञा (Nouns), सर्वनाम (Pronouns), and क्रिया (Verbs) through engaging and interactive activities. They practised identifying and using these grammatical concepts in familiar, everyday contexts.

Students also strengthened their sentence formation skills by constructing simple and meaningful sentences using appropriate vocabulary. Through discussions, creative activities, and practical examples, they confidently expressed their ideas and made meaningful connections between language learning and their daily lives. These learning experiences nurtured the IB Learner Profile attributes of Communicators, Thinkers, and Inquirers, while enhancing their Hindi language skills.

Second language French:

This month, students learned the verb « habiter » (to live) and explored the concepts of migration in Europe, understanding why and how people migrate from one country to another. They also learned country names, capitals, countries of origin, and nationalities in French. In the coming months, students will begin framing sentences using the verbs they have learned and develop their descriptive writing skills by constructing meaningful sentences and short paragraphs in French. These activities will strengthen their communication, thinking, research, and writing skills in alignment with the IB PYP framework.

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Learning and Teaching- Month Review

ICT:

Students were introduced to the concept of algorithms through simple, everyday examples. They explored how step-by-step instructions helped them complete tasks in the correct order. Students understood the importance of following clear instructions to achieve a desired outcome.

Compulsory Telugu:

During the month of October, students were introduced to different letters in Telugu. They practised using singular and plural forms, explored stories and developed their vocabulary through engaging language activities. These learning experiences helped them strengthen their language skills and build confidence in understanding and using new words.

Compulsory Hindi:

During the month of October, students in Additional Hindi were introduced to different letters and practised identifying and writing them. They explored singular and plural forms, listened to stories and participated in vocabulary-building activities. These experiences helped them develop their Hindi language skills, improve word recognition and build confidence in using new words.

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Learning and Teaching

Students enjoyed doing the survey by asking questions to the teachers to understand where they have migrated from and reasons for migration.













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Learning and Teaching

Students explored how migration connects people, cultures and languages, discovering how traditions and languages travel with people as they move to new places.













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Learning and Teaching

Students engaged in diverse learning experiences ! They explored warm-up activities in PE, learned about algorithms in ICT, discovered new stories and books in the library, and reflected on important core values during Well-being class.













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Learning and Teaching

Students joyfully explored their creativity through art and expressed themselves through music, making learning a fun and enriching experience!








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Student Led Conference







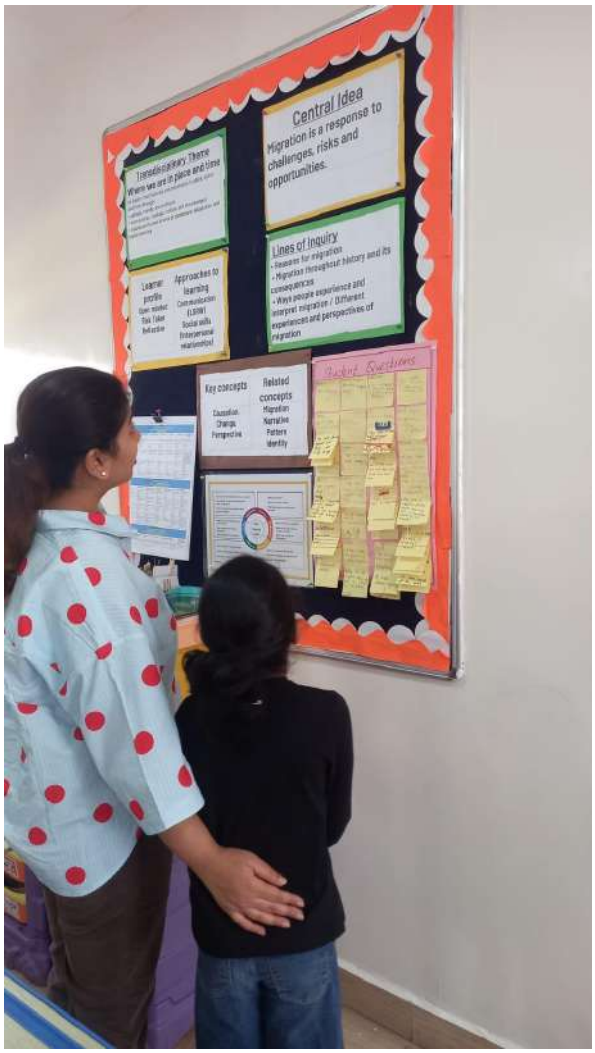






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Student Led Conference













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Student Led Conference













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Student Led Conference

Students confidently shared their learning journeys with their parents during the Student-Led Conference. They strengthened their ATL skills through communication, reflection, self-management and taking ownership of their learning.













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Rewards and Accolades

Our students proudly celebrated their participation in the Basketball Tournament, showcasing team spirit, confidence and sportsmanship. Every participant is a winner!





