

# SURKHIYAN सुरखिया

MONSOON TREK

INTER-HOUSE  
DANCE COMPETITION

CAS CAMP



LITERACY  
WEEK

OFFICIAL OPENING  
OF GIC-SIMGE

IB EVENING



I welcome everyone back to GICLM at the start of this academic year, and it has been an almost breathless beginning. Just recalling the events is indicative of the very real dynamism that we associate with the school. I really am mesmerised by all the amazing events that have already taken place in the first month!

What a weekend it was on 27th August 2022! The Inter-house Dance Competition raised such a level of participation, performance and excitement from everyone. I was so happy to be part of such a dynamic event by our students. This was built on the Monsoon Walks and IB CAS/TOK 'Sleep-over' at school on the first weekend. I can see wonderful friendships being built amongst our students and in particular how IB students are working with those in primary. This whole school family atmosphere is another reason why GICLM is so special to be a part of. I thank our wonderful staff and students who made all these events possible.

As a growing school, it is good to welcome new staff to our premises. They have brought a lot of experience and expertise for us all to learn from. This year our learning targets as staff members are to keep improving classroom practice and to continue working to enable students to understand how they can become independent learners and thinkers. This is exemplified by the wonderful news and Official Opening of our partnership with the Singapore Institute of Management. We are proud that, joining our US degree partnership with Broward College, we now have a Degree in Business and Management on offer. As the future pathways for our own community of students increases, we again celebrate outstanding IGCSE and IB results with our students progressing to elite universities worldwide and in India.

It continues to make me proud to be associated with such a community. Let's keep our ambitions aiming high and all students reaching their potential. Here's to another great year!

**Mr. Ian Davies**  
**Head of School**



## Get to Know New Staff Members!



Mr. Huzefa Kagalwala is the IB coordinator and the Deputy Head of Secondary at GICLM. He is also an experienced mathematics teacher, and has been teaching the IB for 12 years now. He is a registered examiner and has corrected numerous IAs and papers over the years. Previously, he used to work at DY Patil International School in Mumbai.

Apart from work, Mr. Huzefa thoroughly enjoys sports – especially biking and trekking. He believes that physical activity is a crucial part of each individual's life. He is also a wildlife photographer and has visited various national parks in India for the same.

When asked what makes GICLM special from other schools, Mr. Huzefa stated that the infrastructure present is incredible. He said that the amenities are well-suited to help students reach their full potential. The school is designed in such a way that children in the Diploma Programme will be able to thrive. The availability of resources, exceptional teachers, social and emotional wellbeing, and career guidance together make GICLM a complete package. He believes that GICLM truly follows the ethos of an IB school, and is not just for namesake.

Mr. Huzefa believes that IB is the best programme for students because it is incredibly well-rounded. It is a globally accepted course that helps students build their profile not just academically, but also through acts of service, and various activities. The programme encourages students to think rationally and to challenge the way humans understand knowledge. It promotes conceptual understanding over rote memorization, and provides students with the opportunity to follow experiential learning. A lot of the coursework that is carried out allows deep exploration of topics that one might not have thought about elsewhere. The extended essay helps students to write a formal report that they would otherwise write directly in college. It has been proven that students under the IB programme tend to do better in universities and their careers when compared to others. Additionally, it is one of the best set-ups for college because it prepares students exceptionally well for the same.

Mr. Huzefa's advice to all IB students is to enjoy the journey. He believes that students should choose subjects that they find interesting, and not because universities require them to take certain courses. He states that students should map their happiness to university aspirations and not the other way around. According to him, one can produce quality results when they are happy and have a genuine passion for their work. He says that the IB provides students with an incredible platform, and that they should make the most out of it!



## Get to Know New Staff Members!



Ms. Veera Sivonen is the Head of Early Years at GICLM. She got her Bachelor's degree in the UK, and then went on to get her Master's degree in Helsinki, Finland. She is new to Mumbai and has only recently moved here. She previously worked in Finland, and consulted in Riyadh, Saudi Arabia, and Jakarta, Indonesia. She has 9 years of experience working with little ones, and specialises in teaching children up to the age of 8.

When asked about her experience at GICLM so far, she stated that she feels inspired here. The training period before the start of the academic year provided her with the opportunity to network with her colleagues, and she believes that this was extremely beneficial. She has had extremely positive experiences so far, with her fellow teachers and students both. At GICLM, she hopes to continue keeping up the good work, and also implementing her knowledge from previous experiences working abroad.

FinlandWay is the best course for students because it is based on thorough research. It is a curriculum that is constantly revised and updated. Ms. Veera states that FinlandWay builds extremely strong foundations that stay with students throughout. She believes that a good foundation is of utmost importance since it prevents students from facing difficulties in their higher education and ensures conceptual clarity.

On behalf of the entire GICLM community, we would like to extend a very warm welcome to Mr. Huzefa, Ms. Veera, and all other staff members that have joined us recently!

**Jia Sankhla**  
**Grade 9**



# Happy Independence Day!

Our Nursery Students at GICLM had a fun-filled celebration on the special occasion of Independence Day! The spirit of freedom and nationalism was exhibited well during a session where tutors moved through a spectrum of patriotic songs, Independence Day Story, decorating the tricolour flag in different art and craft forms and discussing the features of the Ashoka Chakra. The nursery students and the tutors were all dressed in the Tricolour attire. Happy Independence Day!

Nursery



## FinlandWay Activity - Meet Joana!

Today we got to know our new friend Joana. She is a ladybug! Nursery students enjoyed watching Joana exploring the classroom by flying to different spots in the class. Students saw that she is a small ladybug and she is red in colour with black spots on her coat. They compared Joana to themselves, observing that she has more legs than we do, six altogether. Her favourite colour is red. She also likes roses, she flies to them and likes to smell the scent that comes from them.

