

A BIANNUAL PUBLICATION OF GLOBAL SCHOOLS FOUNDATION

Global Learning

Issue 07, Aug 2017

Cover Story

Can innovation and entrepreneurship be learnt?

Leadership

Work of nature, or can it be nurtured?

Spotlight

GIIS world toppers making their mark





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Global Schools Foundation

Global Schools Foundation (GSF) was initiated with the aim of providing quality education to the expatriate community in Singapore. The Foundation has completed more than 14 exemplary years marked by international recognition for achieving excellence in school education, following high standards in governance, established academic criteria, and well-administered management processes. The Foundation's mission is to cultivate and nurture its students into global leaders of the future.



Global Indian International School (GIIS) — established under Global Schools Foundation's guiding principles — is an international network of award-winning institutions, with 23 campuses in seven countries. Known for their learner-centric and skill-based teaching methodology, GIIS schools offer holistic learning and personality development opportunities for students.

GIIS schools have been honoured with over 75 international and national awards over a span of ten years for achieving excellence in school education. GIIS boasts a

strong multicultural environment, as children from diverse nationalities are enrolled across its campuses.

GIIS is a preferred international school offering curricula for Nursery to Class 12 education, offering International Baccalaureate Diploma Programme (IBDP), International General Certificate of Secondary Education (IGCSE), Central Board of Secondary Education (CBSE), CBSE-International and Global Montessori Plus (GMP) programme.

Mission

We nurture our global students into men and women, who will be leaders of distinction, committed to spirit of excellence, through high quality education imparted by globally experienced and caring teachers building strong virtues and values while focusing on all round development, creativity and entrepreneurship.

Vision

To become a global role model for teaching and learning.

Core Values

Manage with Information and Metrics **A**gility and Adaptability

Honesty, Integrity and Ethical Practices

Attitude before Knowledge

Teamwork

Mentor, Coach and Make a Difference **A**mbience for Learning

Quality Policy

- Adherence to a Quality Management System
- Sharing of best practices
- Actionable feedback based on stakeholder satisfaction surveys



NINE GEMS™

1	Academic Excellence
2	Sports Excellence
3	Visual & Performing Arts
4	Personality Development
5	Innovation & Creativity
6	Entrepreneurship & Leadership
7	Universal Values & Ethics
8	Community & Care
9	Skill Development





Quality Objectives

Based on GIIS Quality Management System, Quality Policy, and Vision, Mission & Core Values, GIIS will continually strive to ensure:

1	2	3	4
Compliance to our Quality Management System	Learning at all levels	> Stakeholder satisfaction	Adherence to our values



Mr Atul Temurnikar
Chairman and Co-Founder, Global Schools Foundation

Our students across all GIIS campuses worldwide have performed brilliantly in this last one year, with many being toppers and getting perfect scores in the board examinations. Fuelled by this brilliance in our students, we are in the midst of launching new campuses across Asia Pacific. Our recently opened Abu Dhabi campus had a record 1500 students sign up in just 16 months. This is indeed an exciting time for us and we will continue to strive for excellence as we grow our global footprint.



Dr Justice C S Dharmadhikari Co-Founder and Patron, Global Schools Foundation

"Persistent questioning and healthy inquisitiveness are the first requisite for acquiring learning of any kind" are the words of Mahatma Gandhi. GIIS as an institution firmly believes the philosophy of Gandhi and we strive to instil strong virtues in our students through the Global Indian Mahatma Gandhi Centre for Universal Values. We believe these values and beliefs are of significance in the current climate across the world.



Ambassador Aftab Seth Vice President, Global Schools Foundation

I look forward to 2018, the year that marks our 16th anniversary. I am happy with the achievements we have made so far and the manner in which we have reached our objectives. We have adopted a pragmatic approach in combining high ethical standards with a firm belief in the power of our values. This has enable us to continue to make a real difference in the lives and aspirations of our students.



Mr Kamal Gupta
Chief Operating Officer,
Global Schools Foundation

We aim to give our students an all-round exposure by creating a stimulating environment which is conducive to innovation, creative problem solving and developing self-reliant competitive Global Citizens. Early this year, we started a unique, non-traditional educational format through our Entrepreneurship Bootcamp which has seen enthusiastic participation from our student community, inspiring us to create many more such relevant, age appropriate and exciting experiences.



