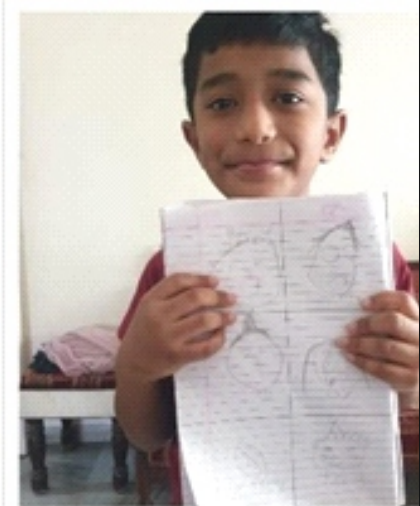


SURKHIYAN सुरखियां

**EARTH DAY
CELEBRATIONS**

**APRIL BOOK
RECOMMENDATIONS**

**INTRODUCTION TO
FINLANDWAY**



**PERSUASIVE POSTER
MAKING IN
PRIMARY**

**GRADE 12
ACHIEVEMENTS
AND UNIVERSITY
PLACEMENTS**

**GRADE 9 IBDP
INTRODUCTION
EVENING**

GICLM as a Centre of Excellence in Learning



It seems quite incredulous that one year and one month on, we are still in 'educational lockdown'. It seems like only yesterday that we were hearing rumours of three individuals in 'Kerala' who were known to have tested positive for COVID-19. Now the world as we know it is considerably different, imposing so many restrictions on the things that so many of us took for granted.

I can honestly say through it all GICLM has been the one constant in the lives of our students, providing a semblance of normality in a very uncertain world. A look at this monthly edition of 'Surkhiyan' is testament to that.

Always looking to improve the quality of our learning and teaching, our Early Years and Primary teachers underwent an extensive two-week training programme to pilot the introduction of the FinlandWay® pedagogy to Early Childhood Education. This will allow us to take a more holistic approach to learning, seeing the child as a growing, developing and learning member of our society. FinlandWay® has been recognised as the foremost leaders in Early Childhood development and we will be looking to inculcate all these best practices into our Early Years provision.

April 22th saw the celebration of Earth Day visually played out by the students in Early Years and Primary. The theme this year was 'Restore the Earth'. Quite poignant considering the current pandemic.

The importance of language was a focus in Secondary with a very interesting article on the history of language in the UN. My grandmother used to say, "the heartbeat of a nation is accessed through its language." Reading this article, I begin to see what she means and why language is so important to understanding a nation's culture.

Successful learning is achieved by sharing experience and good ideas so it's very heart-warming to see our Grade 11 IBP students share their strategies on how they are tackling the challenges of their Extended Essays. A big thank you to Ananya Sudhir for taking the time out to do the research. And finally, April 16th saw us saying goodbye to our Grade 10 and 12 students as they officially left to go on study leave. Ironically, there are no exams to study for as the Broad Examinations were sadly cancelled. Irrespective of this I am very confident that we will see all our students do exceptionally well in both IGCSE and IB. I would also like to take this opportunity to wish all those that are leaving GICLM the very best in their future academic endeavours.

Mr Patrick Moore
Head of Secondary



Going the FinlandWay...

A new way of learning, The FinlandWay took predominance this month as the little ones of Nursery learnt the fun way of making self-portraits, making totem poles for animals, sorting big and small animals, showing and talking about their favourite toy, naming their totem animal and finally an obstacle race.

It started with Joana, the lady bug entering kindergarten. Going from known to unknown, comparing with what they already know, looking closely at the similarities and differences, and sorting according to the attributes set our Nursery students' little minds off to the races. They were astonished as each day something new unfolded.

It was fun to see the children draw their own faces while looking at a screen where they could see themselves. They also drew their totem animal. Some animals move without even making a sound. This was well understood by our students when they were given the chance to act as a mouse and tiptoed around without touching the blocks put as obstacles. They sure knew that the cat was around and if they tripped or pushed the blocks, the cat would hear the sound and chase the mice. Children as well as tutors kept in mind the world famous Tom and Jerry cartoon when playing this game.

All the activities, games, songs enhanced our young learners' cognitive, motor-artistic and social skills. It helped them strengthen their control, coordination of movements, spatial awareness, eye-hand coordination, memory, exploration, comparison skills, body awareness, cooperation, taking turns, and making choices.

Along with participating excitedly in all of these fun activities, the little ones of Nursery expressed their opinions, ideas, thoughts and also shared their joy with a smile on their face.



Nursery

Introduction of Marcos the Monkey!

Storytelling plays a very important role in the cognitive development of young kids. This online session with K1 students at GICLM truly helped improve key areas like memory and language skills. It also sparked curiosity and helped increase student's imaginative skills.

Balancing Fun

Children had fun learning about the rainforest and all of the layers that it is made up of. They imagined themselves to be animals like a caiman, parrot, anteater, jaguar, spider monkey and also moved around like them. They also had fun balancing themselves while keeping a book/bean bag on their head.



Kindergarten I



Learning through Fun and Imagination in K2

Emotions - Children were encouraged to feel and express many different kinds of emotions throughout all of the activities done in April. For example, they were given various scenarios and encouraged to talk about the emotions faced by people in those scenarios. As a result, they were able to identify the emotions depicted in pictures shown to them. This enabled them to recognise, understand, as well as discuss each other's emotions.

Creating a story - Children have an innate love of stories. Stories create magic and a sense of wonder at the world. Thus, the children of K2 were encouraged to contribute their ideas/opinions when creating a story. A story was created as a class wherein students asked questions to the wind. The wind was then supposed to take them to their respective dream places. Children were encouraged to share about their dream places they wished to visit with the wind.

Also, while story crafting about a chameleon's lost egg, each child was encouraged to continue the story and add something to it of their interpretation, keeping in mind the plot and the situation. This helped them enhance their imagination, creativity, increase verbal proficiency and also further developed speaking and listening skills.

