

SURKHIYAN सुर्खियां

MAKAR SANKRANTI

FUTURE PLANS OF
IB STUDENTS

REPUBLIC DAY ACTIVITIES
AND REFLECTIONS



TIPS FOR BALANCING
STUDY AND LEISURE

JANUARY BOOK
RECOMMENDATIONS

PSHCE JANUARY
PROGRAM

GICLM as a Centre of Excellence in Learning



We started fresh after the Christmas break into the new year 2021. This month had a range of learning and teaching activities with our Nursery kids trying their hands at making strawberry parfaits, and our kindergarten students doing various crafts and conducting experiments. This month we also had Makar Sankranti and Republic Day celebrations which were celebrated by making kites and cards. We missed our cultural programme that we have each year, though we did have the flag hoisting ceremony streamed live.

Our Primary students learnt to write biographies, made 3D shapes and learned about magnets. At GICLM, we believe in the holistic development of each student and so we give them a range of activities to explore and understand their interests and passion. In the Secondary section, our students have done different art activities like Mandala art and 3D designs, while in Social Studies the students used mosaic art to learn about the Roman empire. Some of our students from Grades 10 and 11 participated in the Wharton Investment Challenge Competition, which allowed them to do real-

time trading using virtual cash for a period of fourteen weeks. This was a good learning experience for our students to gain an understanding of the stock market and to develop their investment strategies for their teams. I personally enjoyed this competition being the mentor for one of the teams. Our IBDP students and teachers have also been quite busy finalising their Internal Assessments and Extended Essays, giving their finishing touches.

I would like to thank our school magazine team consisting of student writers and editors under the guidance of Mr Brandon, who are doing a great job in putting together the articles and covering the important learning and teaching activities across the school each month. Do read our Alumni Section article to see how our Garodia Education graduates are doing further in life, and get an understanding as to how an international curriculum has helped them in acquiring and developing the skills required for their future courses and further education.

Wishing everyone a very Happy New Year!

Mrs Monika Koradia
Head of School Operations



Striking a Balance

It's the season of strawberries! Children as well as adults love strawberries, be it in any form. During the month of January, the little chefs of Nursery got to make a strawberry parfait. A tasty treat for their taste buds. They enjoyed putting the ingredients in layers and garnishing it. They also made a yummy, spicy aloo chaat by peeling a potato, adding the ingredients one by one and finally mixing them together. They then came to understand the difference in taste when they ate a few potato pieces first and then later once the dish was made. It was nice to see them concentrating and enjoying making their treats.

Hands-on cooking activities help children develop confidence and skill. Following recipes encourages them to be self-directed and independent, it also teaches them to follow directions and develop problem-solving skills. Cooking also offers the opportunity to further language development and can be linked to many other areas, including mathematics, science, social studies and the arts.

During the month of January, Nursery students also worked on their fine and gross motor development by walking like an elephant, hopping like a rabbit, swaying like a giraffe raising their heels, and slithering like a snake lying on the floor. It was nice to see them trying to follow the instructions and stick as close as they could to a straight line.

Working on gross motor skills helps a child gain strength and confidence in his/her body. It helps them exercise in a fun way and also do some physical activity which is important for a healthy lifestyle. Developing these skills helps a child's ability to do more complex skills in future activities.

EARLY YEARS



Nursery

Happy New Dreams, Happy New Days, Happy New Ways, Happy New Year, Happy New You

K1 students had a perfect start to 2021 by having a lot of fun doing their New Year craft activity. They had fun painting, sticking, as well as writing sentences.

Take a look at our fun session!!

Experimentation in K1

The Early Years science experiments are an opportunity to introduce kids to the concepts of observation, prediction and testing. K1 students at GICLM learned that water can be a liquid, solid, different shaped, different sized and also understood the concept of what conditions transform ice into water. This experiment introduced kids to the idea of making predictions--i.e., thoughtful guesswork about the outcome of an experiment.

The experiments started with the tutor asking the students to make a guess: which cube will melt faster? Why? They kept a good watch on the different shape and sized ice cubes closely and discussed the outcomes. Overall this and other experiments that were done in K1 have proven very worthwhile and enjoyable!



Kindergarten I



Science and Math in K2

One of the earliest math skills children learn is to count. After counting comes skip counting, which is an important math skill as it lays a foundation for multiplication and division, and also prepares oneself to use the skills later in many different ways like telling the time. Our K2 children were introduced to skip-counting by 5's this month through a game and a fun activity which kept them engrossed as well as helped them to understand the concept better.

Children are natural explorers, and we should tap into their curiosity and inquisitive minds by helping them explore and experience on their own which enables them to understand the world around them and even form opinions and learn life skills too! Encouraging children to ask questions 'why, how, where, when...' can make these young explorers blossom.

States of matter were introduced to K2 children by asking them to investigate in and around their house and get easily available things by giving clues about solids, liquids and gases. It was amazing to see our kids being able to differentiate between a solid, liquid and gas with the help of concrete examples. The tutors and the children discussed changes in states of matter, from heating and cooling with the help of ice. The process of evaporation, condensation and precipitation was made easy for our children by a simple science experiment wherein with the help of an adult, they could see the process of how water droplets are formed on the lid when the water is hot. K2 children had fun as they identified solids, liquids, gases and learnt about the water cycle with these and other hands-on activities.