Mr Chandrakant Borde President and Co-Founder, Global Schools Foundation

Sports has a special importance in the overall curriculum here in GIIS. We encourage the students to participate and play in both individual and team games and our Gold Squad programme promotes talent across five identified sports. We recognise the invaluable impact that sports have on the overall development of the child and as an institution, will continue to support and encourage sports.



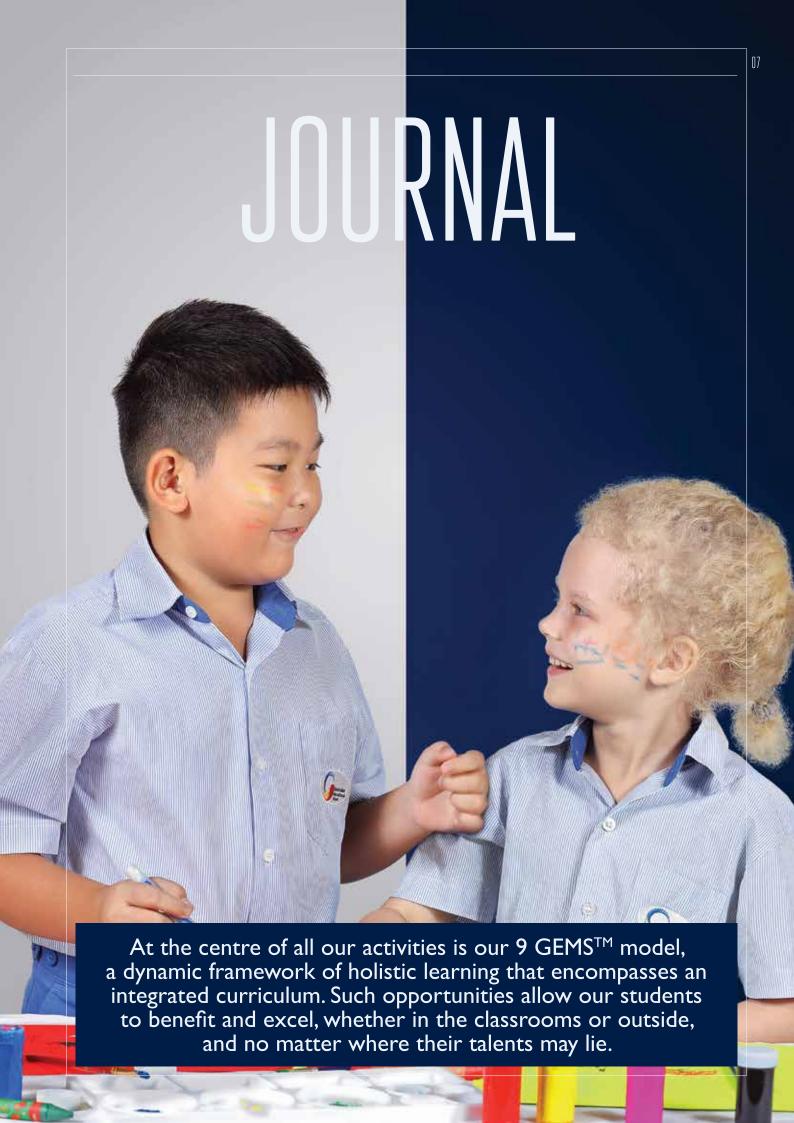
Tan Sri Datuk Seri Mohd Hussin bin Abdul Hamid Vice President, Global Schools Foundation

At GIIS, we have the privilege of positively impacting our students lives to create future-ready citizens. Backed by our years of experience in the education sector, we are now eager to embark on a journey of growth and expansion, and Global School Foundation is now in the midst of launching new campuses across Asia Pacific. This is indeed an exciting time for us and we will continue to strive for excellence as we grow our global footprints.



Mr Kaustubh Bodhankar Deputy Chief Executive Officer, Global Schools Foundation

As an institution GIIS aims to inculcate in its students a holistic education which encompasses all aspects of development. We give our students a chance to actively participate in community service initiatives which help them recognise the importance of taking responsibility for their own actions and be change leaders. We actively promote imbibing the art of communication amongst our students by providing them an encouraging environment and numerous opportunities for regular and mass communication.



ACADEMIC EXCELLENCE





There is something special about a Kindergarten graduation ceremony – innocence retained, journeys begun and dreams waiting to be achieved. The first graduation ceremony for our Kindergarten 2 students of GIIS Abu Dhabi was conducted and the students of Kindergarten I gave a fitting memoir as a tribute to Kindergarten 2 in which they enacted the journey of learning through fun-filled activities and Montessori Method at GIIS. Kindergarten I students then bid farewell to their seniors with a melodious song. The most awaited part of the ceremony was the distribution of graduation certificates.