Nursery



## Happy Friendship Day!

Friendship's Day symbolises love, kindness, and amicability. This year in nursery, Friendship Day was celebrated delightfully. Tutors had fun by turning this day into a great lesson of arts, crafts and creativity. Students enjoyed making Friendship Day floral wall hangings in the class. They worked with their friends, and used paints as well as colourful craft supplies.

KI



## Happy Janmastami!

Janmashtami was celebrated with full fervour as Early Years Tutors at GICLM hosted traditional festivities and kids came dressed at school as Lord Krishna and Radha.

Students were excited while making their very own Krishna crafts including head bands, and flute and pot decoration (Matki). A small skit was shown to kids by the Tutors signifying Krishna's youthful days, the dahi handi celebration, and his playful and mischievous side. Students enjoyed watching Dahi Handi performed by the Tutors! Later, children danced to enchanting songs of Krishna sung by the tutors.

KI



## Literacy Week

'Books are our best friends' they say. A week buzzing with activities like narrating and listening to stories, doing creative activities had kept the K1 class busy. One of the highlights of the week was that the children were taken to the library where the tutor narrated the story of 'The Little Raindrop' by Joanna Gray. This story taught them about science and nature through a character- driven narrative that leads the little raindrop on a big adventure. Later, the children went about making their very own rainbows which had them discuss 'All About Me'. It was a session that was thoroughly enjoyed by the K1 class.

KI

## Pyjama Party

Ever wish you could come to school in your pyjamas? Well wishes do come true at GICLM. We ended the week by children dressing up in colourful pyjamas. The classroom was transformed into a cosy corner with bean bags and mats for the students to get comfortable. The children were thrilled to share the story books with their best friend during the Buddy Reading Session. The objective behind the Pyjama Party was to assert independence amongst children, to develop social connections and to encourage reading. It was truly mesmerising to see the little tots energetic and cheerful.

KI



## Beat or No Beat!?

Steady beat is one of the base concepts that all music is built on. Also known as the pulse, the steady beat is the consistent beat that counts for the quarter note in every measure of each song.

Early child development experts say that learning a steady beat can also teach kids how to walk, play sports, and learn to speak and read with a smooth cadence, therefore boosting communication skills. It also plays a part in the receiving end of communication as well. According to The Journal Of Neuroscience, "People who are better able to move to a beat show more consistent brain responses to speech than those with less rhythm."

The students of K1 learnt to feel, identify and express a steady beat through singing and movement. Sorting different types of sounds and music as steady beat or no beat further deepened their understanding and even got their best responses.



During one of our classes, when we heard the siren as an ambulance passed by, one student pointed out that it was steady, and another student said the wipers on her car moved steadily, while one even pointed out that his dad snores steadily! Excellent observation skills indeed!!

Do you think you can keep a steady beat? Why don't you try it out for yourself?

**Ankur Brenham**  
Music Teacher



### Budding Scientists

Our little ones from K2 carried out simple science experiments this month. They learnt that heating water turns it into vapour, and cooling it makes condensation take place. They also got a chance to explore clouds and rain in an engaging way. They did an activity called 'rain cloud in a jar' which made them understand how rain starts falling when the cloud becomes heavy. Such experiments nurture their intellectual curiosity as they acquire new ways of asking questions and understanding the world.

K2





# Monsoon Mania

Nothing beats an exciting experience to deepen learning. K2 children were taken for a field trip to Sandu garden. Children were encouraged to observe the flora and fauna around the vicinity, they were engaged in sensory play, interacted with their peers and teachers, and enjoyed the rainy weather. As a follow-up activity for monsoon mania, children illustrated various pictures by making connections between what they saw and what they imagined. This important hand-eye coordination activity brought out creative 'out of the box' thinking in our children.

K2



# Brainwave: Entry Point

## 'What makes a good learner' and 'What makes a good teacher'

For the Entry Point of the new IPC unit Brainwave, a fun activity was conducted for the students to understand how they learn and how they can teach. The students had to take turns to become both teachers and learners. They had to choose an activity they are good at and explain that particular skill to their peers. At the end of each session, both learner and teacher got a chance to self assess and also receive feedback from their peers. This helped monitor progress and gauge what they have learnt and taught.

Grade 5



## Conflicts in Stories

The students of grade 5 learnt about 'Conflicts in Stories' in their English class. They understood that the plot of any story requires conflict to drive it forward, and that conflict is a major literary element that creates challenges in a story. The students read various stories and discovered that a conflict may be internal or external—that is, it may occur within a character's mind or between a character and exterior forces. Through this activity they could define 'literary conflict' as well as distinguish between internal literary conflict and external literary conflict.

Grade 5



## Puzzled!

Paying attention includes possessing the ability to focus on one thing for a sustained period of time. Working on a puzzle until completion gives kids the chance to work on one task, without being interrupted. As part of their current IPC unit, Brainwave, the students of Grade 1 thoroughly enjoyed scratching their brains in order to put the puzzle pieces together.

**Grade 1**



## Go-Go-Govinda Celebrations

Krishna Janmashtami was celebrated with great pomp and spirit at GICLM. Students from grades 1 and 2 joined early years as they danced to the beat of Janmashtami songs and engrossed themselves with "Dahi Handi" celebrations. Students from Grades Two and Three, also learned about the stories behind Janmastami and the different lessons we learn from Lord Krishna. Together they watched videos, and shared life lessons they learnt from Lord Krishna.

**Grade 2 & 3**



## Off to An Adventure

Early last month, Primary packed their bags for a quick escape out from the busy school life. Students from Grades 1 to 5 were taken for a Monsoon nature walk to Priyadarshini Park together. With a breath of fresh air, burnt calories and enjoyable scenic views, the monsoon walk turned out to be quite some fun. Students enjoyed the peaceful trails and luscious green environment with lovely views facing the Arabian Sea the most. Catch a few glimpses from the refreshing day together.