Kindergarten 2

Early Years Common Articles

Makar Sankranti!

Celebrating festivals in school brings awareness and builds cultural understandings in children. We at GICLM believe in the uniqueness of each child and push children to become the best in their own way.

With this in mind, during the month of January, our Early Years students and tutors had a sweet little celebration online by watching Makar Sankranti stories, creating colourful kites out of the craft supplies, and making sweets for themselves and their family members.



Happy Republic Day!

Republic Day art and craft activities, as well as some exciting conversations, took place with patriotic fervour in our online Early Years classrooms as the children learnt about India's freedom and the Tiranga. They also saw a video based on Republic Day and had lots of fun doing different hands-on activities. Take a look!



Physical Education in Early Years

I believe sports is not just about winning or losing, it is about a shared experience, a shared contest, and it represents values that bring out the best in us as people. Ultimately, we are in competition with ourselves first and foremost.

Sports is the epitome of hard work and dedication. To get to the pinnacle of their sport, even the most naturally gifted athletes have to give their best. Sports have always been an essential and enjoyable process in our lives. Some people choose to be part of the thrill and sweat it out, whereas others look on and probably find other means of making their dopamine levels go high! Sports and exercise are also an essential part of the curriculum for our young learners at GICLM.

With this in mind, Early Years students have engaged in a number of workouts from the very beginning of this year. These fun activities help them learn about the basic fundamental movements including HRPF and SRPF components (Balance, Flexibility, Coordination, Agility, etc). It's been an enticing experience for them, especially the "competition" system, wherein the students are given ranks according to their performance versus capabilities in each PE session. That is indeed something that drives them from within to do better each class.

Needless to say, these PE sessions were targeted to relieve some of the mental and physical fatigue that they endured (and are still enduring) due to the pandemic and being glued to their screens for a minimum of two hours a day for their lessons. PE makes them so happy, and doing it during school keeps them agile and active throughout the day. It is a much-needed break and feel-good time in a happy learning environment.

Lastly, I would like to encourage parents to make sports an inseparable part of your lives. You have nothing to lose except an hour or two of sheer happiness, which will, without a doubt, carry you through the week effortlessly, while setting a positive example for healthy living for your young children.

Roshan Chavan
PE Teacher



Oil Spill Activity

The 'Oil Spill Activity' was the entry point for the unit 'Black Gold'. Through this activity, Grades 4 and 5 students learnt how damaging an oil spill can be for the environment. They also got a hands-on learning experience to clean up an oil spill created by them. They understood how oil floats and forms a layer on top of the water because of its density, and how difficult it is to remove oil from water. This allowed the students to reflect on the hazardous effects an oil spill has on marine and coastal wildlife, habitats, and also people's livelihoods.



Making Biographies

For English class during the month of January, the students of Grade 4 were assigned a task to write a biography on one famous person. To do this, they had to make a presentation using either PowerPoint or Google Slides. The presentation would have to start with their childhood and wiki, then move on to education, achievements, and why that person became famous. Lastly, they had to make a conclusion slide summarizing their findings.

This task helped students understand the concept of a 'biography' very well. It also helped boost their presentation and communication skills as well as learn something new about a famous person.

Jia Sankhla
Grade 7

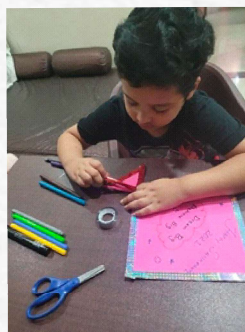
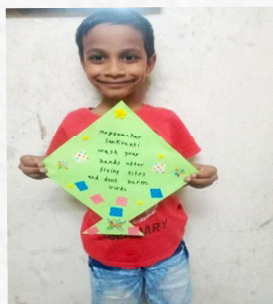
Republic Day Card Making

In honour of the 72nd Republic Day, which took place on the 26th of January, Grade 4 students were assigned a fun task. For their art class, they were to create a card that represented Republic Day. The teacher first shared a YouTube link that the students were required to follow. They used various materials such as coloured papers, sketch pens, pencils, sequences and diamond stickers for decoration. To make the card, they used tricoloured papers and made fan folds with them. To enhance the card even more, they added text such as 'This Republic Day, spread happiness and spend time with the ones you love' or simply 'Happy 72nd Republic Day.' This was a great task since it helped students get familiarized with different materials used in art and crafts while also playing their part in celebrating Republic Day.

