THE GAUDIUM SCHOOL
Sculpting happy minds

PRISM

PP2
October 2026

SOLICITUD · IN CANDIDACY · CANDIDATURE

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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 & Well-being:

Mindfulness and wellbeing is an important part of children's overall growth and development. As part of our wellbeing sessions, students enthusiastically participated in traditional games such as Hopscotch, Follow the Leader, Freeze Tag, Simon Says, and Passing the Ball. These engaging activities encouraged physical fitness, balance, coordination, teamwork, cooperation, and listening skills while making learning enjoyable and interactive.



Alongside physical activities, students participated in simple breathing exercises, calming activities, and emotion-identification games. They explored different ways to recognise and understand their feelings and learned how to stay calm in different situations. Through words, pictures, and facial expressions, students practised expressing their emotions and communicating their feelings with confidence. These meaningful experiences helped students understand the importance of caring for both their bodies and minds. By combining traditional games with mindfulness and emotional awareness, the sessions fostered a happy, safe, and supportive classroom environment where students could learn, connect, and develop healthy habits for lifelong wellbeing.



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School Philosophy- 5 Developmental Pillars

Core Value:

Our PP2 learners explored the value of Gratitude through meaningful, hands-on learning experiences. They identified everyday situations that inspire gratitude, expressed appreciation through complete sentences, and recognised the importance of thanking people who support them. Through *Thank You, Earth!*, students discovered how nature provides food, shade and fresh air and reflected on ways to care for our planet. They also created gratitude crowns representing the people and things they value. These activities nurtured appreciation, kindness, environmental awareness and communication skills, encouraging students to express gratitude through both words and actions.



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School Philosophy- 5 Developmental Pillars

Holistic Excellence:

Holistic excellence lies at the heart of nurturing confident, independent and lifelong learners. In Early Years, students were provided with meaningful opportunities to develop essential self-management skills through everyday routines and hands-on learning experiences. They practised taking responsibility for their personal belongings, organising learning materials, following instructions, maintaining cleanliness and managing tasks independently. These experiences helped them develop a sense of responsibility, self-discipline, confidence and independence. Pottery offered students an enriching platform to explore their creativity and develop fine motor skills through hands-on engagement with clay. They experimented with different textures, shapes and techniques, learning to mould, roll, press and create their own artefacts. Through this process, students developed patience, concentration, perseverance and an appreciation for creative expression. These experiences strengthened their ability to manage themselves, care for their resources, make thoughtful choices and approach learning experiences with confidence and responsibility, laying a strong foundation for their holistic development.





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School Philosophy- 5 Developmental Pillars

Global Leadership:

Our learners practiced leadership through daily classroom responsibilities, organizing resources, review of essential agreements and caring for their learning spaces. They enthusiastically participated in Grandparents' Day celebrations, strengthening intergenerational connections and a sense of belonging. During the Student-Led Conference, they confidently showcased their classrooms and learning experiences to their parents and grandparents, developing communication skills, independence, and ownership of learning.



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School Philosophy- 5 Developmental Pillars

Stakeholder Engagement:

The school community came together to celebrate Grandparents' Day with great joy and enthusiasm, creating heartwarming moments that strengthened the bond between grandparents and their grandchildren. The celebration provided an opportunity for students to express their love and gratitude while appreciating the wisdom, experiences, and valuable role of grandparents in their lives. The Farmers' Market offered an exciting, hands-on learning experience where students explored buying and selling, interacted with parents and teachers, and developed an understanding of the importance of farmers, fresh produce, and healthy eating habits. These meaningful experiences encouraged active participation, strengthened family-school partnerships, and fostered a sense of belonging within the school community





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Learning and Teaching- Month Review

Unit of Inquiry:
Transdisciplinary Theme:
How we express ourselves

Central Idea:
Celebrations and traditions are expressions of shared beliefs, culture and values.
Lines of Inquiry:

- Celebrations and traditions around the world
- Reasons for various celebrations
- Ways celebrations and traditions have changed over time

Specified concepts:
Form
Causation
Change

Learner Profile:
Open minded, Communicator Reflective

Approaches to Learning:
Social skills (Social and emotional intelligence), Self management skills (Organization)

Additional Concepts:
Beliefs and Values
Creativity Time Diversity

Unit of Inquiry:
Students were introduced to the transdisciplinary theme "How We Express Ourselves" through engaging learning experiences. During a gallery walk, they explored pictures and artefacts representing celebrations around the world and shared their prior knowledge and personal connections. Using the Bus Stop strategy, they inquired into the meaning of celebrations and explored traditions across cultures.