## Mysteries of Reading

Reading is essential and serves as a basic building block for learning, regardless of the school subject, whether it be language arts or even maths. In daily life, the need to read things such as street signs or prescriptions proves reading is also an important life skill. Last month, Literacy Week was celebrated amongst primary students with a wide range of activities. Students had the opportunity to hear stories from around the world, create their own class stories, design comic strips and book covers, learn about different authors and much more. Each primary class had a variety of activities to showcase different parts of literature. Students enjoyed learning about different genres, famous books and authors, parts of speech and grammar and much more. Students ended the Literacy Week with an enticing Literacy Quiz and enjoyed competing amongst the different houses they belonged to celebrate the end of the Literacy Week.





## Language Learning with Lego

French students of Grade 4 started the new academic year learning about the famous monuments of France and their historic importance. At the end of the unit, they made the Eiffel Tower using Lego blocks. Lego bricks help develop aspects of children, such as their fine motor skills, creativity or sociability.

The students had fun combining Lego blocks of different sizes and colors to make a beautiful Eiffel Tower as a team. This activity also generated pride in them as French students. It was a fun-filled integrated session.

**Grade 4**



## Stadt Oder Land? A Debate In Deutsch!

Stadt oder Land? Grade 10 Deutsch enthusiasts were battling in high spirits during the literacy week and engaged in an enticing debate having two opposite teams contesting to either live in the 'city' 'Stadt' or the 'countryside' 'Land'.

We had to prove which place is better to live in. We prepared our points and rebuttals and learnt how to compare two or more things. Although it took us time to get used to debating in German, we learnt to make complex sentences without using complicated words. We also learnt that if we don't know something in German you can use an easier alternative.

It was an awe inspiring journey for all of us from working in teams, having exciting discussions, noting down ideas to finally having the awaited debate with full gusto developing teamwork and coordination by skilfully helping each other.

We personally loved this pursuit and it gave us more insight into the topic and increased our self-confidence drastically. We can delightfully say that we can confidently construct sentences in German and speak our points better.

To sum it up "Es hat Spaß gemacht," which means 'it was fun!'

**Dhriti Ajmera &  
Khushi Pandya  
Grade 10**



## Calculating Carbon Footprints

Currently in Geography, we're learning about global warming, the greenhouse effect, and our carbon footprint. Towards the end of the unit, Ms. Fareen, our geography teacher, assigned an activity to us. It started out quite oddly; our teacher said that we were going to paint our feet! We were all completely confused by this and found it largely unusual. Once ma'am explained the activity to us, we realised that she just meant it as a metaphor. We were going to calculate our carbon footprint. Our carbon footprint means the total amount of greenhouse gases released by our daily activities. Fareen ma'am introduced us to this unique website where we did an individual quiz and to find out that we release a lot of greenhouse gases due to our actions. Greenhouse gases (also known as GHGs) are gases in the earth's atmosphere that trap heat. After taking the quiz and making alluring charts, we realised that all of us have excessive amounts of carbon footprints. This activity made us better aware about our actions and how much they affect our Earth. This activity also worried me about the number of greenhouse gases in the earth's atmosphere caused by me. We all then shared some things we all can do to reduce our carbon footprint. Now let me tell you this: Earth will perish if we don't improve our actions. And here are some small actions that can make a big difference: Use the 3 r's, Don't use a car for short distances, Use carpooling, Use reusable things above plastic, and lastly use renewable sources of energy.

**Vibha Gangawane  
Grade 7**





## Making Integers Fun!

The students of grade 6 were learning about integers recently. So, we conducted an activity for them to be able to improve their learning skills and help better their understanding of the same. They are new to secondary and have always been doing a lot of activities in primary. They have always been enthusiastic learners, especially when it comes to hands-on learning. To prevent them from getting bored, and ensuring that they feel comfortable in the new environment, this activity was planned by the Maths team and was executed by Mr. Raj Shah.

The aims of this activity were:

- To identify the correct position of the number on the number line.
- To add the positive and negative numbers using the number line.
- To subtract the positive and negative numbers using the number line.

**Mr. Raj Shah**  
Maths Faculty



## Introduction to Enterprise- A Selling Activity

In our business enterprise class, we had to do a selling activity. We came up with our separate ideas for products that we could come up with in school. They were supposed to be food items so that we could sell them and enjoy eating them after class. On the day of the activity, spirits were high. We were given our separate stations where we would make and sell our items. Everyone started making their items, with the occasional chatter here and there. There were products like sandwiches, salads, tarts etc.

Some of us were done quite quickly while others took forever, but when everyone was done, students from the economics class and other teachers came to look at our creations. We were expected to treat them as our customers and answer their questions. There was soon a loud chatter in the room with everyone advertising their products and the customers buying them.



Soon we were allowed to leave our work stations to look at what our friends came up with. We could buy their items and also eat them as we were almost done with our activity. We had lunch right after so everyone cleared their tables and moved out to eat.

This activity was incredibly useful and I can now say that I have the basic skills needed to interact with customers who are interested in my products.

**Dia Morzaria**  
**Grade 9**

## Interactive Mathematics classes!

While many students have formed a belief that maths is boring, there is a saying 'maths is fun' and we, grade 10 budding mathematicians, felt it.

We engaged in various team games and activities similar to ludo, flashcards, online stimulating sites, drawings etc., through which we flourished in that specific topic and helped each other solve challenges, accelerating into the world of numbers calculations and applying concepts.

We were working in a group teaching and learning from each other. It was also very challenging and motivating, but our teacher is always around to guide us in the correct direction.

Functions, vectors, transformations and many such important yet strenuous areas were grasped quickly and effectively.

The Transformation topic is very critical. It has four kinds but we learnt in a very fun way through a group activity. Every student interacted with each other and formed a friendly war of finding the right solution while developing obstacles to the opposing team, by blurting out the wrong answer and misleading them. This instilled the qualities of self belief, confidence, alertness and team spirit. I have personally understood the aspects better and have developed a solid interest in finding different ways of solving the most challenging puzzle in a joyful and exciting manner.