Jia Sankhla
Grade 7

Kites Spreading Kindness

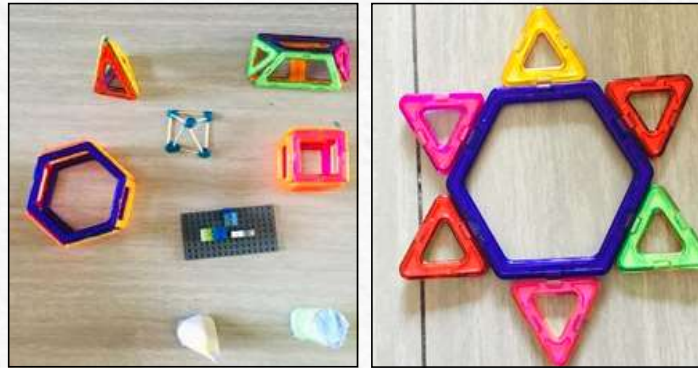
On the occasion of Makar Sankranti, the students of Grade 1 had fun making their kites and spreading kindness. As a part of the IPC unit 'Let's Celebrate', they learnt how various festivals are celebrated, and how people enjoy the festivities with zeal and enthusiasm. They enjoyed the activity, as they were all excited to be making their own kites, and even wrote one wish for whoever got that kite for Makar Sankranti. In this way, they were all able to spread love and kindness to the people around them.



Playing with Shapes



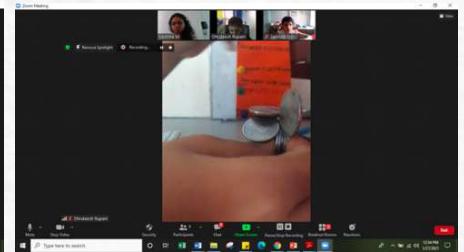
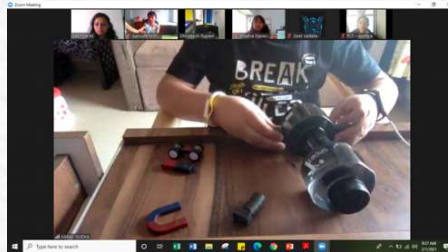
Grade 5 students used different materials to make 3D shapes. This was an interactive game through which students enhanced their understanding of 3D shapes, edges, vertices and faces. They enjoyed learning using this medium, as it was both fun and challenging. Throughout the activity, the teacher was able to monitor all the students' work, as well as give feedback at the end of the activity. This lesson proved to be very useful in helping students visualize the mathematical concepts they were learning about.



Let's Get Magnetic

This month, students from Grade 3 were attracted to their new science unit, "How Magnets Work!". They learned about different types of magnets, their properties, and about some different places they would observe these magnets being used. To learn and test out some of these properties, students conducted different experiments at home using various types of magnets to showcase their understanding. Through experimentation at home, students observed some properties which included: poles attracting and repelling, magnets being strongest at their poles, magnets exerting forces from distances, magnets force passing and stagnating through non-magnetic materials, and much more.

To test these properties out, they predicted, carried out and tested their experiments such as: counting the number of coins particular magnets could attract, testing different objects that magnets could attract, trying to move objects with magnets, or testing if magnets could be attracted through materials. Students were eager to demonstrate and share their results amongst their peers. These young scientists had fun discovering, observing, and learning from each other's magnetizing experiments! Catch a glimpse of some of their magnets' force in action.



Drama Genre Monologue

Students of Grade 7 were assigned a task in the month of January during which they had to use knowledge from two topics learnt in class which are monologues and genres of drama. There were many variations to this task. You could do an outer, or inner monologue, and could choose any one of the seven main genres learnt in class. After writing the monologue, students were then required to record a video of themselves acting it out. This was an individual task that helped students improve script writing as well as acting skills. This also helped students revise the concept of monologue (since it was done at the beginning of the academic year), and conclude the 'Genres of Drama' unit.

Jia Sankhla
Grade 7

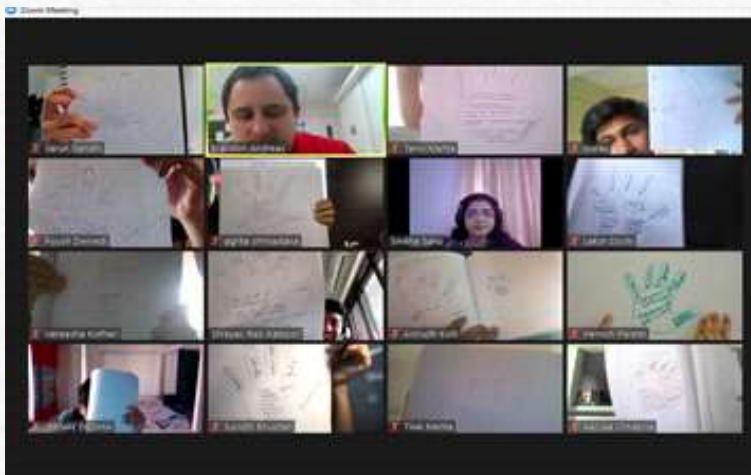


Skills Assessment

“Set a goal that makes you want to jump out of the bed in the morning”. Well, at this stage of life, it is of utmost importance that we set a goal and hold it in our vision. To encourage us students to go the extra mile, our homeroom teachers, Mr Brandon and Ms Smitha, engaged the students of Grade 10 into a very interesting activity planned by Ms Sakshi, our PSHCE Coordinator and School Counsellor.