During library sessions, students explored books and stories related to different celebrations, festivals and cultural traditions, developing an appreciation for cultural diversity. They illustrated their favourite celebrations, shared personal experiences and created Venn diagrams to identify similarities and differences between celebrations. Read-aloud stories further encouraged students to explore diverse perspectives, beliefs and traditions.

TD Language:

Students strengthened their phonics and reading skills through engaging, interactive learning experiences. Students explored the **ai, ay, oa, ie, ee and oo** sound patterns, applying their phonics knowledge to decode and read words. They developed fluency by reading CVCC words in simple sentences and participating in a variety of word-sorting activities.
Through a range of learning engagements, students investigated how nouns change from singular to plural.

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Learning and Teaching- Month Review

They sorted picture and word cards, used manipulatives to form plural nouns, and identified and used singular and plural nouns in simple reading and writing activities, building their understanding . Students also strengthened their reading comprehension by engaging with ORT texts and applying a range of comprehension strategies. They practised sequencing story events, deepening their understanding of story structure and meaning and developing their ability to think critically about what they read.

TD Math:

Students strengthened their mathematical understanding through hands-on, engaging learning experiences. They explored direction and position through activities such as following and giving simple directions, navigating routes on a floor grid, and describing the location of objects. These experiences supported the development of spatial awareness and the use of mathematical language.Students also worked with numbers from 300 to 500 and number names from 40 to 60, practising number recognition, sequencing, and matching numerals to number words. These learning experiences encouraged students to make connections between mathematical concepts and representations. Through inquiry, practice, and collaboration, students developed their mathematical thinking and problem-solving skills while building confidence as learners.

Art:

Learners explored creativity and design by painting and decorating wall hangings to prepare artefacts for the Farmers' Market as part of their Celebrations unit. Through this hands-on experience, they discovered how art can be used to express ideas and contribute to celebrations. Learners also explored shapes as an element of art,identifying the differences between 2D and 3D shapes and making connections between shapes in artwork and those found in their everyday surroundings. As part of their creative journey, learners designed and decorated candle holders using MDF boards. They experimented with different lines and patterns to create beautiful and unique designs. This experience encouraged them to make creative choices, explore decorative elements and understand how simple lines and patterns can transform an object. Learners demonstrated the attributes of thinkers and Risk-Takers as they experimented with designs and explored different possibilities. They also developed an understanding of the concepts of Form and Function by exploring how lines and patterns contribute to the appearance of an object and how a designed object can serve a purpose.

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Learning and Teaching- Month Review

Drama:

Students explored the five senses through mime and physical actions, connecting body parts with their sensory functions. They used the drama elements of Focus and Space to locate and respond to sound cues without relying on sight. Through these activities, learners developed Thinking and Research ATL skills by making connections, testing responses and observing how communication changed when a sense was blocked.

Music:

Students shared their reflection of learning and revisited tempo, dynamics and melody. They explored various musical instruments and their sounds. They practiced songs - Doe a deer, Sunshine Smile, Music Man, school prayer and National Anthem. Students demonstrated Communication Skills and Thinking Skills. Attributes of learner profile-Communicators, thinkers, risk takers and inquirers.

PE:

Students explored different jumping movements, including forward, backward, and lateral jumps,as well as jumping over baby hurdles. They developed balance, coordination, body control, and spatial awareness through these activities.

Students were also introduced to the basics of throwing, exploring how to handle and release a ball towards a target. These learning engagements supported the development of gross motor coordination, self-management skills through controlled movements and safe landings, and thinking skills through exploring different ways to move and throw. Students demonstrated the IB Learner Profile attributes of being

Balanced as they developed body control, Risk-takers as they attempted new jumping movements, and Principled as they followed instructions and safety expectations.

Dance:

Students explored different cultural celebrations through dance and movement, learning how music, rhythm and dance are forms of expression during celebrations. They practised and performed regional dance forms for the Farmers Market, experiencing the vibrant traditions and cultural significance associated with different cultures. Through these experiences, students developed coordination, balance, rhythm, body awareness, listening, teamwork and communication skills, while building confidence, self-expression and an appreciation for cultural diversity.

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Learning and Teaching - Unit of Inquiry

Students explored the water cycle through creative crafts and engaging hands-on activities, learning how water moves through evaporation, condensation, precipitation, and collection.