Fun with Sudoku - Sudoku is a fantastic tool for teaching young children the skill of abstract reasoning. Sudoku puzzles with shapes were introduced to K2 children paving a way for them to understand the concept. Our little ones of K2 were totally engrossed in solving the Sudoku puzzles. Children were encouraged to ask two main questions: What? Where? Sudoku puzzles teach critical thinking and problem-solving skills. Children also learned to pay attention to detail while providing a great mental workout for the brain.



Kindergarten 2

Earth Day!

It is very important that students learn to take care of the environment. Early Years students at GICLM celebrated Earth Day in their online sessions by watching Mother Earth stories, and by creating Earth Day artwork. They also promised each other that they would take important steps to save our planet Earth and make our world a better place to live in!



A New Head Start to Learning with Garodia FinlandWay



Learning at Garodia International Centre for Learning Mumbai has always been a purposeful and fun experience. Every learner here is an active learner, traversing his or her learning journey as it unfolds to reveal latent potential. In fact, our Early Years is probably the most colourful and vibrant section of the school. Teacher's mentor and nurture our young learners keeping alive their joy for learning. Their squeals of joy stand testimony to how much they enjoy the process. Year after year, we see our little students grow and evolve into confident young learners. Our team at GICLM passionately craft these learning engagements with utmost care to ensure every student learns, grows and evolves as an independent and confident individual. We believe that education of the mind is as important as that of the hands and heart – education of the whole child.

It is therefore a great opportunity for Team Garodia to team up with FinlandWay, who share a similar philosophy about early learning, and to help take our EY learning to world class standards. FinlandWay® Schools are world leading experts of early childhood education curricula and pedagogical practices. The pedagogy of early childhood education in FinlandWay® is based on specified values and research-based understanding about the concepts of learning and teaching. The concept of learning is holistic and sees the children as growing and developing members of society. Learning is comprehensive and takes place everywhere.

Dr Kangas, a researcher and teacher trainer from University of Helsinki, Finland explains that teachers traditionally have focused on frontal teaching with little emphasis on this holistic learning, where children are developing their skills and knowledge by playing, moving, exploring, doing different tasks and expressing themselves. However, research shows that when teachers adapt their classroom practices into more play-based, participatory and phenomenon-led approaches, the joy of learning increases. “Taking into account the children’s perspective and focusing on the children’s ideas and points of interest are key elements to high quality early childhood education. It is also essential in the process of designing learning activities to incorporate the perspective of children into planning, implementing and evaluating not only for children, but with children,” notes Dr Jonna Kangas, of FinlandWay®.

Teachers of GICLM have undergone an intensive training regimen of two weeks where various aspects of learning and teaching have been reviewed. It was indeed a great opportunity for our teachers to reflect on their practices of teaching, facilitating learning, assessing learning and reporting. Teachers were introduced to different ways of planning learning engagements, using technology to support documentation, reporting and tracking, and so on. A comprehensive learning session on child protection and safeguarding students was also well received. We are sure that with this new partnership, there will be a whole new flow of ideas, both ways, leading to a rewarding learning experience for our young learners.

Mrs Mahalakshmi Anand
Head of Primary

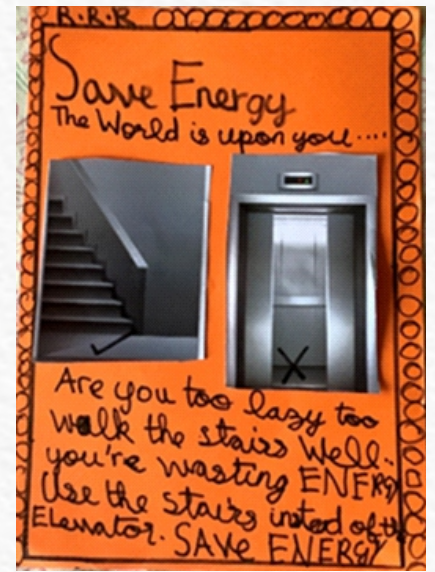


GARODIA
FinlandWay®
BETTER BEGINNINGS



Persuasive Posters

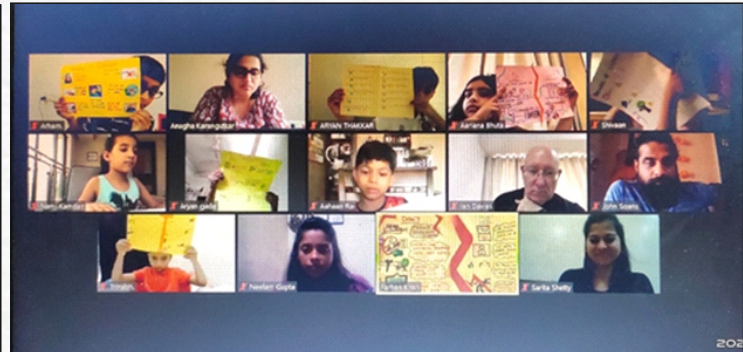
During the month of April, Grade 4 students carefully examined a variety of persuasive texts. In order to gain a better understanding of the topic, students were assigned a task during which they were required to design a poster persuading people to save energy. The poster wasn't digital, instead being drawn on poster paper. Students were graded on their power of their persuasion as well as presentation skills. Another unique thing about this task was that language was combined with IPC since students were learning all about energy conservation for their unit 'Black Gold'. In this task, students really let their creativity and design skills shine.



Jia Sankhla
Grade 7

Electrified

The Exit Point is held to encourage students to reflect on their learning from the unit and to celebrate the same. In order to do this, during the month of April, the students of Grade 1 displayed their learning journey with all the Primary teachers and our Head of School, Mr Ian Davies. Each and every student was excited to share their knowledge with everyone and all children carried out their presentations in an organized manner. It is fair to say that all the children had an amazing time displaying what they had learned.