In this activity, we were asked to note down five career options we are considering pursuing in the future and had to write down the skills and expertise required for those professions. After noting down approximately three skills for each profession, we had to categorise our existing skills, leaving back the things that we had to work on. We were vociferous about our long term goals with our classmates. This activity made us reflect upon our own selves and motivated all of us to pull up our socks. With the help of our peers and teachers, we were able to set the pace for the future!

Tanvi Mehta
Grade 10



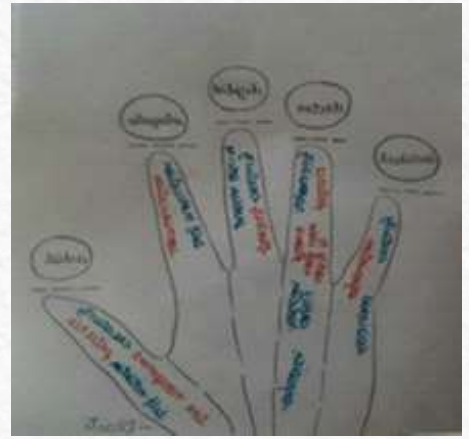
Holistic Development

It is a misconception that students start to prepare for their careers from Grade 9 onwards. Young children begin to start understanding the importance of occupation and career as soon as they start exploring professional spaces like a doctor's clinic, their school, or their parent's office. We even often hear Grade 1 students saying that they would like to become a doctor, teacher, or a scientist from time to time.

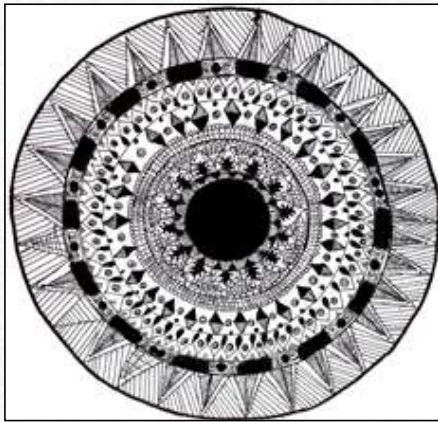
Students need support in transforming their goals and aspirations into reality. This is when career guidance comes into play. We at GICLM believe in guiding students to develop the required skill set will not only help them grow as future professionals, but also help them navigate their life decisions and goals in their school years.

PSHCE (Personal, Social, Health, and Career Education) is an activity-based learning curriculum that aims to introduce age-appropriate life skills to students in Grade 6 onwards. Every fortnight, during Week A, students participate in PSHCE lessons led by their tutors. One of the PSHCE lessons this month included career planning. Students were asked to review their mindset and grit through this activity. They were instructed to list the jobs they see themselves doing in the future and the skills required to do so satisfactorily. The lesson progressed with students reflecting on the skills they currently possess and in various ways the students can work to improve those skills. This demonstrated the student's awareness about the impact of their class behaviour and its management and how it will affect future employability.

Sakshi Kaur
PSHCE Coordinator



Mandala Art



In January, Grade 6 students created Mandala Art. To begin this lesson, our art teacher, Mr Amit Kawale, explained and showed a presentation regarding Mandala Art. The students and teacher then discussed various styles of Mandala, like Tibetan, Hindu, Christian, Native American, etc. Students even noted that they have seen various materials used in mandala-like pen work, pencil work, canvas painting, wall mural, glass mosaic, origami, embroidery and digital art. In the activity, students created the black pen mandala with a variety of nips to get an outstanding effect.

The 3D Dynamic

In January, our Grade 8 students were focused on Elements of Art: "FORM". They have made a 3D letter of their initials with the help of cardboard. It was a tedious process to make 3D letters, where students developed all aspects of craftsmanship including: cutting, pasting, measurements, paper mache, themes of decoration, and many more. Students also selected their choice of decor for their letters. Some students have created a photo collage, some have written motivational lines, some have done themes like music, galaxy, sports, or comics. All students enjoyed this task and this level of enjoyment certainly reflects in their work.



The Sovereign and Independent India

On 15th August 1947, India gained Independence, and soon after, it became a Republic on the 26th of January 1950, when our Constitution came into effect. This was the fruit of the intense freedom struggle which was sustained for at least a century.

I was greatly inspired by this, and I researched and formulated ideas for my art project to reflect this struggle. During my research, I realised that many different ideologies from different freedom fighters thrived in synergy and weaved the freedom struggle. To depict this, I made a small portrait of Mahatma Gandhi on the left, and a silhouette portrait of Netaji Subhash Chandra Bose on the right. They were the main pillars of the freedom struggle and are still remembered today. Our Independence marked the end of colonial rule, which I have depicted by flames on the hands of the colonial empire. They eventually set India free, and the joy of freedom from years of imprisonment is represented as a tricoloured captive pigeon flying free from the bounds of the British, and emerging unconfined and at liberty. In the background, I have made the Indian tricoloured flag, which further adds a sense of patriotism and beauty.