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Learning and Teaching - Unit of Inquiry

Students participated in a Celebration Gallery Walk, observing pictures, sharing their thoughts, and exploring the different ways people celebrate special occasions and traditions.









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Learning and Teaching - Language

Students strengthened their early literacy skills by blending CVC words and creating simple sentences. Through engaging activities, they enhanced their sound recognition, word formation, and ability to express their thoughts with confidence.









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Learning and Teaching - Language

Students explored singular and plural nouns through engaging activities, learning to identify one and more than one. They strengthened their grammar skills and developed a better understanding of how words change to show quantity.









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Learning and Teaching - Math

Students engaged in a hands-on clock-making activity to understand the concept of time. Through this creative experience, they identified the numbers on a clock, explored the hour and minute hands, and strengthened their understanding of o'clock time.





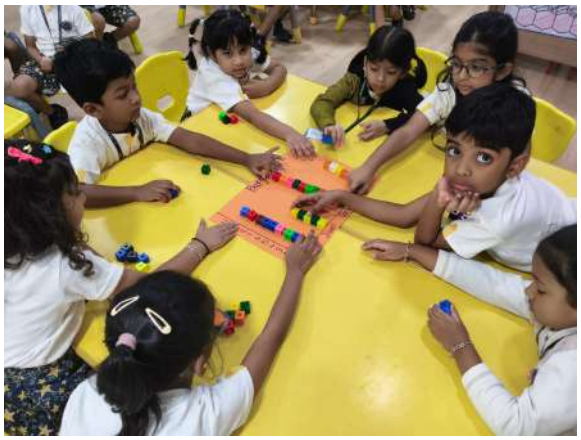




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Learning and Teaching - Math

Students explored pictographs and bar graphs through engaging, hands-on activities. They learned to represent, organise, and interpret data, strengthening their data-handling skills and ability to compare information visually.









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Learning and Teaching - Math

Students practised skip counting through engaging activities, identifying number patterns and counting in 2s and 5s. These experiences strengthened their number sense, mental maths, and understanding of numerical sequences.









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Learning and Teaching - Mindfulness

Our young learners engaged in mindfulness activities that helped them develop self-awareness, focus and emotional well-being. Through mindful breathing, relaxation and moments of quiet reflection, they learned to stay calm, be present and build a positive connection with themselves and others.









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Holistic Excellence - Life Skills

Students engaged in meaningful life skills activities that encouraged independence, responsibility and confidence. Through hands-on experiences and everyday tasks, they developed essential skills such as decision-making, problem-solving, cooperation and self-care, helping them become confident and responsible individuals.









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Students Led Conference (SLC)

Our young learners confidently shared their learning journey, achievements and experiences with their parents during the Student-Led Conference (SLC). They showcased their work, reflected on their progress and demonstrated ownership of their learning, celebrating their growth and accomplishments.







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Field Trip

Our young learners enjoyed an exciting visit to the Botanical Gardens, where they explored the beauty and diversity of plants. Through observation and hands-on experiences, they discovered different types of plants, learned about their importance and developed a deeper appreciation for nature and the environment.









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Stakeholder Engagement - Grandparents Day

Our little learners celebrated Grandparents' Day with love, joy, and gratitude, cherishing the special bond they share with their grandparents. The celebration was filled with smiles, laughter, and beautiful memories that honoured the love, wisdom, and care of our beloved grandparents.









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Stakeholder Engagement- Farmer's Market

Students experienced a fun-filled Farmers' Market activity, where they explored buying and selling, identified different fruits and vegetables, and practised using money in real-life situations. This hands-on experience enhanced their numeracy, communication, and decision-making skills while connecting classroom learning to everyday life.









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Library

Our young learners enjoyed engaging library sessions, exploring a variety of books and discovering the joy of reading. Through picture books, storytelling and independent book exploration, they developed listening skills, imagination, vocabulary and a love for reading.







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Music

Students enjoyed joyful music sessions filled with songs, rhythms and melodies. Through singing, dancing and exploring different musical beats, they developed listening skills, creativity, coordination and self-expression while experiencing the joy of music.









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Drama

Students enthusiastically participated in engaging drama activities, exploring different characters, expressions and role-plays. Through storytelling and imaginative performances, they developed confidence, communication skills, creativity and self-expression while learning to collaborate with their peers.









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Dance

Students enthusiastically participated in lively dance sessions, exploring different movements, rhythms and dance steps. Through music and creative expression, they enhanced their coordination, balance, confidence and creativity while enjoying the joy of dancing.