National Spelling Bee competition

It was a day of joy and excitement at GIIS Tokyo. The school's 7th grader, Shantanu Edgaonkar was crowned winner of the 8th Japan Times Spelling Bee when he correctly spelled toxicosis and beat 36 other school participants from around the country. According to the Merriam-Webster Unabridged, toxicosis means "a pathological condition caused by the action of a poison or toxin."

Shantanu also won several awards at the event, including airfare, an all-expenses-paid trip to the United States, a trophy, Samuel Louis Sugarman Award, one-year's subscription to Britannica online premium, amongst others.

Adieu to class 10 & 12 students

GIIS Tokyo bid adieu to graduating Class 10 and 12 students. All the teachers present felt nostalgic about the students' time in school and wished them the best for their upcoming exams. The students also shared about the experiences they had in school and they thanked their teachers for helping and supporting them every step of the way.



STALA LUMPUR English Week

The English department conducted English Week, comprising of various exciting activities like crossword, poetry writing competition, spelling bee and musical games. The students enjoyed participating in these activities and prizes were distributed to those in the audience who gave correct answers.

Social Studies Week

SST Week was a chance for students to put their Political Science, Geography and Economics knowledge to practical use. They had to choose topics and build projects, models and collages, giving them insights about issues including the industrial revolution, global warming amongst many others.





The weeklong Literary Fest was conducted throughout school and it culminated with a special assembly put up by the various language departments. The assembly commenced with the presentation on "Authors as Literary Warriors", followed by a masquerade by the English Department. The Hindi Department presented "Rahim Ke Dohe", which was sung and explained in Hindi. The contributions of famous Tamil poets were highlighted through a song and dance, which captured the attention of the students. The children of Class 5 sang a foot-tapping French song and the assembly concluded with a recitation of a philosophical French poem composed by Victor Hugo.



Global School Awards 2016

The Global School Awards ceremony was an occasion to acknowledge and felicitate our young achievers who stand for the very essence of our institution – excellence! The awards ceremony commenced with GSF President's Award for All Round Excellence, followed by Justice C.S Dharamadhikari GIIS Award for Co-curricular Excellence and the Chandu Borde GIIS award for Sports Excellence to felicitate our talented sportspersons who have represented Singapore and our school at various levels and achieved great laurels. Subsequently, Subject Proficiency Awards were given to the outstanding students who have performed consistently well in a particular subject.

Interschool Hindi debate competition

Students participated in a first ever Hindi debate competition. The participants were judged based on their idea articulation, organisational and presentational skills. Our students won prizes and accolades including the Best School Trophy.



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English Language Week explored a myriad of activities - spelling bee, writing competition, debates, drama and extempore. The school's Francophone students teamed up to display their linguistic and cultural talents centered on French culture and language. Popular activities such as a French bistro – the Bistro Française, a French singing competition called Rossignol and a quiz were a great hit amongst students.

Sustainable Science

Science Week's theme, "Sustainable Science for the Future", showcased a variety of science-related activities. Beginning with many amazing experiments, it carried on to showcase the new developments in science such as "Generating electricity from blood flow" and an "Automatic Box Opener" which aimed to reinforce hygienic practices as it eliminates the need to touch the bin. Science Week ended with a journey to space in the Science Centre's Portable Planetarium.



Royal Commonwealth essay competition

As the world's oldest and largest international writing contest, it provides a platform for young people to compete with their peers in a global environment. Its objective is to encourage budding writers to develop their critical thinking skills and demonstrate their creative writing talent. This year we submitted a total of 22 entries out of which three students were awarded gold certificates and seven were awarded bronze certificates.

Spell-O-Well

This is an interschool competition organised to promote scholastic excellence and enhance the vocabulary skills of students. Students enjoyed participating in this competition.

I'm a little graduate

Global Montessori Plus provides an age-appropriate learning environment for children to reach their fullest potential. The graduation ceremony of Kindergarten 2 "I'm a little graduate" was organised by the school to mark the occasion of our Kindergarten 2 students successfully completing this programme. Our little graduates cheerfully walked down the red carpet to receive the scroll and it was an emotional moment for the teachers and parents as they saw the little ones so confident to face the challenges that lay ahead.