Dev Shah
Grade 9

To commemorate this auspicious day, I crafted this lovely artwork with the guidance of my art teacher, Mr Amit Kawale. The medium I used was oil pastels on 200GSM paper. These offered me the capability to blend colours easily and gave a glossy and waxy effect. I started my journey with a rough pencil sketch of the elements in the artwork, and later I added colour to them, which brought the artwork to life.

Happy Republic Day!

Mosaic Activity

Mosaics were a very popular art form during the time of the Roman Empire. A mosaic is a piece of art created by assembling small pieces of coloured glass, ceramic, stone, or other materials into an image. It reveals much about Roman activities like gladiator contests, hunting, and other elements of Roman life.

During the month of January, students of Grade 7 recreated ancient Roman art by using bits of coloured paper, grains and pebbles. Through this activity, they could identify and explain mosaics as an art form and understand the role that mosaics played in ancient Roman society.



The Opening Bell to Learning

As it is often said, “the most important learnings in life come from outside the classroom as much as they do inside the classroom”. Keeping this in mind, GICLM has provided us students with various opportunities from time to time to face new challenges, gain new exposure, and learn new things. One of these such challenges for Secondary and IB students was the opportunity for participation in the Wharton Investment Challenge, led by Mrs Monika Koradia.

Wharton Investment Challenge is a ten-week investment stimulation for students between Grades 9 and 12, where we work in groups of seven with a teacher as a mentor to a sum of \$100,000 virtual cash, keeping in mind our client’s short term and long term investment goals. We also compete with thousands of teams from 100+ countries to build the best stock profile and win the client’s business. The opening bells rang for us on the 28th of September 2020. We had frequent team meetings during those initial days where we were trying to decide on a unique investment strategy that could keep our teams at the top. The journey since then has been filled with arguments, celebration, failures, but most importantly memories. Stock markets had always interested my teammates and me, and this was the first time for most of us to be getting a firsthand experience of the functioning of the stock market.

Our team played our initial investments very safe, and as time passed we started gaining confidence in our decision-making skills and we started to try out new and risky stocks. I remember I had to stay awake until 1:00 am one night to buy a certain stock, and as soon as their markets opened, I was given the green light to buy up to 500 stocks of the company. However, as soon as the markets opened, I saw a clear opportunity to buy double the quantity as the markets were favouring us, and it was a time-sensitive decision. With two of my other classmates, we decided to take the risk without approval from the entire team, as by the time it was sunrise, we would have lost the opportunity. Our team was cooperative and cheered for us for taking the impromptu decision and within a few weeks, the stock gave us heavy returns. That was when I learnt “opportunity doesn’t come gift-wrapped, you need to take risks”. On the contrary, our most trusted and reliable stocks, for example, Apple, put us into huge losses due to the bearish trend it consistently showed since we bought the stock, and we lived in hopes that it’d recover. This made us all learn that “sometimes you have to deal with the fact that not everything in life goes your way”. The closing bell for our team in this journey rang on the 18th of January 2021, where we sadly didn’t qualify for the Regional Finals, but took back a lot from this wonderful experience. Here is what a few of the participants had to say:

It was a new experience for everyone who took part in the competition. My job as the team leader was to place the trade online, and for that, I had to be very punctual. Keeping an eye carefully focused on the prices throughout the day was certainly a challenge. It was also something different because we had taken part in this competition during the COVID-19 pandemic. Everything took place online, and everyone gained a lot of knowledge about stocks.

*Aryan Jagwani
Grade 10*

The Wharton Investment Challenge gave us a chance to collaborate with our teachers and learn about how the stock market works. It was a small scale market with a specific list of stocks from which we had to choose. It helped us improve our research and interpretation skills. It was a very different experience from all the normal competitions we have had since it lasted for almost 10-12 weeks, unlike most competitions, which last for a week at the most. Lastly, the guidance of our teachers and our discussions and arguments with our group members are what truly made this an enjoyable and educational experience.

*Jiya Lakdawala
Grade 10*

The Wharton Investment Challenge was a great eye-opener in terms of stocks and investment. It was one of those platforms where we could buy and sell international stocks along with domestic ones. Being a competitive platform, it also gave us a sense of responsibility, team spirit and hard work.

*Shreyas Katkoo
Grade 10*

**Tilak Mehta
Grade 10**



How to Find a Balance between Studying and Relaxing as an IB Student

Since we are quickly racing through the academic year, making an effort to balance study with relaxation is very important for your peace of mind as well as for the quality of your work. The importance of finding a balance is essential. It's important not to overdo things when you're studying, although it is equally important to remember that if you're taking too much time out to relax, it probably means that you're not studying enough! It is best to find a balance between study and relaxation which will decrease the chances of you becoming stressed out and overwhelmed by everything you need to get done. A good balance involves studying effectively so that you can complete all your work and still find time to fit in a good amount of relaxation each day. Relaxation is important as it impacts positively on your ability to learn, think clearly, focus, and recall information.

How Do I Study Effectively?

Effective studying does not simply mean studying for the appropriate amount of time, but employing techniques to ensure that the work you are doing is productive. Here are a few things you can do when you sit down to study to maximise your study session.