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Rewards and Accolades

Students proudly received their Certificates of Merit and medals for their outstanding performance in the Spell Bee Competition. Congratulations to all our young achievers!





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Learning and Teaching- Month Review

Unit of Inquiry:
Transdisciplinary Theme:
Where we are in Place and Time

Central Idea:
Migration is a response to challenges, risks and opportunities

Lines of Inquiry:

- Reasons for migration
- Migration throughout history and its consequences
- Different experiences and perspectives of migration

Specified Concepts:
Causation,
Change,
Perspective
Additional Concepts:
Migration
Narrative
Pattern
Identity

Unit Of Inquiry

In the coming month, students will explore the history of migration and understand how the movement of people has shaped societies and cultures. Through discussions and research, they will investigate the various reasons for migration, its impact on communities, and the diverse experiences, challenges and opportunities faced by migrants.They will also reflect on themes of identity, belonging, cultural diversity and inclusion.

A guest talk will provide students with real-life insights into migration experiences, helping them connect classroom learning with different perspectives. The unit will culminate in a summative assessment, where students will demonstrate their understanding of migration, its causes, consequences and impact on individuals and societies.

Math :In Mathematics, students will continue to strengthen their understanding and skills in multiplication, developing greater accuracy, fluency and confidence in solving problems. They will practise applying multiplication strategies to solve a variety of problems and explore how multiplication is used in everyday situations.

Language :Students will explore the art of personal recount and narrative writing, developing their ability to share experiences, describe events and bring stories to life through words. They will learn to write personal recounts based on real-life experiences, organising events in a meaningful sequence and expressing their thoughts, feelings and reflections.

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Learning and Teaching- Month Review

Moving beyond their own experiences, students will also discover the joy of storytelling by writing narratives about other people and their journeys. They will imagine different perspectives, create interesting characters, describe challenges and experiences, and explore how people overcome obstacles and learn valuable life lessons.

Unit of Inquiry:
Transdisciplinary Theme: How we express ourselves
Central Idea: Media is a powerful way to express ourselves.
Lines of Inquiry:

- Ways media is created and used to share messages
- Connection between media people and ideas
- Ways people interpret and respond to media

Specified Concepts:
Function
Connection
Perspective
Additional Concepts:
Technology
Purpose
Audience
Message
Design

Unit Of Inquiry

Students will begin their new unit with an engaging provocation on Media, sparking curiosity about the different forms of media they encounter in everyday life. They will explore how media is created, shared and used to communicate ideas, information and stories. Through discussions and hands-on activities, students will investigate how media connects people, influences audiences and shapes the way we receive and share information.

Language :

As part of our Media unit, students will explore different forms of media through engaging reading and writing activities. They will learn to write movie and book reviews, sharing their opinions and evaluating how stories, films and books represent people, places and events. They will also explore product and media reviews, analysing how effectively different media products communicate their intended messages and connect with their audiences.

Students will further develop their persuasive writing skills by learning how to express opinions, support ideas with reasons and use convincing language to influence readers. Through these activities, they will become more thoughtful readers, confident writers and critical consumers of media.

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Learning and Teaching- Month Ahead

Math :In Mathematics, students will explore how mathematical concepts are used in different forms of media and advertising. They will investigate how numbers are used in advertisements to attract attention and how statistics are presented in news reports to communicate information.

Students will work with graphs and charts to interpret and represent data, developing their ability to read and analyse information. They will also explore the use of shapes and symmetry in logos, angles and lines in graphic design, and patterns used to attract attention.

Drama:

Students will continue regular drama classes, exploring storytelling, characterisation, and the elements of drama. Through improvisation, role-play, and collaborative activities, students will investigate how voice, movement, facial expressions, and space communicate meaning. These experiences will support the development of creative thinking, communication, and collaboration while encouraging students to become Reflective and Open-minded learners.

Music:

Students will revisit Harmony. They will practice vocal exercises using different scales to strengthen their singing technique. They will also practice songs- for farmer's market and Wonderful World. Students will demonstrate Communication Skills and Thinking Skills, attributes of learner profile- Communicators, thinkers, risk-takers and inquirers.

PE:

In this month, students will explore the 500 g medicine ball throw, focusing on throwing technique, coordination, balance, and controlled movement. They will practice body positioning, arm movement, weight transfer, and controlled release through skill-based activities.

Students will develop ATL Thinking Skills – Information Transfer by applying learned techniques to new throwing activities. They will explore the Key Concepts of Function and Change by understanding how body parts function together and how changes in technique can improve performance. They will demonstrate the Learner Profile attributes of Inquirers and Knowledgeable by asking questions, developing their understanding, and applying their knowledge to improve their throwing skills.