Grade 1

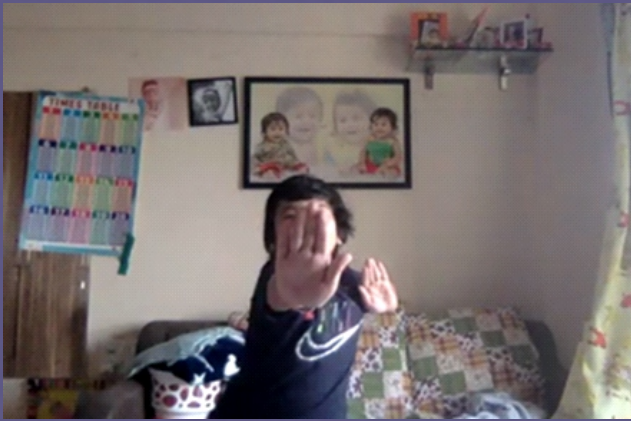
Athletes in Action!

With the Olympics torch being passed across the world, GICLM's Grade 3, 4 and 5 students also began their new IPC unit. To kickstart the new unit, students had a small Sports Day activity session. Each of them had the opportunity to showcase and participate in different sports events they created. For this task, they were limited to use household items to use and create their own game. This was certainly a task that would put innovation and communication skills to the test.

Students used their creativity to design their own rules, establish safety precautions, decide the equipment required, participants required, and the location of play. These students not only presented their games, but also participated in those of their fellow classmates. Students learned good sportsmanship and communication skills as they presented their activities and tried them out. With the on-going lockdown, it was a great way to get students exercising. They all had a blast trying the different activities online with each other. Here are a few glimpses of our young athletes in action!

While it was quite a light-hearted task, it does provide students with some level of understanding about how the Olympics and its games were created. Students have also used different techniques of learning to maximize the efficiency of the game they created. They also got a chance to learn all about the Olympics through videos, drawing of timelines and diagrams, presentations, and open discussions.



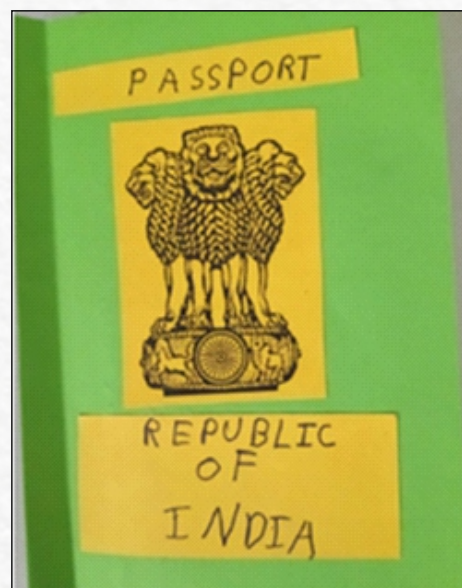


Jia Sankhla
Grade 7

Acquiring Knowledge on Important Documents

Personalization is not synonymous with customization. With this in mind, the students of Grade 2 got the opportunity to understand the importance and relevance of a passport for the unit entitled 'Gateways to the World' in IPC. The first step of the task was to understand that a passport is the most reliable form of identification. The next step was to understand why all passports are generic. In order to get clarity on the same, students customized and made their own passports. While presenting their work, they were able to analyse the need for a generic passport and how customized ones can create confusion at passport controls. This activity helped to integrate language, art and critical thinking among students.

Grade 2

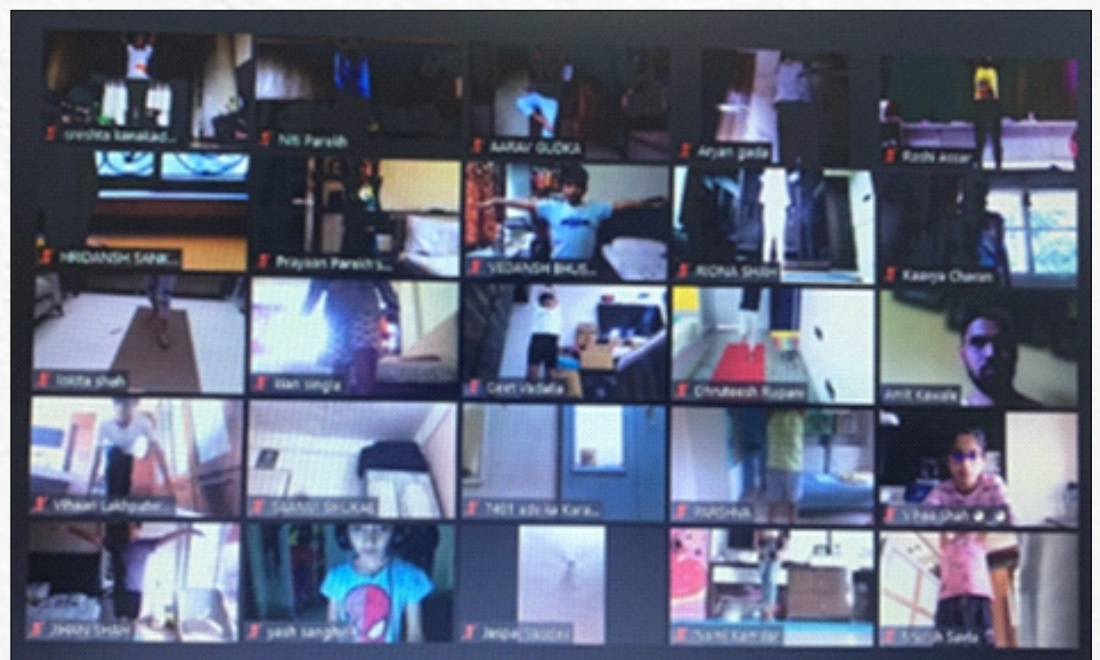
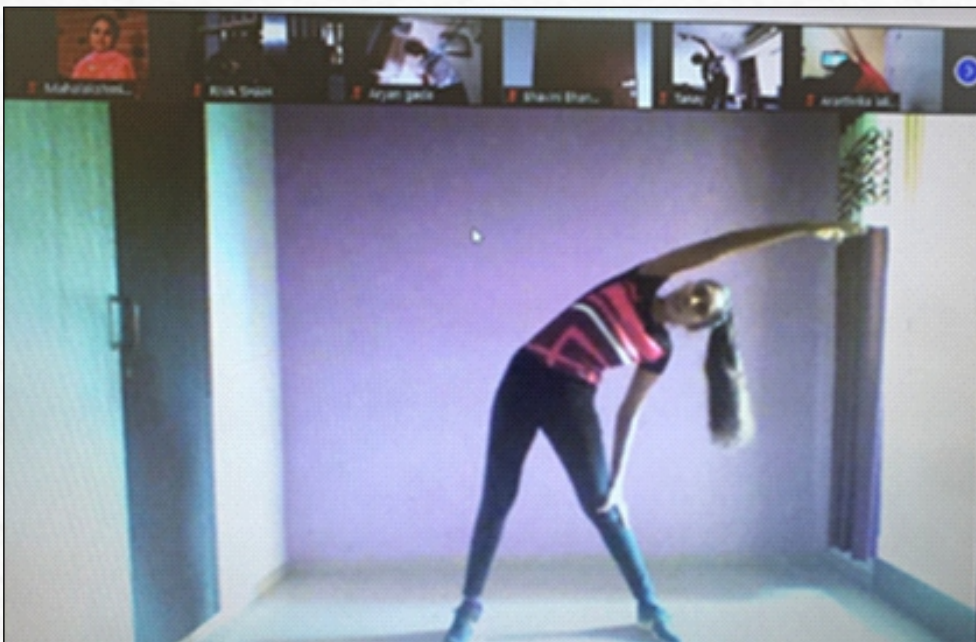