GK-NIE Quiz competition

A study says that reading newspapers daily increases one's intellect and helps students with their academics by increasing their learning and grasping power. Getting students to read newspapers early in life helps them to acquaint themselves to the world they live in. GIIS organised an inter-house GK-NIE Quiz Competition. All the students of classes 3 to 8 participated in the preliminary round of the guiz and from there, the final round

participants were selected. The uniqueness of this quiz competition was that the GK questions put forth to the finalists were picked from the NIE newspaper, a students' edition of the Times of India. With overwhelming response from students and the parents, GIIS is now looking to organise an interschool quiz competition to encourage students to be more aware of the happenings around the world.

GEM

SPORTS EXCELLENCE



CELEBRATING SPORTS ACROSS THE WORLD



Together everyone achieves

During the Kindergarten annual sports meet Athleta, all the Kindergarten students displayed different human formation to showcase the collaboration between UAE and India. Students formed shapes relevant to the two countries, including the lotus, palm tree, the UAE and Indian flags and heart to symbolise the values that we impart to all our students. It was a visual treat for all.

Athleta

The first Primary Annual Sports Day was organised and all the students from Class I to 8 took part in it. The four houses Sunflower, Hibiscus, Chrysanthemum and Orchid displayed a colourful drill parade. The students of Class I and 2 also participated in some of the athletic events like 50m, I00m and the 4 X 50m relay (boys and girls), and brought laurels to their respective houses. The trophy for the leading house was bagged by the Hibiscus house.





Fun activities at Nishi Kasai

The Annual Sports Meet of GIIS Tokyo Campus was held at Shinden Elementary School in Nishi Kasai. The students participated in PT displays, march past, relay race, yoga and karate sessions etc.



It was a fun day at GIIS focusing on promoting physical activity and healthy competition during Kindergarten Sports Day. Children enthusiastically took part in sports activities like march past, sprint and relay. Families too participated in events for dads, mums and grandparents, adding to the festivity of the occasion.

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True strength in a team

The Annual Sports Day began with the inter-house march past and the ceremonial lighting of the torch by last year's individual champions. Following the Chief Guest's address, students performed Zumba to a foot-tapping number. Track events under various categories kept the spectators glued to the finishing line. Formation of human pyramids was a true display of strength and teamwork. The cheerleading performance marked the culmination of the Annual Sports Day.





The school playground of GIIS was filled with great zeal and excitement as Sports Week was celebrated on the campus. Students participated in various sports events. The activities were specifically focused on agility, balance, coordination, speed, strength and team spirit. Dedicated effort by the teachers and students made Sports Week a huge success and gave a fantastic opportunity to our pupils to take part in sports and be more active.





Annual Sports Day is conducted to instill the spirit of sportsmanship in students. The event saw stiff competition from track and field events, to games like Lemon & Spoon and Collecting The Balls. Sports Day also witnessed participation from our community of parents in events like the 40m race for mothers and 50m race for fathers.





GIIS Bangalore celebrated their 4th Annual Sports Day. The events such as drill, march past, hula hoop, torch relay and gymnastics were some of the many highlights of the event. Students also participated in various drills, races, yoga, archery, rifle shooting and martial arts demonstrations.

NOIDA Indigenous games

GIIS Noida celebrated the 4th Annual Sports meet within the school premises. Students presented a beautiful drill, tambourine dance and also performed a dandiya dance. There were many interesting races organised for the students like Jalebi Race, Dakiya (Postman) Relay, Lagori race (sack the marbles or pithoo race), Khul ja sim sim, Matki race, Jallikattu race, etc. The theme for this year's Sports Day was Indigenous games. There was also parent participation in some events where our young students cheered enthusiastically for their parents. These games have not only enriched our rich cultural heritage but also helped our students strengthen their unidimensional strength and core muscle coordination.



Annual Sports Day is a platform for all school students to participate in various sports activities individually and in groups. The event started with a march past and salutation to honour the chief guests and the GIIS Choir presented a motivational song for the players. There was a special demonstration on karate, yoga and physical training. Parents participated in a tug-of-war competition with loud cheering from the students. Sports play an important role in character building of students and annual events like this help in inculcating sportsman spirit amongst our students.



SPORTSMANSHIP SHOWCASE ON THE BOARD

Interschool Chess Championship

Chess develops mental abilities and enhances the problem solving capabilities among individuals. GIIS Noida in association with the Noida Chess Association hosted and organised the Interschool Chess Championship. This initiative witnessed the participation of 104 students from various schools across Delhi NCR. Our students developed an understanding of considering sports as a way of healthy living and active lifestyle.