These thrilling methods of learning and correcting oneself have been an inspiration and a motivation to learn mathematics. We enjoy maths!

**Dhriti Ajmera**  
**Grade 10**





## My Experience with the Assembly

Having to give an assembly is an experience that helps one gain confidence, develop speaking skills, and also learn how to work in a team in order to have a good presentation. The students of grade 8 had the chance to present an assembly on Ganesh Chaturthi. We put in a lot of hard work, and so did our tutors. Whenever we would get time, we would have run-throughs and our teachers would give us tips on how to improve our work. We also prepared a dance that was choreographed by our dance teacher, for which we stayed back after school. Finally the day came when we presented the assembly, and we had an interactive question and answer session in the beginning. We spoke about the festival and how Ganesh Chaturthi is celebrated in many different countries. We had a presentation with lots of visual aids to help the audience picture it perfectly. Towards the end, we performed a short dance. We received a lot of positive feedback and appreciation from students and teachers both. However, we also learned that we need to improve our speaking skills in order to have a greater impact on the audience. Overall, it was a great learning experience for all of us!

**Tvisha Kamdar**  
**Grade 8**



## Celebrating 75 Years of Independence

With the start of the new academic year, the students of Grade 8 got to depict what they personally thought about India in the form of art. This year on the 15th of August it was the 75th Independence Day. For that day, the students got to put their art skills to use and make an art piece based on India. The artwork could be made on 3 different topics, the comparison of the development of India in 1960 and 2020 or a drawing of a famous freedom fighter and what was to be done for the country to gain freedom, or we could depict the astounding architecture, culture, monuments, food, and famous attractions of India. All in all, this was a great opportunity to learn more about our country, and also have the opportunity to exercise our artistic skills!

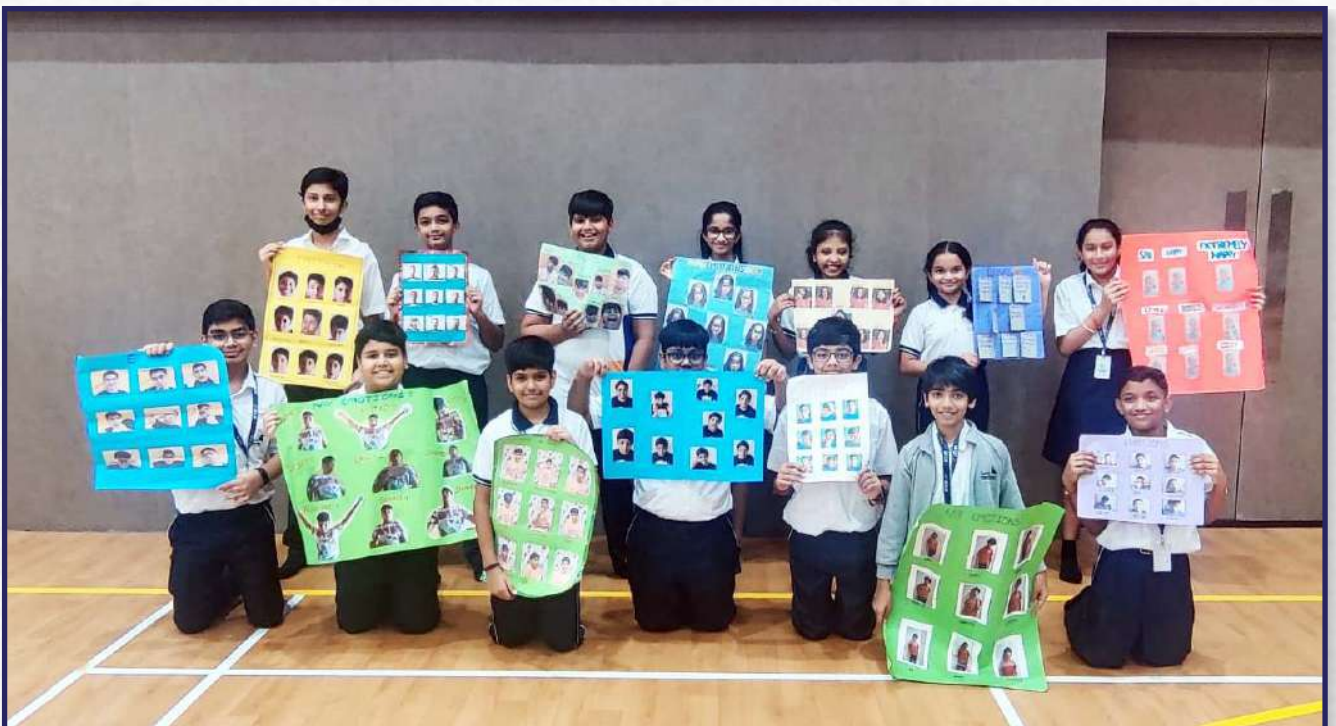
**Dev Mehta**  
**Grade 8**



## Playing with Emotions

To enhance emotion skills in drama, In a recent activity, the students of grade 7 experimented with expressions of different human emotions in drama class. Each one of us attempted to mimic a different emotion and see how well we do. Later we had to print the pictures and paste them onto a chart. We tried to emulate anger, happiness, sadness, confusion, startleness, fear etc. At the start of the experiment, we assumed that this would be extremely easy to do, as all of us have experienced these common emotions in everyday life. However, as we soon found out, trying to force these expressions and emotions in an authentic way was much more difficult. When we are feeling these emotions legitimately, we may not even realise that we are making such faces but attempting to do it consciously is a task that proved to be quite challenging. We learnt the emotions and facial language plays a huge role in acting. We learnt how much work people in the film industries like actors would have to put into their craft to make us believe that everything we are seeing on screen is happening. We had to try several times to get close to replicating these expressions, and we gained an appreciation for those who work in such arts as they have a very difficult job indeed.