Primary Assembly!

Students of Grade 5 roleplayed a short message for their Monday Morning assembly. Students role played how the current lockdown has affected various age groups and focused on the anxieties and apprehensions that are prevailing in our community. Awareness, support and resilience came out strongly as these students shared tips to stay safe and mentally strong during our fight with COVID. Members of the student and parent communities also shared their experiences from their personal battles with COVID. Such a positive message from such a positive community.

Students of Primary grades have also started their morning fitness routines — thirty minutes each day. These sessions are led by a variety of Primary teachers. They work their bodies out through a fitness regimen ranging from yoga to aerobics to circuit training to mindfulness activities and creative arts. Monday Mornings are certainly looked forward to in the Primary Department!

Mrs Mahalakshmi Anand
Head of Primary



Grade 7 Math: To Obtain the Value of Pi

While learning about area, perimeter and volume, Grade 7 carried out a simple, yet useful task to understand the concept of Pi. During the activity, students were required to take any three circular objects of different sizes and a piece of thread. Then, with the help of a ruler and the thread, they had to measure the circumference around each object and note down the readings. Afterwards, they were required to fill out a table using the gathered information. After making a certain calculation, they should have obtained a number close to that of the value of Pi. Students were also required to film short clips of themselves doing the activity.

Jia Suri
Grade 9



Exploring Art

Art students of Grade 9 are currently working on a tough, but rather exciting technique of painting according to their individual IGCSE Art theme. Here at GICLM, art is a tool which is all about exploration. We students are always ready to be adventurous and will try new things. Posterized effect allows an image to change its tonal levels (brightness levels) to make the image look mapped to its closest level. For example, choosing two tonal levels in an RGB (Red, Green and Blue) image can give you six colours: two for red, two for green and two for yellow. Our Art teacher, Mr Amit Kawale, introduced this concept to us during the month of April. The effect created is mainly a conversion of a normal image into an image containing distinct, but flat areas of different tones and colours. This is something you can try at home too!

Jia Suri
Grade 9



Wir lernen Deutsch!

The German students of Grade 6 presented their knowledge and understanding of the unit related to their daily routines through a PowerPoint presentation written entirely in the German language. Not only this, but the students also had to display their understanding of the newly learnt grammatical concept “trennbare verben” (breakable verbs) through this presentation.

Such presentations not only serve as a great tool for the students to independently work on and reflect on their own learning, but also gives them an opportunity to speak freely in German in front of the whole class and boosts their confidence in the language. Some of the students were very creative and even clicked their own pictures following their daily routine. Indeed, students enjoyed this task and let their creativity run wild.



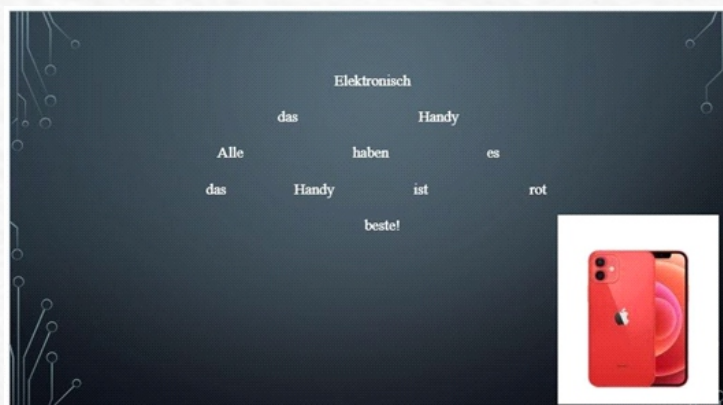
Ms Aarya Phaltankar
German Teacher

Elfchen schreiben!

German students of Grade 8 indulged in penning a few Elfchen with the newly acquired vocabulary on the topic of 'Media'. Elfchen or Elevenie is a quick poem with just eleven words and a given pattern, arranged in a specified order over five rows. Each row has a requirement that can vary.

The objective of the Elfchen is to develop creativity and communication through writing poetry in a playful and interactive way. The group work interaction not only created a comfortable atmosphere in the class, but also boosted confidence in the students as to what all they can do with the language. This was definitely a good transfer task that helped apply the students' acquired vocabulary in context. Students came up with some amazing Elfchen that surely made for a good read.