GEM

VISUAL AND PERFORMING ARTS

MELANGE: AN ANNUAL AMALGAMATION OF PERFORMING ARTS



The second Annual Day for our Kindergarten I students featured the musical "A Tooney Journey". Our Kindergarten choir welcomed the gathering with a melodious song. Then the most awaited part, the musical, "A Tooney Journey" unfolded where everyday cartoon characters came alive through our tiny tots who danced as Powerpuff Girls, Superman, Dora and many more as they took us all to their dream and fantasy land.



Dreamzzz

"The future belongs to those who believe in the beauty of their dreams". With this thought Kindergarten 2 students performed their second Annual Day Melange. The highlight was the musical "Dreamzzz" – a beautiful tale of a little young girl named Jessie who, after reading the book Alice In Wonderland, dreamt that she goes through a similar adventure as Alice and meets a ship full of pirates, visits jungle tribes, a Cowboy Town, meets a Prince and Princess and finally, gets to meet Aladdin and Jasmine.

Next morning, when she wakes up, she sees the rainbow and its happy dance. The musical ends with an enjoyable note when Jessie plays with her friends in the park.



Smiles across miles

This Annual Day performance was a unique blend of dance, drama, vocal, instrumental and skills which manifested on the grand stage. The theme was "Smiles Across Miles" wherein each student participated in the stage performances and put up an unbelievable show. From exhibiting dance forms from various parts of the world, to performing regional dances from various Indian states. Students also addressed the growing social, economic and climatic concerns in the world. The higher grades students enthralled the audience with their instrumental performance which they created by playing waste materials from construction sites!

Magical journeys

Every child is an artist, they live in a world of fantasy, imagination and make belief, GIIS Abu Dhabi, lower Primary section celebrated its first Annual Day Melange. The stage was brought to life by the student performances. Class I and 2 enacted "Genie and Aladdin's Magical Journey" while Class 3 to 8 enthrilled the audience with their performance "The Glory That Was", depicting the richness of ancient world through a fiesta of dance with traditional music and skits. This was followed by a welcome song performed by the school choir.

Rendezvous at the Met

The Annual Day, Rendezvous at the Met, showcased some riveting performances by our students who exhibited their talents on stage as they presented children's version of classic tunes. The event stole the hearts of one and all. The students recreated settings which captured the emotions of movie characters and provided a sneak peek into their world. Pretty props accompanying a snap play and dance with a social message greatly enthused the parents. The higher classes put up a splendid show "Mowgli Goes Global". Dances and songs showcased Mowgli - who took the audience on a journey from being a jungle boy to transforming himself to a true GIISian. The school choir captivated the audience with their soulful rendition of the music.





YOUNG TALENTS ON STAGE



Talented students of GIIS East Coast Campus showcased their various talents at the Singapore Heritage Festival. The students performed choreographed dances, graceful Jugalbandi of Kathak, Odissi and Bharatanatyam and an Odissi dance to an awe-inspiring audience.



Jhankaar finals

This interschool dance competition, provides a platform for budding and talented dancers to showcase their dancing abilities in different genres of dance like folk, classical and contemporary. The competition was divided into sub-junior, junior, sub-senior and senior categories. There were solo and group performances for each category. The participants were beautifully dressed in their elaborate costumes and kept the audience enthralled and entertained throughout their power-packed performance. Our school dancers showcased spectacular performances and bagged medals in different categories.

Diwali celebrations

GIIS East Coast students performed during the Diwali Celebrations at Sree Narayana Mission and at Kampong Chai Chee Community Centre. The Odissi dancers enthralled everyone with their poise, graceful movements and intricate poses, while the Bengali folk dancers performed with enthusiasm and the infectious energy of the dancers rubbed off on the audience.

OUFFISTOWN GIIS Jhankaar

GIIS Jhankaar dance competition provides a platform for students with dancing talents to explore different genres of dance. Students competed with other versatile dance talents and were judged by leading professionals. Participants performed solo and in groups, with styles ranging from Bharatanatyam, Kathak, Odissi, Bhangra and Rajasthani Ghoomar to Hip-Hop, Jazz, Salsa and Pop. Performances were complemented by rhythmic music, vibrant costumes and innovative props.