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Learning and Teaching- Month Ahead

Visual Art:

In November, Grade 3 students will explore the Principles of Art as part of the TD theme How We Express Ourselves. They will investigate how artists use principles such as rhythm, balance, unity, emphasis and contrast to organise visual elements and communicate ideas.

Through practical art explorations, students will experiment with different compositions and artistic choices, considering how the arrangement of visual elements can influence the way an artwork is experienced and interpreted. They will explore the concepts of Function, Perspective and Connection, recognising how principles of art function within an artwork, how individual perspectives influence artistic expression, and how visual elements can connect to communicate meaning.

Dance

During the coming month, students will explore how body movements work together to create meaningful Freestyle Dance choreography. They will experiment with dance elements such as Body, Space, Time, Energy, Shape and Rhythm to understand how movement communicates ideas and expressions.

Students will learn and combine movements such as Grapevine, Step-Touch, Heel Digs, Knee Lifts, Body Rolls, Shoulder Pops, Arm Waves, Slides, Turns and Freeze Poses. They will create short dance sequences using different beats, tempos, levels, directions and pathways while exploring sharp, smooth and energetic movements.

Learner Profile – Communicator: Students will share movement ideas, collaborate with peers and express themselves confidently through dance.

ATL Skill – Communication Skills: Students will develop active listening, idea-sharing and peer feedback skills while creating and presenting their choreography.

Second language Spanish:

Students will be introduced to additional regular -AR verbs in Spanish and practise their meanings and present-tense conjugations. They will construct simple sentences using these verbs and common Spanish prepositions to describe the positions and locations of objects.
Students will also reinforce Spanish number vocabulary through counting, recognition, and oral activities. Additionally, they will revise the verbs ser and tener through conjugation exercises and sentence formation.

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Learning and Teaching- Month Ahead

They will further reinforce their understanding of seasons in Spanish through vocabulary recall, visual activities, and interactive discussions.

Second language Hindi :

During the month of November, students will explore **औपचारिक और अनौपचारिक बातचीत** (Formal and Informal Conversations) in Hindi through engaging discussions, role-plays, and interactive activities. They will practise constructing simple and meaningful sentences using appropriate language in different social situations. Students will also be introduced to **पर्यायवाची शब्द** (Synonyms) and **विशेषण** (Adjectives) through visual aids, examples, and creative learning experiences. These activities will enhance their vocabulary, sentence formation, and communication skills, while encouraging them to express their ideas confidently and make connections with everyday life. The learning experiences will nurture the IB Learner Profile attributes of Communicators, Thinkers, and Open-minded learners.

Second language French:

In the coming month, students will learn how to describe pictures and people using appropriate adjectives in French. They will explore descriptive vocabulary and understand adjective agreement in terms of gender and number. Additionally, students will be introduced to regular and irregular -ir verbs, learning to conjugate and use them in meaningful sentences. These activities will enhance their communication, thinking, and writing skills, while developing their ability to construct descriptive sentences independently.

Second language Telugu:

Grade 3 Telugu: students will learn the Pa and Ba othulu through reading, writing, and word-building activities. They will also learn how to use formal and informal Telugu sentences and practice simple conversations about visiting a park with grandparents and communicating at home. Through interactive activities, they will revise poems and stories, develop communication, social, and thinking skills, become confident communicators, and grow more open-minded by sharing their ideas. They will improve their reading, writing, vocabulary, and speaking skills, and learn to use both formal and informal language in everyday situations.

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Learning and Teaching- Month Ahead

ICT:

Students will write simple algorithms using step-by-step instructions for everyday tasks and basic mathematical operations. Examples include sandwich preparation, making a milkshake, brushing teeth, addition, subtraction, multiplication and arranging objects in order. These activities will help develop their logical thinking, sequencing, problem-solving and reasoning skills.

Compulsory Hindi:

During the month of November, students will be introduced to new letters and explore opposite words through engaging language activities. They will also revisit and reinforce previously learned letters through regular practice, strengthening their letter recognition, vocabulary and language skills.

Compulsory Telugu:

In November, students will continue developing their Telugu language skills by learning new letters and exploring opposite words. They will also revise familiar letters through engaging activities and practice, helping them strengthen letter recognition and expand their vocabulary.

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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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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
5th November	Thursday	Diwali Celebration	All Grades
6th to 9th November	Friday to Monday	Diwali Holidays	Whole School
11th November	Wednesday	Guest Talk	PP2
13th November	Friday	Children's day Celebration	All Grades
17th November	Tuesday	Guest Talk	Grade 3
19th November	Thursday	Guest Talk	Nursery
22nd November	Sunday	Diplomathon	Grade 3
24th November	Tuesday	Field trip	Grade 1
26th November	Thursday	Field trip	Grade 2

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Facebook	https://www.facebook.com/thegaudiumschool
YouTube	https://www.youtube.com/c/Thegaudiumschool
Linkedin	https://www.linkedin.com/company/thegaudium/
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