Ms Uma Iyer
German Teacher



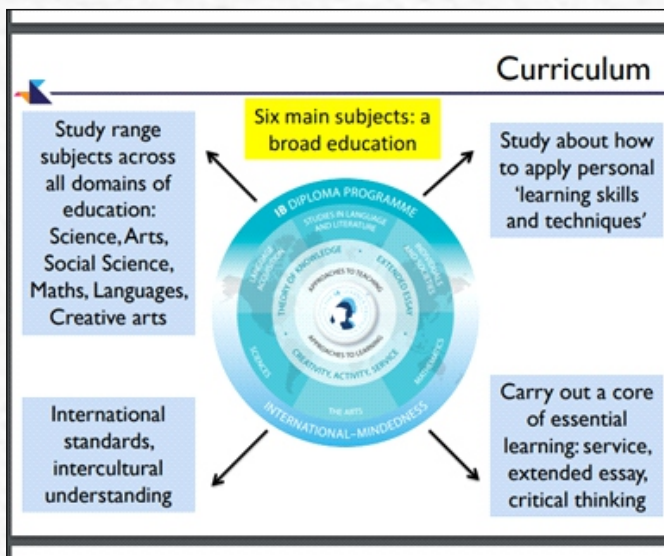
Thinking About the Future

As the IGCSE final exams for Grade 9 are only weeks away, the students at GICLM have begun thinking about their futures. The IB program at GICLM will help our students do just this through the extensive coursework and brilliant faculty. With this in mind, the students of Grade 9 had their first IB orientation. This was an awaited event that all students were excited to take part in.

International Baccalaureate Diploma Programme is a marvel of education and a boon to all students who are a part of it. It is a curriculum that sets out the requirements for complete development of students through exciting teaching methods and a curriculum which is made up of the core and six subject groups. GICLM's IB programme is one the best in India, as the experienced faculty and the curriculum provide students with a well-rounded education. After this two year course, the students leave for college. A high school resume that has IBDP achievements listed on it gives students a great edge at the University level when considering admissions as well. Students graduating from the GICLM IBDP Programme have been admitted to wonderful Universities all around the globe.

The parents and students were all very intrigued by the perks of IBDP and the opportunity to be part of the programme at GICLM. We were all also very grateful for the opportunity to ask questions of the faculty and guidance counsellor about the IBDP and look forward to the chance to be a part of this special programme.

**Devam Desai
Grade 9**



A proud community

- GICLM IB: since start results in top 10% schools worldwide and top 5% in India
- University destinations: ALL students obtained first choice university. Many to top ranking institutions
- 91% our students with overseas university destinations were awarded scholarships: many significant (May 2021)

This will be you. Amongst the world's elite whether in India or worldwide



Extended Essays and How to Succeed in Them

The Extended Essays are written by doing an extensive amount of research on one particular topic which interests you and preferably something you would like to pursue in your future. Schools prefer this to be done in one of the three higher level subjects, where the topics are taught more in detail, as about four thousand words are needed for an EE. It is a very crucial part of the IBDP Programme and prepares students for undergraduate research in universities. I interviewed a few Grade 11 students, asking them about their experiences so far in working on their Extended Essays.

Dheemahi Udupa:

I have made my own deadlines which align with the teacher's deadlines as well as my own schedule. I try to work on my EE in small chunks, where I set a task to finish one subheading each time. This way I have enough time to work on other school assignments as well. For the process of brainstorming, I mostly focused on my personal interest. I researched how my personal ideas can be turned into an experiment. I also looked into similar experiments online to get an idea of what to design. For example in Biology, I explored my interest in hydroponics and decided to choose a topic that would be relevant in the modern world. I enhanced this topic by reading about different mediums that can be used in hydroponics, and I came up with my own idea.

The EE will help me in the future because I will gain experience on how to independently design research and also analyse data that I will be collecting.

Aarya Salvi:

I try to maintain a schedule where I wake up early and take a break after school before I start my work. Most days it is difficult to follow the schedule and be productive, but I make sure to space my tasks out throughout the week. Working on your EE gets easier if you decide to space it out and complete small chunks of it like reading research articles and watching videos.

Psychology interests me a lot and it's my EE subject, and to tell you the truth, it doesn't really feel like work or a chore. Personally, I researched the idea that I had as my EE topic previously and while exploring it, and I found out ways to dive deeper into the specifics of my research question.

The EE in my opinion is something that will definitely help me a lot in the future. Seldom do you see seventeen-year-olds writing a thesis, but the IB Diploma gives you the opportunity to do so. I believe it to be of importance because it gives us a unique experience that not a lot of kids our age have.

Nysa Phulwar:

I try working on my EE every day, for a minimum of a half hour (it usually extends to a period a lot longer than that). I have specific times to do my homework and stick to them like clockwork. To begin the process, I looked at the different areas that I was interested in and ones that I would be able to do given the current situation and the availability of resources. I then went online and looked at possible investigations and sample IAs on the Internet to form my proposals.

I truly believe that my EE will benefit me significantly, as I plan on pursuing biology at the university level. Having IAs in Biology and Chemistry and an EE in Biology will significantly boost my college application and give me necessary skills to use in the laboratory.

Ninupta Srinath:

I have recently decided to do my EE in Business Management; however, I am yet to settle on a specific topic. I am yet to think about my EE Research Question, but I know that I want to incorporate the idea of the "impact of COVID-19" on whatever business I take up for analysis. Additionally, I need to skim through many more ideas online to fully discover my interests and understand my true potential.

Doing an EE in Business Management is technically like doing a mini MBA for the IBDP course! While I am indeed grateful for this opportunity, I am also well-aware that this will benefit me in the law course I intend to take up in my undergraduate studies. If I do take up corporate law, I might be able to understand the business aspect of law and grasp the concepts quickly as a result of this process.



How has IB I been?

At the end of Grade 10, I had the choice of pursuing the IB or taking up another course. This May marks the end of IB DP1, and I continue to feel good about the choice I made by picking IB at GICLM over A Levels, HSC, or another course. I wasn't sure what I wanted to do in university, or as a career when I started this course. Luckily, my IB teachers and mentors have encouraged me to explore subjects I have an interest in. Over the past year, I have noticed that the Diploma Programme targets a wide variety of skills over the courses we take. It aims for holistic development through the inclusion of CAS and TOK.