**Hriday Agrawal**  
**Grade 7**



# CAS Camp – July 2022

This year, a CAS Camp was organised on the 29th, 30th and 31st of July 2022 with the intent of providing the students of Grades 11 and 12 an opportunity to get acquainted with and bond with each other. The students stayed in school during this time and CAS experiences encompassing the 3 CAS strands i.e. Creativity, Activity and Service, were organised.

Under the Creativity strand, students participated in art based activities like Community art, Mandala art and cooking a meal. While under the Activity strand, students enjoyed Zumba, Yoga, Swimming, Treasure Hunt and a morning jog at Jogger's park, Powai. For the service strand, a hundred children from the NGO – Enrich Lives Foundation were invited and our students organised and played games with them.

To add a little competitive spirit, students were divided into their respective CAS groups and given points for carrying out the various activities.

In addition, team building games were organised to promote the feeling of camaraderie and unity. Students also had a fun, enlightening and challenging TOK session by Mr. Ian which enabled them to perceive knowledge in a different light.

A fun movie night was also organised. Overall, despite the rigorous schedule, the students enthusiastically and energetically participated in all the experiences. According to the students, this camp did help them make “friends-for-life” and take back sweet memories.

Mission accomplished!

**Ms. Priya Mehta**  
**CAS Coordinator**



## IB Evening

Greetings of the day! Another successful academic year at GICLM, and it was finally time to introduce the IB Evening to all our Grade 10 parents and students. The entire idea of this evening was to give them a taste about what the International Baccalaureate Programme has to offer to our students, and perhaps, why it would be the best choice for going forward. We at GICLM aim to create an educationally enriched- environment where students enjoy the process of learning. The IB programme at GICLM not only includes great infrastructure and facilities to work with, but it also helps students engage with their tutors to monitor their work, give frequent consultation, provide CAS opportunities and share information on a regular basis with parents to always be one step ahead!

Undoubtedly, progressing from IGCSE to IB is a huge shift for any student and GICLM always encourages its students to be excited for what's coming next. Therefore, it was necessary for Grade 10 students to know what dynamics the IB programme provides.

Students who are currently in the second year of their IB programme, took the initiative to lead this evening and explain why the IB programme would have such a drastic change in a student's education in a beneficial way. The International Baccalaureate Programme is known for its holistic approach in teaching and they aim for young learners to develop their academic skills, as well as their emotional and social characteristics before stepping out into the real world. The entire evening was well-organised with subject specific symposiums in place, that allowed parents to digress deeper into what each subject had to provide. Parents and students went around and discussed individual subjects with the respective tutors. This helped them get a clear idea of subject choices to make that could help create a possible career path for their child in future. Alongside the subjects, the core components of the IB programme were also discussed: Creativity, Activity and Service (CAS), Theory of Knowledge (TOK) and the Extended Essay (EE)- that is a self-directing piece of research, finishing with a 4,000- word paper, mandatory for all students.

Overall, this was an interactive evening with all parents and students. This evening surely stressed the importance of why the International Baccalaureate Programme would be a perfect fit for any student!

**Jia Suri**  
Grade 11



## शिक्षा : छात्रों के नज़रिए से....

डी पी 1 के छात्रों को सामाजिक संगठन के उपविषय शिक्षा को पढ़ाने के दौरान कुछ हटकर और रूचिकर बनाने हेतु हिंदी कक्षा में एक गतिविधि का आयोजन किया गया। इसके अंतर्गत प्रत्येक छात्रों को एक चार्ट पेपर पर प्राचीन और आधुनिक शिक्षा के बिंदुओं को उचित खाने में अपने विचारों को लिखना था। तत्पश्चात प्रत्येक को अपने लिखे मुद्दों को कक्षा के समक्ष प्रस्तुत करने के लिए कहा गया। इतना ही नहीं आज जब हम ऑनलाइन और ऑफलाइन जैसी शिक्षा का भी अनुभव कर चुके हैं तो वे दोनों के मध्य के अंतर को समझाते हुए किस शिक्षा को वे बेहतर समझते हैं, कारण सहित बहुत ही सुंदर ढंग से अपने अनुभवों को साझा भी किया। इस गतिविधि के समय प्रत्येक छात्र ने अपने विचारों को सिर्फ लिखने तक ही सीमित न रखकर उसे बहुत ही उम्दा ढंग से कक्षा के समक्ष प्रस्तुत भी किया। उनके द्वारा दी गई प्रस्तुति से अंदाजा लगाया जा सकता है कि उन्होंने गतिविधि का कितना जमकर आनंद उठाया।

While teaching the sub-topic 'Education' under the main theme of Social Organisation, an activity was organised in DP 1 Hindi class to make it different and interesting. As part of this activity each student was asked to write about the pros and cons of ancient and modern education on a chart paper and compare the two systems of education. Thereafter each student was asked to present their written issues to the class. What made the activity interesting was the fact that the students themselves had undergone both offline and online classes thanks to the pandemic and hence were able to present their thoughts coherently with good reasoning. Since the activity involved both written and spoken skills, the students enjoyed the activity and were able to imbibe the concept easily.

**Ms. Shivani Gupta**  
**Hindi Faculty**



## Happy Ganesh Chaturthi - From the Art Room!

Recently, every grade explored Ganesha using different techniques. For example, students in the Art Club enjoyed sand painting over the Ganesha template. Grade 6 has experimented with impasto technique. Instead of a knife, they used ice cream sticks to paint the Ganesha. Even Grade 8 students created Mandala Art based on the same. Overall, all students created spectacular artworks on the theme of Ganesha during the course of the festival.

**Mr. Amit Kawale**  
**Visual Arts Faculty**



## My Trip to BARC

When my class was presented with the opportunity to visit the Bhabha Atomic Research Centre, I immediately registered. This was a huge chance for me to explore the different ways nuclear energy is implemented in a variety of fields.