Global Indian Stars

Global Indian Stars is an annual multi-level singing competition. In the preliminary auditions, each child performed with a karaoke track. Qualifiers then performed a folk song in the quarter-finals followed by a semi-classical song in the semi-finals. Finalists had to be ready with a classical song, followed by a

recent chartbuster song and then undergo a pitch change, rhythm change and a challenge given by the professional musicians on the spot. Budding singers from various schools and institutions competed in three categories, Sub Junior, Junior and Senior. The judges were veterans in the music industry.



Colours of Expression opened an array of opportunities for students to meet and share their talents at the interschool GIIS Fest 2016. This fest had participation from various schools in Bangalore and various competitions like Group Dance, Group Song, Skit, Fancy Dress, Ad Bag, Elocution, Photography, Digital Painting, Poster Making and Still Life Drawing, to test students' different skills. Interschool competitions give students the platform to showcase their skills on a larger stage, helping them in learning and development.





Celebrating 15 Years of GIIS

The Global School Awards 2016 was held for the first time and this year's ceremony also marked the beginning of the 15th anniversary of GIIS. To mark the special occasion, GIIS honoured patrons who have been with the school since its early years in addition to students and staff that have demonstrated excellence in their domains. The event staged the presentation of GIIS' spectacular growth and boom story, and a plan

for the future in the form of a high adrenaline video. As part of the ceremony, students from all three campuses also put up a variety of foot-thumping performances. Senior students from GIIS Queenstown Campus presented the grand finale – a retro performance that saw participants dressed in silver mirror dresses and shimmery jumpsuits lined with blue LEDs.

BALESTIER Dancing like stars

In this splendid ceremony dancers got an opportunity to display their talent. Each performance was unique in its own way and brought forth each artists' individual and distinctive dance skills, which made the competition tough, leaving the audience and judges spellbound. The competition proved yet again that our students excel in academics as well as in all other fields.

GEM

PERSONALITY DEVELOPMENT





Field trips are an extended part of the scholastic programme for kindergarteners. It can serve a variety of purposes, including exposing children to a live experience of familiar things, enriching and supplementing their curricula and creating a bond with their fellow classmates. To support this, our Kindergarten children got an opportunity to visit the Zoo. They saw farm animals such as horses, cows, and wild animals including monkeys, hyenas, crocodiles and lions. They also visited the aquarium, and finally the reptile and the bird enclosures. This trip made sure that children saw in real life, the animals they had learnt in books.

Action Zone in Capital Mall

Field trips give students a good experience away from their regular school activities and also provides a welcome break to their routine. GIIS Kindergarten organised a trip for their Kindergarten 2 kids to Action Zone – a play area in Capital Mall. Children enjoyed all the rides and games: jump up zone, kid zone, soft play area, bumper cars and video games. The children were delighted when they saw their favourite cartoon characters dressed up and parading at the play area. This trip developed their imagination and enhanced their social skills.







Birdwatching in Kasai Rinkai Park

Students of GIIS Tokyo Campus went to Kasai Rinkai Park for birdwatching. Throughout the tour, our students spotted many different species of birds, including Egrets, Cormorants, Grebes, Black Tailed Gulls, Black Crows, Tree Sparrows, Starlings, etc. They also had a wonderful opportunity to learn the Japanese names and interesting facts about these birds.

Field trips in Tokyo

GIIS students went for many field trips in this academic year — Ueno Zoo, Anderson Athletic Park in Chiba, The National Diet which is Japan's parliament and the Edo-Tokyo Museum, to name a few. These field trips were an eye-opener for the students and gave them a broad exposure to athletic challenges, understanding the Japanese parliament, and learning about the history and culture of Tokyo during the Edo period.



GIIS Tokyo students went on an exciting field trip to Yokohama Hakkeijima Sea Paradise, an amusement park consisting of an aquarium and amusement rides. The students enjoyed the dolphin show and loved the Aqua Museum which has over 500 different varieties of fish and more than 100,000 sea creatures. They also went to Umi Farm and the Fureai Lagoon, where they were able to interact with friendly sea animals.







The Kindergarten Annual Day and Graduation Ceremony was organised with the theme "GIIS Journey – Wherever we go, we go with all our heart." The Annual Day started off with a welcome dance by the Kindergarten I & 2 children who danced to a medley of songs from all the seven countries where GIIS is located. After the exhilarating performances, the Kindergarten 2 Class of 2016-17, got their scrolls from the Principal.