CAS has been a very engaging programme and has allowed us to do new things, learn more, and implement our knowledge in a way that helps give back to the community. We are limited to activities which can be done online or individually due to the pandemic, but our coordinator has managed to get a lot of things done. This has helped us get out of our comfort zones to do activities; something I did not think I would enjoy, but has become part of my favourite activity at GICLM. In fact, this pandemic-driven CAS experience has helped me develop better organizational skills and new technical skills through the virtual development of a musical band and marketing team.

TOK on the other hand allows us to think creatively and explore a plethora of things from indigenous tribes, their cultures, and beliefs to various topics related to a number of sciences. We discover new things in the process of learning, even if we had no background knowledge about the topic beforehand!

Next, Extended Essays and Internal Assessments give us an insight into the papers we are required to write when we go to University, and even though it seems like a very tedious process, it is definitely worth it. Online learning has been difficult and it is definitely not the most ideal method of learning; however, we have adapted to it, and learnt to do CAS and other activities online. Even though we miss the true essence of IB DP1 in school, it has been a great journey so far and I'm looking forward to more enriching experiences that will definitely help me in honing my skills for the future!

Ananya Sudhir
Grade 11

Exams or No Exams?

By now all of our readers have received the news that IB have had their exams cancelled. Due to the fact that the exams got cancelled just weeks before their scheduled start, no one could have predicted it. We were all preparing hard, but the anxiety due to the COVID situation in our country was always at the back of our minds. Below are the reactions of two students after learning that indeed our time at GICLM would end with the non-exam route.

Sanjana Lakhpatwala:

I think that the news was rather expected, with the situation in India only worsening, it was highly improbable that schools or the IB would put the students at risk; nevertheless, it was a huge relief as well. Upon receiving the news, it helped reduce the stress put on us due to the limited amount of in-person learning. Additionally, the final grades are based on coursework, internal exams, and our predicted grades, which are fair reflections of our work over the last two years. However, having said that, in terms of preparation, I believe we all were well-prepared to sit for the examinations, despite the online nature of classes over the last year.

Vedant Sanghvi:

The announcement in regards to the IB finally opting for the non-examination route in India was, at the very least, an expected decision. Looking at the pattern of examination cancellation in other countries, combined with current/future predicted strategies and a tad bit of common sense, this decision definitely did not come as a surprise. I do however think we are lucky to be a group of students in a school who have supportive leadership and were able to easily adapt to a system of grading which took into account our work and overall progress over the past two years.

The worst phase of this pandemic was when I had lost all motivation to study, and it was combined with us having to sit on the edge of a sword, with no firm decision being made concerning our exams. I would not have made it out of this without the constant support I had from both my classmates and teachers.

Gauresh Kuradia
Grade 12



Outstanding Success for Our Grade 12 Students!

Below are just some of the many achievements of our Grade 12 students as they prepare for the next stage of their education at the university level. Indeed, the success they have had speaks volumes to their work ethic over this challenging time period, as well as our GICLM teachers' commitment to providing our students with the best possible education.

1. 67% of our students have applied for overseas degree courses. The remaining 33% are currently finalising applications here in India for placements at Mumbai University, Engineering at IIT's, NMIMS and SP Jain Universities.

2. The overseas applicants have been very successful in obtaining 40+ offers from the USA, UK, Canada, Australia and Germany.

3. Overseas degree courses currently include for example: Computer Science, Mechatronics, Business and Administration, Biological Science, Psychology, Art, Finance, and Aeronautics. They match the interests and talents that the students have developed over the IB course.

4. The Universities include from the USA: Indiana, Texas, Buffalo, Purdue, Indiana Bloomington, Massachusetts, Boston, Maryland, Stony Brook, Embry Riddle Aeronautical, Ohio, San Francisco, and Wooster. For the UK they include: Warwick, King's College London, Bath, Leeds, Kingston, Aberdeen, City University London and Royal Holloway. For Canada: British Columbia, Toronto and Western. Elsewhere includes Sydney and Frankfurt. Many of these are top ranking for their subjects.

5. There have been seventeen scholarships awarded to our students. Even more impressive is that 91% of our overseas applicants have received a scholarship award.

Nysa Phulwar
Grade 11



Languages of the UN: A History

The United Nations was officially established on October 24, 1945. Fifty-one nations were represented, and the official languages of the UN were named: English, French, Russian, Spanish and Chinese. The choice of the languages at the time was mostly political. The US had just proved to be a massive economic and military power, and English was the primary language. Although Russian was not widely spoken outside of the Soviet region, the country was also considered a major power. Spanish is the official language of over twenty different countries, while Mandarin Chinese was, and still is, the most widely used language in the world among native speakers, and French was considered the language of diplomacy.

As more countries joined the United Nations, it became clear that the UN needed an additional official language. In 1973, Arabic became the sixth official language of the UN. This language was chosen due to its widespread popularity in several member countries — Arabic is the official language of twenty-five countries.

Controversy & the Languages of the UN

While all six official languages of the UN are supposed to have equal status, it appears that this isn't truly the case. The United Nations has five different main organizations — the General Assembly, the Security Council, the Secretariat, the Economic and Social Council and the International Court of Justice. In the Security Council, English and French are the main languages, and documents, meetings and other public information are often not available in the other four languages of the UN. Additionally, as recently as 2001, Spanish-speaking UN representatives began to protest how little Spanish was being used during meetings and assemblies. UN member states sought to draw attention to the imbalanced use of the six official languages of the UN and disparaged the trend toward using only English. UN correspondents agreed that there was some imbalance among the language use, but that having interpreters available for each meeting was costly. While a part of the UN's budget covers language services, it sometimes falls upon the governments of the countries speaking the particular language to fund the interpreting and translation costs.

Will There Ever Be More Than Six Languages of the UN?