On the 11th of August, 2022, I visited BARC for the first time. Upon our arrival, we were served with a filling breakfast in the mess hall. Afterwards, we were given kits that included books about BARC, a notepad, a pen, a bottle of water, and a cap that corresponded to our respective schools. We then made our way to an auditorium where we watched two films. The first one spoke about the rich history of BARC—including the founder, the construction of the premises and the early years. The second film spoke about the various sectors that BARC helps, ranging from agricultural to industrial uses. This was a great way to introduce students to all the different kinds of work that is carried out. Next, the honorary speaker addressed all of us. There was an interactive session where the floor was open to questions. Finally, we had a group photograph taken and then started with the facility visits.

The first one we visited was called the Division of Remote Handling & Robotics. I was completely starstruck by the sheer number of machines around. Each of them looked intricately designed, and modelled perfectly for their respective purposes. These machines were used for a plethora of different reasons including medicine and handling loads. We saw the Bhabhatron which is used to treat tumours. It uses radiation therapy to remove the tumour. There is less risk for the healthy cells because the machine can specifically cater to the shape of the tumour. Another interesting machine was a parallel robot that helped with neurosurgery. It had an extremely fine tip which helped with precision. We saw two different types of machines that were used to diagnose diseases. They worked on the concept of detecting proteins. An interesting concept that was prevalent in a few machines was that of the master and slave arm. You could control one side (the master arm) and the slave would mimic the movements. These machines were particularly useful in lifting objects that were located in places humans could not reach. I was also able to operate one of the machines myself and it was an altogether different experience.



After this, we visited the Apsara-U reactor. We were briefed about the same and were able to understand the mechanisms behind it. We saw a detailed video that explained the function, usage and physics behind the reactor. We learned that the original Apsara reactor was decommissioned. The team had decided to build an updated version of the same. It is an open pool reactor that contains a core. The core is located deep inside the pool, and there is a one-metre thick layer of hot water on top. This allows the people to easily work there. The reactor can hold up to 2 megawatts of power. We also saw a working model of the reactor which helped further improve our understanding. Finally, we visited the control room for the reactor, and were explained the different buttons as well as their purpose.

We then visited the Dhruva reactor. We were able to see a working model for the same and the guide thoroughly explained everything about the reactor. The design was different to that of Apsara-U because it wasn't open. Instead, it was a cylindrical tank that was enclosed. It also contained a core and was able to harness up to 100 megawatts of power. It uses heavy water as a coolant. In the model, the different water systems were also shown clearly. Both Dhruva and Apsara-U are used for nuclear research purposes. We were able to see the control room for Dhruva too. Here we were told how the buttons and switches are related to the different processes carried out in the reactor.

Our last facility visit was to the food preservation unit. We were explained that food irradiation helps improve the shelf life of many foods. It is also vital when importing things like mangoes since it is a requirement by countries like the US. They use both Cobalt-60 and Caesium-137 as sources for the gamma radiation. It is completely safe to eat and doesn't alter the taste or nutritional value of the food. In fact, the World Health Organisation (WHO) and Food Safety and Standards Authority of India (FSSAI) approve, as well as support, the irradiation of food. After understanding these components, we saw a variety of different foods (including grains, spices and fruits) in their original form along with their irradiated form.

After completing all the facility visits, we returned to the mess hall for lunch. Once everybody had eaten, we were directed back to the auditorium. We had a feedback session where both students and teachers from all the schools gave their closing remarks.

I feel extremely blessed to have been given the opportunity to visit BARC, and witness so much of the work that takes place there— always helping the nation and the world as a whole. It was an incredibly fruitful and rewarding experience, and I was enriched with so much knowledge by the time the visit was over.

**Jia Sankhla**  
**Grade 9**



## Monsoon Trek - A Challenge Accomplished

This year, after almost 2 years of no school, the secondary students had a monsoon trek. We went to the Kanheri caves in Sanjay Gandhi National Park, Borivali. We learnt about many new things throughout the trek. The trek overall was 14 kilometres long. The trek was really challenging and towards the end we all grew weary but we persisted and pushed through all the challenges we faced. Although it was exhausting, it was a very pleasant experience to walk with our friends alongside waterfalls and amongst the joyful chirping of birds. We were also surrounded by various sorts of animals. The two animals that were very prominently present there were monkeys and deers. Other than that we saw a few cows, buffaloes and dogs here and there. On our way back, it also rained which was really fun! It was in all a very enriching experience that we all had something to take back from!

**Barbie Vora**  
**Grade 7**

Although the monsoon trek was distinctly challenging and arduous, it was a delightful and salubrious experience for all of us. The trek was exceptionally fun and I had the time of my life. All of us got to experience the beautiful Kanheri caves, petite waterfalls, and startling animals. The 14 kilometre trek was quite fatiguing, especially while walking back, but we all endured the exhaustion and successfully managed to make it back to our buses. All in all this was a really unique experience for all of us and it was a really positive start to the new year!

**Vihaa Shah**  
**Grade 7**

The monsoon trek was quite a challenge but we had a blast! It was a splendid trip and definitely boosted our energy and motivated us to just go one more as we almost reached our destination. It was a rejuvenating experience and a great break from normal school lessons for us and our teachers.

**Riona Shah**  
**Grade 7**

“Energising and refreshing. Improved my fitness and leg strength“

**Dhriti Ajmera**  
**Grade 10**







## Literacy Week

“Literacy is the most basic currency of the knowledge economy” – Barack Obama. With this in mind, the English Department at GICLM worked hard to prepare our annual Literacy Week for our students during the third week of school. Starting the year off with this event is important for us, as reading and writing skills are key components to success, not only in English, but in all other subjects as well! To stress this idea, during this week, students engaged in literacy-based activities in all areas of study. For example, in History class, students wrote articles about famous events in the past. Additionally, in Maths and Science classes, students wrote and presented biographies of famous scientists and mathematicians. All students in the Secondary section also prepared a speech to present to the class concerning a number of important social issues. Grades 6, 7 and 8 focused on whether every student should be required to join a sport or club, while our IGCSE students spoke about whether or not animal experimentation should be a crime. Our IB students also presented a multitude of unique ideas related to why women's rights should be prioritised in society. Finally, on Friday, August 12th, all students enjoyed and grew their literacy skills through a day of culminating activities which included poetry reading, the final round of our Speech Competition, and everyone's favourite - the Literature Quiz. Congratulations to our Speech Competition Champions from each grade group: Parshva Lakdawala (Grades 6-8), Dhriti Ajmera (Grades 9-10), and Harshini Panjwani (Grades 11-12). It was truly inspiring to see some of the work students were able to come up throughout this week, and I sincerely hope that this event will act as a springboard for our students to continue to develop their English language skills!