The Pomodoro Technique is used to manage distractions and avoid both goldfish-attention-span procrastination and all-night-study-burn-out. It was developed in the 1980s by Francesco Cirillo. This time management technique gets its name from the common tomato-shaped kitchen timer. The system operates on the belief that by dividing your work and breaks into regular, short increments you can avoid feeling overwhelmed by a looming task while also avoiding burn out. Here are the basics:

1. Put your phone on Do Not Disturb!
2. Set a timer for 25 minutes, and start your task.
3. If a distraction pops into your head, write it down on a piece of paper and return to your task.
4. When the buzzer rings, put a checkmark on your paper. You've completed one increment, also known as a Pomodoro.
5. Take a five-minute break. You can check the distractions that popped into your head, stretch, grab a cup of tea, etc.
6. After four Pomodoros, take a thirty-minute break.
7. Repeat!
8. After finishing your task: Reward yourself, as rewarding oneself helps and keeps the motivation to finish the next task.

Give it a try if you're interested in breaking your workday down into manageable tomato-sized bites while developing a greater understanding of time management and how long it will take to complete a task.

When Is It Time To Relax?

Once you've completed your study schedule, it's officially your time to relax! It's time to put your feet up, watch TV, surf the internet, and generally forget about anything study-related. Ideally, you should have some relaxation time like this every day of the week. Remember that while a bit of stress can be healthy and productive, if you're feeling completely overwhelmed it could be your body's way of telling you to slow down.

Following the guidelines listed above should, however, set you on the right track to achieving the correct study/relaxation ratio and a happy and successful outcome in studying as a successful IB student.



Future Plans of GICLM IBDP students

The International Baccalaureate (IB) Diploma Programme (DP) sets out the requirements for complete development of students through the 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, with the faculty and the curriculum providing students with an all-round development. After this two year course, students leave for college. We at Surkhiyan interviewed a few students from our IB programme about their future goals and ambitions by asking them the following questions:

1. What career do you hope to pursue in the future and why?
2. How do you think IBDP is preparing you for your future?
3. Which colleges are you hoping to get into after school?
4. How are you preparing for your college applications?

I hope that I can pursue my dream in the field of biotechnology because I love to work with microorganisms and also technology. IBDP is preparing me very well for the future and is also helping me learn a lot about how tough college life will be. At the current time, I haven't decided on what college I want to go to pursue my program of choice.

Aaditya Parekh
Grade 11

I am really interested in going into the field of business for my future career. The IBDP builds skills that are useful in any professional field, such as competencies in analysis, finance, planning and strategy. With the number of essays and tasks we have in IBDP, I think it's preparing us for the real world outside GICLM. It is also helping balance the fun and the serious stuff, which is great. I also personally believe that IB unleashes this different, more mature version of you which comes handy in our personal lives. I don't have a specific college in mind yet, though I do have my mind set on either Canada or the UK. I'm doing various unique and enticing workshops that'll make my application stand out, and to keep up with it, I'm trying to keep my grades steady.

Dia Chanda
Grade 11

My main interest lies in biology and chemistry, so the career I will pursue will be one in pharma and research. This is because my exposure to science has been excellent during my education at GICLM, helping me develop a keen interest in it. The IB provides a great opportunity for laboratory experience, which is essential for my future goal. The IB is also very application-based, which again helps develop a scientific temperament. Due to COVID-19, I have stopped looking abroad and I am looking at internationally inclined universities in India such as Ahmedabad University or Ashoka. I feel it is a safer option to get a degree in one's home country, and I am preparing for this by training for the SAT and the internal exams. This is all possible due to the freedom that is given by the IB in university choice.

Hardik Nagarkar
Grade 11

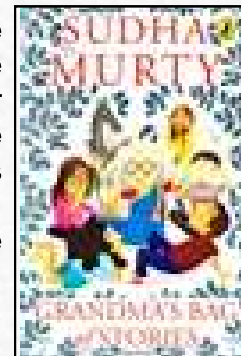
Devam Desai
Grade 9



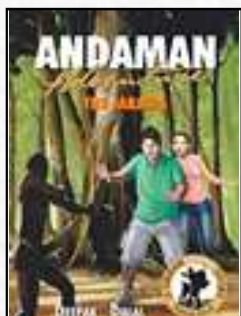
Book Recommendations

Grades 1-3: Grandma's Bag of Stories, by Sudha Murty

As the name suggests, this book consists of an assortment of stories which are narrated in such a way that it resembles the traditional way of storytelling, where the children sit around their grandparents to listen to their stories. The grandmother narrates stories to seven children, painting vivid images of enchanting characters while also differentiating between what actions are right and wrong. Themes such as courage, intelligence and kindness are explored through the use of different characters. The language is easy to understand and will also aid children to learn new words. The cartoon pictures will also entertain and interest these early readers.