While UN delegates continue to call for equal use of all the official languages of the UN, some countries are pushing for another language to become official. India has been making concentrated efforts to make Hindi the next official language of the UN. Government committees were formed and have even led to the development of a weekly UN radio news program in Hindi. However, before Hindi can be adopted as an official language of the UN, a majority of the 193 UN member countries must agree to make the language official. India would then need to provide financial support for the translation and interpreting services, which the Indian government figured to be the equivalent of \$14 million. The \$14 million would be a recurring fee due to the UN, but the UN would also be contributing toward the costs of supporting Hindi. This means the UN would need to make room in its budget as well for the personnel and interpreting equipment necessary to implement the new language. While it seems likely that Hindi could become the next official language of the UN, a recent survey showed that member countries of the UN preferred to receive documents in English, Spanish and French only. What's more, India has not yet made any serious moves to make Hindi the seventh official UN language — the UN reports that there are currently no proposals in front of the General Assembly. Perhaps having so many official languages of the UN is more of a symbolic gesture than a way to accommodate the member states.



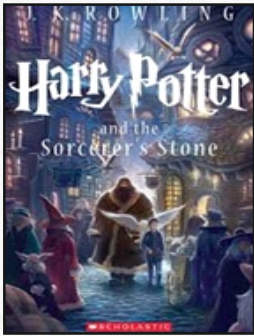
Laoshi Yu Zang
Chinese Teacher



April Book Recommendations

Grades 1-3: *Escape from Mr Lemoncello's*, by Chris Grabenstein

Escape from Mr Lemoncello's is a modern twist on *Charlie and the Chocolate Factory*. A *New York Times* bestseller, this book is based on a story of a twelve-year-old boy named Kyle, who is a fan of the famous game-maker Luigi Lemoncello, who had just built a new library. Kyle is one of the twelve kids invited to the gala in the library. The kids have to follow book-related clues to find a secret escape route, where the game-maker's prize rests. The book is full of humour and suspense, making it a very interesting read for this age group.

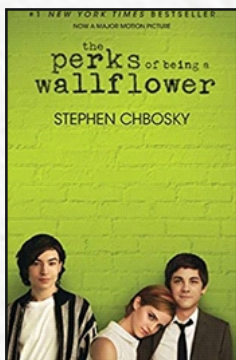
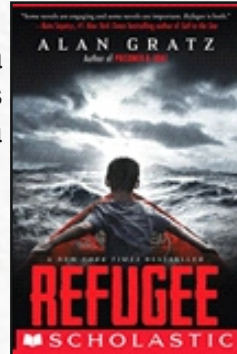


Grades 4-5: *Harry Potter and the Sorcerer's Stone*, by JK Rowling

The *Harry Potter* series is one of the all-time must-read series and this is the perfect age to start. The miserable life of Harry Potter quickly turns around when he realises he is a wizard. Full of imaginative situations, this book follows the adventures related to finding a dangerous object hidden within his wizard school, Hogwarts. Harry believes it's his responsibility to prevent it from falling into evil hands. Does Harry succeed? One must read to find out more.

Grades 6-8: *Refugee*, by Alan Gratz

Set in 1994, *Refugee* is a powerful novel about three young people who set out on a journey to find refuge from a crisis in their country. Isabel's, Josef's and Mahmoud's stories set in different countries and time periods are narrated in short chapters with a cliffhanger at the end to evoke interest. Each story, with their vivid historical context, makes this book quite the page-turner.



Grades 9-12: *The Perks of Being a Wallflower*, by Stephen Chbosky

Set in the early 1990s, this novel follows the story of Charlie and presents the idea of what it feels like to grow up. The book tackles many controversial topics like drugs, sexuality, abortion, and more through a series of letters written by Charlie to a reader who he thinks will listen to his tragedies and his stories. Overall, the inspiring characters, handling of sensitive topics, and the presence of a different point of view is what makes this book so popular. The story was also made into an award-winning movie in 2012 starring Logan Lerman and Emma Watson.



Easter

Easter, which is also called Pascha, is a Christian festival that celebrates the resurrection of Jesus from death. It is preceded by a forty day period of prayer, fasting, and penance. Most Christians refer to this week before Easter as Holy Week, and it includes the days of Maundy Thursday, Good Friday, and the Last Supper. This season begins on Easter Sunday and ends on Pentecost Sunday. Easter and its related holidays are not fixed dates in the Julian or Gregorian calendars. They are moveable feasts, and their date is computed based on the lunisolar calendar. The first Sunday after the full moon that occurs after March 21 is known as Easter Sunday.

The egg is an ancient symbol of rebirth and new life. After some time, it became associated with the resurrection of Jesus Christ. The custom of putting coloured eggs on the body of Christ originated from the ancient Mesopotamian community. As a symbol of the empty tomb, the Easter Egg is a symbol of the Lenten sacrifice. In some cultures, children put out their empty Easter baskets while they sleep. Then they wake up to find their baskets full of candy eggs and other treats.

The Easter Bunny is a popular anthropomorphic character that is similar to Santa Claus in American culture. Since childhood, children around the world have coloured eggs and given baskets of candy.



Teacher of the Month: Ms Vidya Rao — A French Teacher's Tale



As the month of April flies by, it sharply brings to focus two personal milestones in my life — one that I am a year older (and hopefully wiser) and second that I have completed one more year as a French teacher at GICLM. It is the latter that never ceases to amaze me and as I look back on my eventful journey these past fourteen years.

As Maria from 'The Sound of Music' famously said, "languages and books have always been a passion for me", but for various reasons I was never able to learn a foreign language during my school and college days. So when at a much later stage in my life I got the opportunity to learn French, I seized it with both hands and ended up completing my Masters in French Literature. This in turn opened the doors of GICL/GICLM to me, where I hoped to instil in the students my love for the language.