**Mr. Brandon Andreas**  
**Head Of English And Social Sciences**

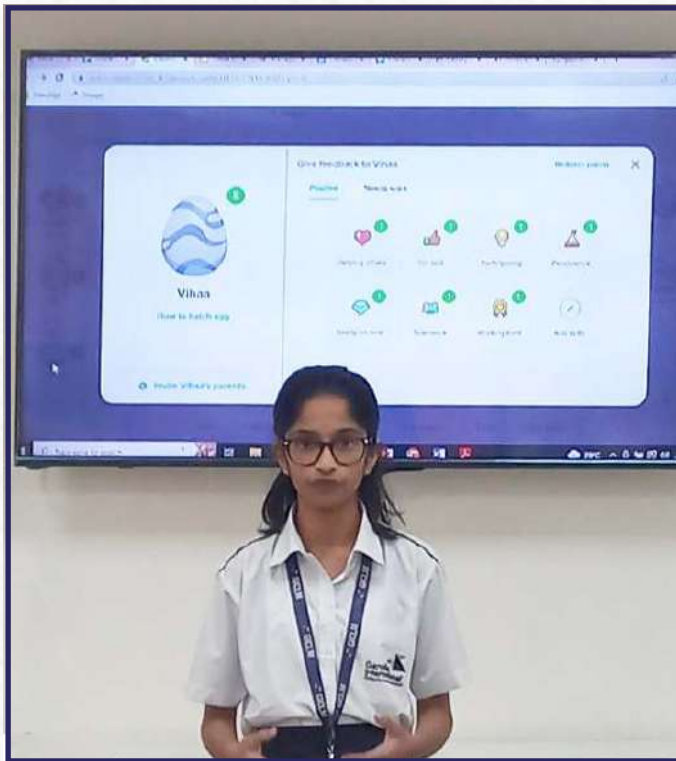


EVENTS AND OTHERS



“All the students were ecstatic when they learned about the plans of literacy week after almost 2 years of online, monotonous school. There were multiple competitions such as the speech competition, literacy quiz and poem reading. We were all really alarmed when we realised we had to give a speech in front of a large group of people. However, when we properly comprehended the objective and received assistance from our English teachers– Mr. Brandon and Mr. Martin throughout the preparation period, we gained credence. On the day of the speech, tension filled the air. Nonetheless, peer motivation was really beneficial throughout the process. The second competition was to write poems or a short drama in a group. Towards the end, certain people from each of the four houses were chosen to present their work in front of the entire group. Our final activity that day was an inter-house literacy quiz, which consisted of numerous questions relating to grammar, books, and general knowledge about the English language. This certainly helped break the ice between us students from different grades.”

**Vibha Gangawane & Jiya Doshi**  
**Grade 7**



## Inter-house Dance Competition '22

A dancer is someone who passionately flows with every move and every expression along with the beats and lyrics that merge in.

The GICLM Inter-house Dance Competition 2022 was the epitome of energy, enthusiasm, dedication and friendliness. This year it was even more special since we were able to host it in GICLM campus after a haul of two long years. It gave life to the amazing dancers right from grade 1 all the way to grade 12, enabling them to express their talents and skills.

The theme being free-style, we could explore a variety of different dance forms ranging from Indian-kathak, Bharatnatyam, Bhangra, Garba and western- belly dancing, ballet, pop, contemporary, jazz hip hop, and many more, along with contrasting, unique song mashups both Bollywood and Hollywood. Each dance performance was unique on its own, and the whole journey was wonderful with dancers dedicating their time after school and practising relentlessly, working as one big community and encouraging each other to give their best and enjoy to the fullest.

The judges were blown by the amount of effort and teamwork that students put into the preparation, choreography and coordination. It was a close call at the end with a difference of a few points between the houses. In this closely contested competition, Vayu students grabbed maximum points for their house by winning first place in 2 categories and second place in the remaining 2 categories.

“I was a part of Prithvi house in the 9-12 category and had an awesome, supportive team. We faced hurdles in deciding songs and managing the time deadlines but as a team we did it! Also, I was on my 4th day of Jain fasting on the final competition day, but honestly the performances and the zeal of the whole GICLM family energised every part of me and thus I performed with my team.”

**Dhriti Ajmera**  
Grade 10

“Students across all the grades and houses were eagerly awaiting for the event as it turned out to be nothing less than a fun-filled extravaganza of dance. The event was packed with back-to-back enthralling performances in both solo and group categories. Regardless of the results, the venue reverberated with thunderous applause and cheers from all supporting house members and their teachers, throughout the event. However, the highlight of the event was surely the moment when all the teachers and judges took over the stage and danced to the tunes of popular Bollywood songs at the end. This event, being the first inter-house competition of the academic year, has undeniably set the competition spirit and tone for all the upcoming events.”

**Ms. Shraddha Rupavate**  
Dance Teacher



# Official Opening of GIC-SIMGE

On Friday, 26th August, GICLM welcomed the Singapore Institute of Management. The SIM is located in Singapore and provides tertiary education and professional training to students from all over the world. The ceremony held after school hours by the staff and students was an initiation of the partnership between the two educational institutions.