Amazing race fundraiser

GIIS Cambridge celebrated its 4th Annual Day with the theme Amazing Race GIIS Edition. The event started with a melodious hymn sung by the talented school choir. The audience was entertained by the various performances including live music performance by the tiny tots and senior students. Students were also awarded prizes for excellence in academics and outstanding achievements. In addition, the GIIS GIVE Club took the opportunity to handover a sum of money, raised by students, to the representative from the National Cancer Council Malaysia (MAKNA). Last but not least, the much awaited performance by the teachers and the finale by GIIS "Michael Jacksons" and crew left the audience with an unforgettable experience.





Mom @ School is an initiative to encourage moms to engage with our students on a monthly basis through activities of their choice. Kindergarten moms spent some time with our kindergarteners and came up with activities such as reading stories, games, origami, creative activities like art and craft, and other hands-on activities.

School as a family

School is the second home and it plays a vital role in moulding a global citizen. GIIS celebrated "School as a Family" and parents were invited to the school and given an opportunity to spend time with the students. Various games were organised in the classroom to strengthen the parent-child-teacher bonding. Children brought healthy snacks that were shared with parents and friends.









GIIS Indore hosted a two-day Youth Medley that included a variety of competitions like futsal, interschool football event, solo singing, GIIS Master Chef, mime, dance, ramp walk, etc. This event witnessed the participation of 20 different schools in different competitions which were judged by eminent judges in their area of specialisation. With an intent of bringing talents together, the Youth Medley helped to improve the skills of students from different schools and was a successful platform to showcase their talents.





INNOVATION AND CREATIV





Imagination with inspiration does wonders in one's life. One of our latest attempts to inspire Kindergarten I and Kindergarten 2 children produced great results. They were asked to create exhibits from recyclable materials and waste. The theme given to Kindergarten I children was "Transformation of Ancient to Modern Era Transportation" and to Kindergarten 2 was "Culture and Various landmarks of the World".

With the creative support of their parents, our children did miracles. They came up with brilliant presentations, using toothpicks, old newspaper, cardboard, used foil paper, paper plates — you name it. This activity has taken our students one step further and they learnt more about the various means of transportation and the culture, monuments and landmarks of Australian and Asian countries. It was a reflection of family bonding.

Dubai Dolphinarium

The students of Class 6, 7 & 8 visited the Dubai Dolphinarium and experienced first-hand the gracefulness of dolphins and playfulness of seals in the action-packed show. They watched in wonder as the dolphins and seals performed incredible acrobatics, dances, played with a ball, jumped through hoops and even painted. The students also visited the Science Museum and gained scientific skills through hands-on investigations and immersive experiences.



Christmas & Halloween celebrations

Christmas was celebrated with much joy and the students wore red and white clothes and Christmas caps which added to the festive mood. The students performed songs and danced to a cheering audience with the teachers joining in.

Halloween was celebrated with a fun-filled exciting fancy dress parade in the Kindergarten Department. Children entertained parents with some Halloween songs and then paraded around the school in their costumes.

EAST COAST Organic gardening

In an endeavour to instill green values in its students and nurture environmentally responsible citizens, GIIS East Coast Campus embarked on a green journey called Organic Gardening. As part of our Earth Day celebrations and to promote healthy eating habits among students, we introduced coco peat – an organic growing medium which reduces usage of water by up to 70%, and warranted the reuse of the medium for up to 3 years. Coco peat facilitates growing vegetables, greens and fruits indoors with no soil, no sunlight and minimal resources. "Children's Grow Kits", which consisted of a Grow Bag, Organic Fertilised Coir Pith, Organic Seaweed Fertilizers and Palak seeds, put up for sale in the school's organic garden.

Innovation & Enterprise Family Day

Innovation and Enterprise Day was celebrated with the aim to provide team activities between parents and their children to think, create and inspire. Several competitions were organised to strengthen the bond between parent and child, and also to nourish the innovative temperament of our pupils. Various competitions like "Kinetics" were held to nurture the scientific outlook of our students. Competitions like "Brain Axe" and "Are you smarter than a GIISian?" put the intellectual abilities of our parents and students to test.



Earth Day

The students took part in innovative activities to celebrate Earth Day that encouraged them to make beautiful art out of recycled materials and learned more about the Earth through activities such as "'Trash to Fashion", "Oratory Competition" and "Movie Mania".

Sony toy making competition

The Sony Creative Science Awards (SCSA) toys competition aims to trigger innovative neurons in young minds. The articulation of the scientific principles is elicited in their wondrous creations. This year we had two winning entries from GIIS Queenstown: Anahita Mederitta's Toy "Aiming for the sky" was selected for whizkid category and Chris Fernandes' Toy "Finding Dory" from scizkid category.