A memorable quote by Federico Fellini that comes to my mind is, "A different language is a different vision of life." It is this different vision that our school has always wanted our students to have right from their early years of education. Our syllabus aims to develop learners' ability to use a foreign language effectively for purposes of practical communication. Language skills of listening, reading, speaking and writing are built-in as learners progress through their studies along with insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages. The students learn to reflect and communicate with an open mind, very much in keeping with IB traditions. Although it is said that an Anglophone can pick up French more easily than others, learning French can not only be challenging but frustrating as well, because what you see is not necessarily how you read or pronounce, and neither is the spoken word written as you hear it! More than half the letters of the spelling are rarely pronounced and it is a challenge to apply the rules of phonetics! Additionally, grammar with all its exceptions, can push one to despair! Thankfully, the audio-visual resources we use in class along with the formal textbooks are a great help and apart from stimulating listening and pronunciation, they help the students remain motivated and engaged. Of course, the last one year of online schooling has not been easy on our language students since even these activities are limited and subject to the vagaries of the Internet and Wi-Fi connections. Despite this, our GICLM students have come up with some brilliant and creative presentations, videos, films, book reviews and brochures related to their respective topics. You must have read about them in our previous Magazines.

In addition to French, I have had many other opportunities over the years to interact with and get to know the students better — the Annual Concerts, the Annual Sports Events, the Inter-House activities, the International Symposiums, and now the Extended Essays/CAS activities of the IBDP students have all been great learning experiences for both the students and me as their teacher. Therefore, when French gave me access to the world of teaching, it also gave me a chance to try my hand at various other things I wouldn't have perhaps even dreamt about otherwise. Thank you GICLM and thank you to the Surkhiyan Team for giving me an opportunity to share my journey with our community.

Ms Vidya Rao
French Teacher/EE Coordinator



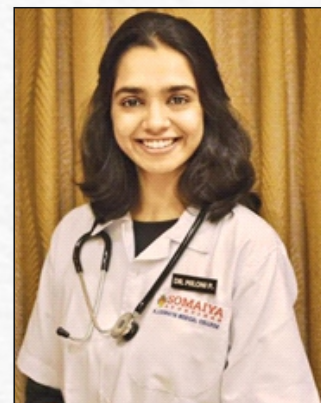
My Journey Through Garodia Education

As I look back from where I am standing today, I think my school days are a collection of memories which make me run through a gamut of emotions. They bring back a smile to my face and make me realize the joy of schooling at GICL. My dear teachers, I completed this part of the journey under your caring watchful eyes. I owe you my education, wisdom and way of life. Today I realize how important your scolding and reprimands were to shape me into who I am today. I love how we got personal one on one attention from all our teachers which helped me get 7A*s in IGCSE. My skill of logical and problem-based thinking, which I inculcated during IGCSE days, is helping me now solve cases of my patients as a doctor. In my personal experience, Garodia Education aims towards holistic development of children by exposing its students to various dimensions apart from studies.

My fond memories include playing sports, taking part in various competitions, learning martial arts, ballet and performing in front of parents during concerts and alleviating stage fright. I would like to express my gratitude for all the wonderful opportunities that I was exposed to. These experiences fill the pages of my book of life. I would also like to take this opportunity to thank my friends for standing by my side through thick and thin. Together we have created unforgettable moments. School friends are more like an extended family. I am indeed privileged to have attended GICL. These sweet memories will be etched forever in my heart for the rest of my life.

After completing IGCSE, I took up science at Ruia College, Matunga and simultaneously started preparing for the NEET-UG medical entrance exam. I completed my 12th grade after which I got admitted to KJ SOMAIYA MEDICAL COLLEGE AND HOSPITAL, Sion. I completed 4.5 years of college and now I'm working as an intern at KJ SOMAIYA HOSPITAL. I'm looking forward to doing my postgraduate work soon after this internship ends.

This was my journey from school to becoming a doctor. Thank you Garodia Education for all the wonderful memories!



Dr Miloni Mahesh Patel

Significance of Soft Skills in Career Development

Over the years the workplace has become closer and has developed aggressively because of globalization. Fast-paced competition is evident everywhere and to survive this competition, acquiring soft skills is a growing prerequisite. Moreover, with the modern workplace being interpersonal, technical skills aren't enough to bring out one's best in a job. All careers require soft skills to utilise technical expertise at the right time and place.

The significance of soft skills can be seen in collaboration which is an integral component of any workplace. Skills such as listening and written communication that are clear and concise ensures that there is a smooth flow of ideas without any conflicts in an organisational set up. Good communication and negotiation skills can not only help one gain an edge over other candidates, but also help in dealing with challenges in the workplace. To dig deeper, communication skills like listening, speaking, writing, creating a compelling presentation; socialising with co-workers and clients and collaborating with team members are very essential in climbing the career ladder. Problem-solving skills which include helping an individual in discussing a problem objectively and coming up with possible solutions and plans to implement the solutions also go a long way in building one's career. In addition, skills like creativity can help in brainstorming ideas and solutions, asking appropriate questions to generate original ideas, keeping an open mind to evaluate tough situations, as well as keeping a positive attitude.

Soft skills are not innate, but can be developed with time through observation and practise. Looking at the relevance of soft skills in personal and professional growth, one needs to consciously try to develop them. An individual can learn to inculcate these skills by being mindful of the other person's wishes and sensibilities. One also has to be a good listener to be a good communicator and needs to be aware of the urge to interrupt someone when they are talking and let the other person finish before putting one's point across. Another skill to practice during interactions is to make appropriate eye contact. This provides assurance that you are paying attention to the other person and the recipient will feel more engaged in the conversation. Being conscious of one's body language when you interact with others also sends out positive vibes. Public speaking is another skill that goes a long way in building one's confidence as well as making an impressionable opinion. However, not everyone is comfortable speaking in front of the public. This inhibition can be overcome by practising what one wants to speak, and being aware of the pace, tone and volume. With practice, the speech will flow more naturally.

We need to take home the fact that problem solving, delegating, motivating, and team building are all much easier if one has good soft skills. Our work ethics, attitude, communication skills, emotional intelligence and a whole host of other personal attributes are the soft skills that are crucial for career success. To start with, students need to train themselves to demonstrate soft skills such as commitment, effective communication, problem solving, accountability, and time management. To conclude, these skills can be very much related to personality traits including social and emotional intelligence that directly or indirectly affects our behavior in either developing or decaying relationships. The onus of this choice is on us as individuals.

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