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Art

Students enthusiastically participated in engaging art activities, exploring colours, shapes, textures and different artistic techniques. Through drawing, painting and creative expression, they developed their imagination, fine motor skills and confidence while bringing their creative ideas to life.









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Physical Education

Students actively participated in exciting Physical Education (PE) sessions, engaging in fun games, physical activities and movement-based challenges. Through these experiences, they developed physical fitness, strength, balance, coordination and teamwork while building confidence and embracing healthy habits.







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Oxford Reading Tree (ORT)

Students enthusiastically participated in Oxford Reading Tree (ORT) sessions, exploring stories, characters and picture books. Through reading, storytelling and interactive discussions, they developed vocabulary, phonics, comprehension and listening skills while building confidence and nurturing a love for reading.









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Outdoor Learning spaces

Outdoor learning spaces provide opportunities for students to explore, experiment, and learn through hands-on experiences. They nurture curiosity, creativity, collaboration, and inquiry while fostering a connection with nature and real-world learning.









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Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:
How we express ourselves

Central Idea:
Celebrations and traditions are expressions of shared beliefs, culture and values.

Lines of Inquiry:

- Celebrations and traditions around the world
- Reasons for various celebrations
- Ways celebrations and traditions have changed over time

Specified concepts:
Form
Causation
Change

Learner Profile:
Open minded Communicator Reflective

Approaches to Learning:
Social skills(Social and emotional intelligence), Self management skills(Organization))

Additional Concepts:
Beliefs and Values
Creativity Time Diversity

Unit of Inquiry:

Students will begin to make connections between the reasons people celebrate and the ways celebrations have changed over time.

Through a range of learning engagements, they will explore celebrations from around the world and inquire into their purposes and significance. As they share their ideas and findings, students will develop topic-specific vocabulary, strengthening their ability to communicate their thinking and understanding.

TD Language:

In connection with the unit of inquiry, students will continue explore describing words to communicate their observations and ideas about celebrations. They will use sight words to create simple sentences and practise using words that begin with “sh.” These learning experiences will support students in developing their vocabulary, sentence construction and communication skills, while encouraging them to express their thinking creatively.

TD Math:

Students will practise writing numbers up to 500 in sequence and number names up to 80. They will also be introduced to directions, timelines, money, daily events, and odd and even numbers. These learning experiences will develop their mathematical vocabulary and help them communicate their mathematical thinking with greater confidence.

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Learning and Teaching- Month Ahead

Music:

Students will revisit tempo, dynamics and melody. They will explore various musical instruments and their sounds. They will practice songs - Doe a deer, Music Man, happiness, school prayer and National Anthem. Students will demonstrate Communication Skills and Thinking Skills. Attributes of learner profile Communicators, thinkers, risk takers and inquirers.

Art:

In the coming month, PP2 learners will build on their exploration of the elements of art by investigating how shapes, lines and patterns can be combined to create meaningful and visually appealing artworks.
They will experiment with different shapes, colours and patterns while making independent creative choices and exploring various ways to organise visual elements in their compositions.Through these experiences, learners will explore the concepts of Form and Connection, discovering how shapes and patterns are used in artworks and found in their everyday surroundings. They will develop their thinking, communication, social and self-management skills as they experiment with materials, share ideas, make creative decisions and express their individuality through art.
Learners will also strengthen their understanding of how the elements of art work together to communicate ideas and enhance visual expression.

PE:

Students will explore different throwing techniques, including underarm throws, overarm throws, and overhead throws, along with the basics of catching. Through a variety of activities, they will develop hand-eye coordination, accuracy, control, and the ability to track and receive a ball. Students will practise throwing towards targets and catching balls at different distances while developing their gross motor and manipulative skills. These engagements will support self-management skills through controlled movements, thinking skills by adjusting their throwing techniques, and social skills through cooperation and turn-taking. Students will demonstrate the IB Learner Profile attributes of being Risk-takers as they practise new throwing and catching techniques, Reflective as they identify ways to improve their skills.

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Learning and Teaching- Month Ahead

Dance:

Students will continue exploring dance forms connected to different cultural celebrations also preparing for the Annual Day performances. They will focus on developing rhythm, coordination, balance, body movements, spatial awareness and synchronisation. Students will also explore elements of dance, including tempo, levels, direction, patterns, gestures and facial expressions, enhancing their confidence, creativity, teamwork and self-expression through movement.