Along with watching many inspirational videos, the students showcased their talents with classical and freestyle dances, musical orchestras and a ribbon-cutting ceremony. I personally was a part of the musical performance and was grateful for the opportunity to be a part of the group. It taught me how to work as a team and how important practice is. Furthermore, I was exhilarated to understand the works backstage.

We were all glad to have representatives from the SIM attending the ceremony and look forward to more collaborative activities.

**Riddhi Shobhavat**  
**Grade 10**



# University Fair

An international universities fair was arranged by GICLM's university guidance team for students in grades 9 through 12, including students from PG Garodia ICSE school. Over 200 students and their parents participated with wonderful energy. After the Covid-induced lockdown, it was the first big event of its kind to be hosted on the GICLM premises.

33 prestigious universities from the United States, Canada, Australia, New Zealand, Spain, and the United Arab Emirates participated. Students met with universities and gained valuable insights that would help them make well informed career decisions. Overall, everyone had a very positive experience at the Fair.

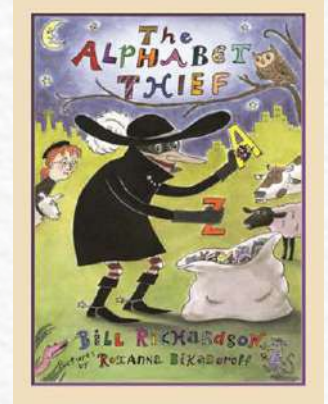
**Ms. Deepa Rao**  
**University Guidance Counsellor**



# August Book Recommendations

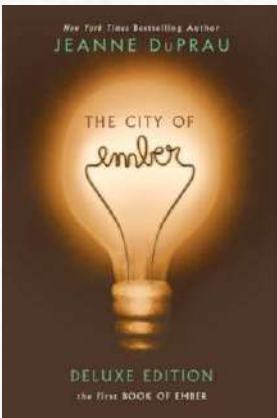
## Grades 1-3: *The Alphabet Thief* by Bill Richardson

When night falls, along comes a peculiar thief who steals each letter of the alphabet, creating a topsy-turvy world as she goes. It seems that no one can stop her until the Z's finally send her to sleep so that all the other letters can scamper back to where they belong.



## Grades 4-5: *The City of Ember* by Jeanne DuPrau

For generations, a massive generator has sustained the needs of the underground city of Ember. But the generator was built to last only 200 years, and as its lights start to flicker and fade, it remains for two youths, Lina Mayfleet and Doon Harrow, to follow a cryptic series of clues that will restore light to the place.



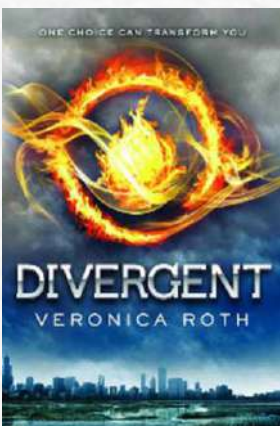
## Grades 6-8: *The Hate U Give* by Angie Thomas

Sixteen-year-old Starr Carter moves between two worlds: the poor neighbourhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer.



## Grades 9-12: *Divergent* by Veronica Roth

In Beatrice Prior's dystopian Chicago world, society is divided into five factions. Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful) and Erudite (the intelligent). For Beatrice, the choice is between staying with her family and being who she really is. So she makes a choice that surprises everyone, including herself. During the highly competitive initiation that follows, Beatrice renames herself, Tris. As initiation transforms them all, Tris must determine who her friends really are. She also has a secret, one she's kept hidden from everyone because she's been warned it can mean death.



**Niharika Shah**  
**Grade 8**



# The Activities Corner

Fun is a key element of happiness, a sense of fun helps people to have a more positive mind-set, enjoy higher levels of wellbeing and better mental health. Here are some fun activities to get your mind working!

**“When I am alive I do not speak. Anyone who wants to takes me captive and cuts off my head. They bite my bare body I do no harm to anyone unless they cut me first. Then I soon make them cry.”**

**Answer: an onion**

## MATH RIDDLES



A little boy goes shopping and purchases 12 tomatoes. On the way home, all but 9 get mushed and ruined. How many tomatoes are left in good condition?

ANSWER: Nine tomatoes

## Astronomy

All the words listed are hidden vertically, horizontally—in both directions. The letters that remain unused form a sentence from left to right.

G A L I L E O B I G B A N G A  
J U P I T E R Z O D I A C S T  
R O N O Y S P V N E P T U N E  
M Y Y I R R S L E L B B U H O  
M A R S U E Y S U N A R U E N  
E W O F C V R S A T U R N L T  
H Y P E R I O N H E O S F I E  
A K O W E N T C O M E T L O S  
W L L C M U A E I R E E E C T  
K I A N C E V N S O I K V E E  
I M R N W O R T H E I C A N L  
N C I H L A E A R T H O R T E  
G M S L A T S U E E U R T R S  
P H O T O N B R R M S C E I C  
A P N P L A O X Y G E N C S O  
A N D R O M E D A N A S A M P  
Y T I V A R G Y A N A C P T E  
I V E R E A L U B E N O S L E

ANDROMEDA  
APOLLO  
BIG BANG  
CENTAUR  
COMET  
EARTH  
GALILEO  
GRAVITY  
HAWKING  
HELIOCENTRISM  
HUBBLE  
HYPERION  
JUPITER  
MARS  
MERCURY  
METEOR  
MILKY WAY  
NASA  
NEBULAE  
NEPTUNE  
OBSERVATORY  
OXYGEN  
PHOTON  
PLUTO  
POLARIS  
ROCKET  
SATURN  
SPACE TRAVEL  
TELESCOPE  
UNIVERSE  
URANUS  
VENUS  
ZODIAC



**Riona Shah  
Grade 7**

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# Engaging Minds, Changing Futures

At GICLM, we believe that education is all about the possibilities of curiosity, learning, discovery and achievement.

Join us to create  
endless possibilities  
for your child's education



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