Grades 4-5: Andaman Adventure: the Jarawa, by Deepak Dalal



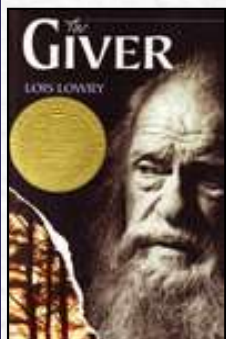
Vikram Singh, Aditya Khan and Chitra, the daughter of an ornithologist and wildlife conservator visit the Andaman Islands for their holiday. An outing to spot crocodiles turned rogue when they stumbled upon a group involved in an arms-smuggling operation. Two of them end up captured, while the other two escape just in time to notify the authorities. The book also includes the description of an action-packed chase through the forests of the island as well as an encounter with the indigenous tribe of Andaman, the Jarawa. This book will interest anyone keen to learn about the wildlife prevalent in the Andaman islands. The author describes the flora, fauna and the inhabitants of the islands, which makes this book different from other books written for this age group.

Grades 6-8: George's Secret Key to the Universe, by Lucy and Stephen Hawking

George's Secret Key to the Universe is actually what anyone would expect from a book written by theoretical physicist, Stephen Hawking and his daughter, Lucy. George stumbles upon and befriends the neighbour scientist, his daughter, and also their supercomputer named Cosmos. Cosmos was capable of whisking George and his friend to wonderful adventures throughout the solar system where they learnt about physics and the universe. It was all fun and games until the two witnessed the dangerous emptiness of a black hole. The vivid illustrations and fact files provided throughout the book provides meaningful insight into George's world, making it an excellent book for young adolescents.



Grades 9-12: The Giver, by Lois Lowry



The Giver is a dystopian, morally driven novel, which features a young boy named Jonas who lives in a perfect world, free of pain, fear and crime. Everyone is equal in this utopian society, and everything is pre-decided. It wasn't until Jonas becomes 'The Receiver' that he realises that his society wasn't normal, but was rather dystopian. Lois Lowry explores the concept of the perfect society, freedom, emotion and many other themes that will interest readers of this age group.



Republic Day



Republic Day is celebrated every year in India on January 26th. On this date in 1950, the Constitution of India came into force after the country gained independence from British rule for over 200 years. On November 26, 1949, the Constituent Assembly of India adopted the Constitution of India, which came into effect on January 26, 1950. India will be celebrating its 72nd Republic Day this year. Honouring the date, educational institutes organize cultural programs, essay-writing, skits, or speeches. Our school pitches in too. Every year there is a ceremony where the flag is hoisted and is then followed by dancing, songs and speeches. In Delhi, magnificent parades by regiments of the Indian Army, Navy, Air Force, police and paramilitary forces take place. The Air Force also hosts sky shows during the parade. National flag hoisting in various parts of the country is a common practice followed on this day as well.

Jia Sankhla
Grade 7

Makar Sankranti

Marking the last day of winter and the beginning of the Harvest Season, Makar Sankranti, popularly known as the Kite Flying Festival, was celebrated on the 14th of January 2021. This festival includes kite flying, bonfires, fairs, and Surya Puja in the river. As with any Indian festival, Makar Sankranti also comes with its fair share of sweet delight. Ranging from Til Ladoos, Peanut Chikki and many more, this festival is a great opportunity to indulge! Makar Sankranti is celebrated all across India, with each state adding its own cultural flair to the festival. It is also observed in the neighbouring countries such as Pakistan, Bangladesh and Nepal. It truly is one of the best festivals of Hinduism!



Teacher of the Month: Mr Amit Kawale

I miss my art room environment and the physical presence of my students around it. These memories have inspired me to write about it. I have had a passion for maintaining and decorating my art room throughout the twelve years of experience I hold in the field of teaching art. The art room was my dream in GICL, and the dream came true in GICLM. As an artist, I am extremely sensitive to my work environment: I believe that a person's surroundings both inspire and impact the quality of work they are doing. Therefore, as a teacher, my focus has always been to create the best class environment for my students to work in. I also look at the art room as an extension of my personality as a teacher.



When dealing with subjects such as art, I believe there is a need to have a visually active class, as the student's eyes move around the room, they must look for clues, guidelines and inspiration within the classroom. I make sure I effectively place shapes and colour around the room so that the moment my students step into the artspace, their emotions and thoughts are geared towards exploring new methods of expressing their ideas and being creative. Bulletin boards are at the heart of my art room. They are an active part of my communication strategy with my students: I use them to get my students into the 'mood' for creating their own work.

Art requires the learning of techniques and skills. These skills and best practices of techniques are displayed across the classroom so that when students move around the class to fetch materials and tools, their eyes fall on these displays which often encourages them to experiment with a new art technique or learn a new skill. Elements and principles of art are the main concepts that a student of art has to focus on, as they form the core of their learning. To help students understand this, I have a soft board dedicated to these ideas.

As an IB Visual Arts Teacher, I have to help my students understand the philosophy of art just as much as I have to teach them the skills, which is why there are displays and information about artists and their paintings across the room. The physical presence of famous pieces of art proves to be very inspiring for most students. This also facilitates the learning of art history. Indian art history must be as much part of the syllabus as western art history, hence folk and traditional Indian art find as much a place of honour in my art room as do Da Vinci and Picasso.