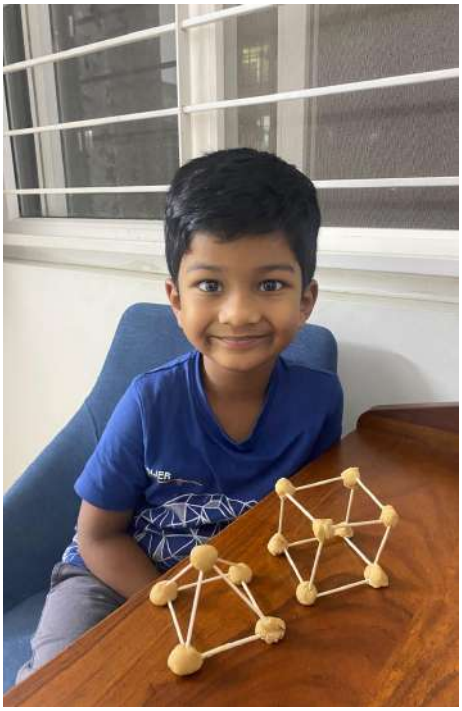
Drama:

Students will focus on rehearsing for the Annual Day production, The Why-Why Girl. They will develop their characters through dialogue delivery, expressions, movements and scene practice. Learners will practise responding to cues and coordinating with fellow performers. These experiences will support Communication and Social ATL skills, particularly active listening, cooperation and expressing ideas through voice and body language, while building confidence and shared responsibility.

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Action taken by Students

Students demonstrated their understanding by taking meaningful action through creative ideas, collaborative activities and responsible choices. They applied their learning in real-life situations, showing initiative, independence and a sense of responsibility while making a positive difference in their surroundings.







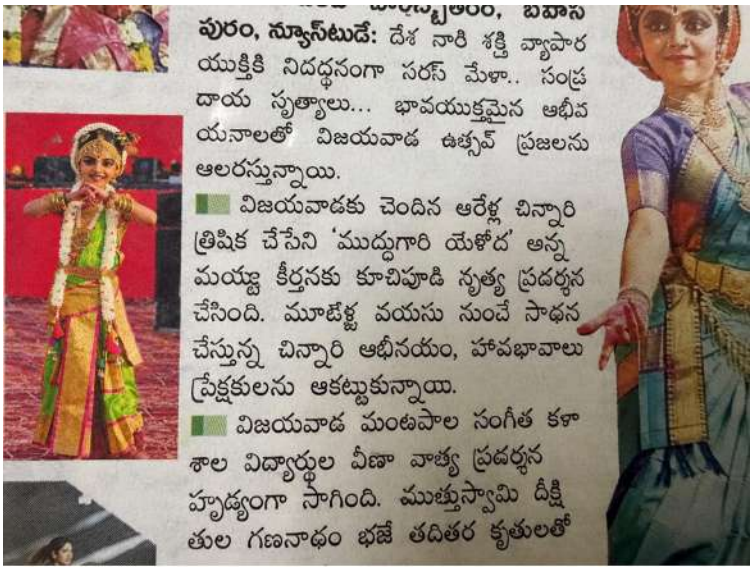


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Action taken by Students

Students demonstrated their understanding by taking meaningful action through creative ideas, collaborative activities and responsible choices. They applied their learning in real-life situations, showing initiative, independence and a sense of responsibility while making a positive difference in their surroundings.





పురం, న్యూస్‌టుడే: దేశ నారి శక్తి వ్యాపార యుక్తికి నిదర్శనంగా సరస్ మేళా.. సంప్రదాయ నృత్యాలు... భావయుక్తమైన అభివ యనాలతో విజయవాడ ఉత్సవ్ ప్రజలను ఆలరస్తున్నాయి.

విజయవాడకు చెందిన ఆరేళ్ల చిన్నారి త్రిషిక చేసేని 'ముద్దుగారి యేశోద' అన్న మయ్య కీర్తనకు కూచిపూడి నృత్య ప్రదర్శన చేసింది. మూడేళ్ల వయసు నుంచే సాధన చేస్తున్న చిన్నారి అభినయం, హావభావాలు ప్రేక్షకులను ఆకట్టుకున్నాయి.

విజయవాడ మంటపాల సంగీత కళా శాల విద్యార్థుల వీణా వాద్య ప్రదర్శన హృద్యంగా సాగింది. ముత్తుస్వామి దీక్షి తుల గణనాథం భజే తదితర కృతులతో



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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
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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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Social Media Links

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

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