Colour study is also a major part of art education, where students learn the colour wheel and different colour schemes. For Primary students, I have made a teaching aid through which students learn drawing techniques step by step. In the first step, students need to draw the basic shapes and next, they have to add the details of the drawing. I realise that student's need constant motivation to experiment and grow in skills so that they can reach new heights of self-expression. To motivate them, I have established a unique award system, "the Artist of the Topic". After every topic, I select the best artwork from a particular class and display the artwork in a special place of honour in the art room. The students feel really happy and proud when their work is part of the art room display along with the great masters we all know and love.

In a child-centred education system, teachers must use every opportunity to get students to be motivated to be able to think for themselves. I have developed an interactive notice board where quotes of artists and interesting extracts from famous books are placed. These coax students into thinking, feeling and firing up their imagination. I believe that my art room motivates every child to create and show their own creativity, while also respecting every child's views.

I am thankful to the writers and editors of Surkhiyan, who have given me the opportunity to compose this article for the school magazine. I can recall all my memories through both my own and GICLM's journey. Several topics came in my mind, but GICLM's Art room is very special to me.



Amit Kawale
Art Teacher



CAS Over the Term



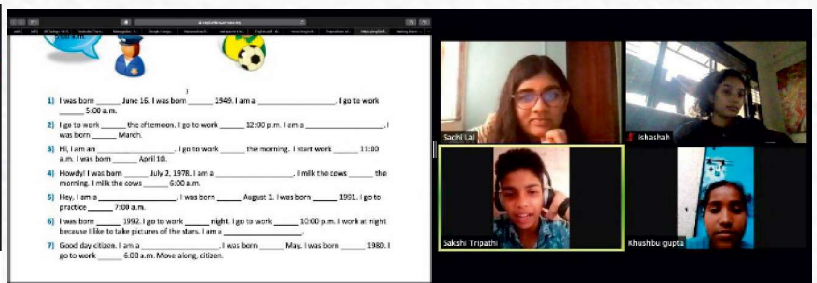
CAS stands for Creativity, Activity and Service. CAS is one of the three essential elements of the IBDP Programme which helps promote holistic development. Engaging in creative activities not only allows students to express themselves freely, but also helps them boost confidence, improve problem-solving skills and promotes positivity.

Service Learning provides meaningful service activities which address real community needs as defined by the community. It promotes Deep Learning. Service activities meet genuine community needs, provide meaningful tasks for students, and promote interpersonal communication skills and collaboration with community members. It is also the most effective way for students to learn concepts such as empathy, compassion, and trustworthiness.

The lockdown did not deter our IBDP students who have been actively engaged in CAS activities over this term. Some of the activities were school-based and some were self-initiated. Some glimpses of CAS are portrayed by the pictures below.



Garodia MUN conceived, organized and executed by the students in collaboration with CRY. The proceeds were donated to CRY



Children for Children Project – An initiative carried out by the students of IBDP1 in collaboration with Annapurna Mission and CRY where our students remotely teach the underprivileged children from the two NGO's

The Artistic Help is an initiative taken by the students of IBDP2. They have collaborated with student artists who have donated Art work and the art work would be sold online through this portal. The amount collected will be donated to Accesslife (a centre which houses children undergoing chemotherapy and their parents) and CRY (Child Rights and You),. Students are adding finishing touches to the website which will be launched soon. A pilot run has already taken place in the past to identify bugs.



Alumni of the Month: From School to Running My Own Company

My years at Garodia Education didn't just give me an education, but shaped me and my personality for years beyond. It's not just the courses, the teachers or the books that were responsible for this, but the knowledge, rigor, and willingness of the teachers to both teach and learn, fellow classmates and the overall outlook of the school, along with my own curiosity and hard work that helped me become what I am today.

Being a part of the first batch of the school for both IGCSE and the IBDP wasn't easy and it had its own challenging times, but I had an invaluable experience throughout, as the school always encouraged a collaborative approach between the students and the teachers. One thing I appreciate is how extra-curricular activities were always given equal importance and were so much fun – everything from week-long annual sports meets, community service projects, and learning music instruments and martial arts, to inclusive camping experiences on beaches along riverbanks!

The greatest benefit of all those years was much more than the 'piece of paper' I received at the end. It was the intuitive nature, self-confidence and logical reasoning instilled in me, along with polished communication (the most important benefit that people often overlook), that helped me achieve my personal and professional goals.

These qualities have been immensely helpful every day since I graduated from GICL – as I went on to pursue a Bachelor of Business Administration with a specialization in Marketing from NMIMS, and then moved forward to work at one of the top global ad tech companies, Media.net. As a Manager for Publisher Partnerships at Media.net, I now head a team that provides exceptional advertising solutions to globally well-known publishers. I've both experienced and noticed how IB students stand out in a professional environment, in terms of organization and communication skills, as well as problem solving and decision-making abilities – something embedded in us for life!



Rashi Jain
Manager, Publisher Partnerships at Media.net





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



**Garodia
International**
Centre for Learning Mumbai

Garodia International Centre for Learning Mumbai
Plot No. 55 , 90 Feet Road, Ghatkopar (East).
Mumbai - 400077.