OUEENSTOWN Cyber wellness

Our students took part in various activities to showcase their talent and created colourful artwork. The cyber wellness team shared cyber safety netiquettes and participated in the "Einstein in Me" science fair. Students presented their meticulously handcrafted models and experiments to teachers, parents and fellow peers. This interactive learning model evoked curiosity. Students also participated in this engaging and synergistic exhibition.

Healthilicious & Little Chef

This interactive project was devised to spread awareness about leading a healthy lifestyle and the benefits of eating healthy. Students made nutritious snacks, set up display counters and provided menu cards to share recipes and nutritional value of their snacks. A total of \$\$610 was raised and donated to charity. A parent-child engagement activity was also conducted. It explored the theme Traditional Flavours, which helped them understand and gain insight into their roots.







Innovation Fest

To inculcate the virtues of "Creativity, Innovation and Problem Solving", the Innovation Fest was organised for all students. The plethora of activities planned for the fest aimed to tap into the innate abilities of students' creative minds, helping them to see things in new and different ways and enabling them to develop into future innovators. These activities included innovative games, models, talks by leading experts, videos and interactive sessions aimed at imbibing awareness and a sense of responsibility about the environment and inculcating creativity and innovation.

Amazing Science X Challenge

The Amazing Science X Challenge was held at the Science Center Singapore. 162 teams from various Singaporean institutions displayed their exhibits for the coveted position in the competition and the winning exhibits were selected to be displayed at the Science Centre Singapore. Of the 20 teams that participated from Global Indian International School, three teams won the Special Mention award and one team was awarded the silver medal – a great victory for GIIS! This competition was the perfect opportunity for channeling students' creativity and innovation into scientific enquiry to come up with futuristic ideas.



BALESTIER Kindergarten fancy dress competition

The children dressed up as their favourite characters from a baker with hot cross buns, Snow White and a twinkling star to police officers, doctors, firemen and other professionals. Students even enacted their favourite characters from books. The enthusiasm and zeal with which the children participated and performed was commendable.



Einstein in Me

Young children are naturally curious and passionate about learning. Science education fuels that curiosity and provides children with valuable ideas and skills. Understanding science helps kids appreciate and relate to the world around them. "Einstein in Me" was an interactive and fun event where both teachers and students got an opportunity to demonstrate and conduct science experiments for the students. Students were excited to see so many new experiments like colour burst, volcano eruption, magnetism, concept of sink and float, balloon inflate, fire needs oxygen to burn, friction, lava lamp, etc.

Delightful learning

Toys are tools that help children learn about themselves and the world around them. Play is critical to the healthy growth and development of children. As children play, they learn to solve problems, get along with others and develop fine and gross motor skills needed to grow and learn. They learn to be more independent, learn to share with their peers and gain experiences working in groups. At GIIS we believe in the motto "Learning is Delightful". Through play, children develop their social and cognitive skills. Free play encourages creativity, develops fine and gross motor skills, improves spatial intelligence and keeps the little ones carefree and lively.





Innovation & leadership development

Promoting skill development and confidence building among school students, a group of 19 students from GIIS Indore participated in Kidovators 2016, a platform that enables school students to showcase their leadership skills, intuitiveness and preparedness for life ahead. This challenge was carried out in two rounds. one was a national level written aptitude test while the grand finale challenge consisted of solving national and global problems and crisis through their own perspective and understanding.

SURAT Black & White Day

Black and White Day was celebrated as the theme for the month of January. The little ones were introduced to colours and and learnt to identify various colours and objects. To help them identify colours and objects in black and white, teachers decorated the soft boards with black and white images. Students and teachers also came to school in black and white clothes. This activity included student participation in craft work and colouring activity in the classrooms.

Spirit of Uttarayan

The festival of Uttarayan is a uniquely Gujarati phenomenon, when the skies over most cities of the state are filled with kites from before dawn until well after dark. All students and teachers tried their hands at kite-flying. Festivals and occasions give everyone a chance to get social, connect to their roots, and live a day out of our routines. A variety of activities were organised during the festive celebration for students too, including kite colouring.

Science Day

Science Day was celebrated with different scientific experiments conducted for our students. They were amazed to see our teachers demonstrate fun activities, such as the effects of heat on water: when balloons are filled with water they do not burst even when they are brought closer to burning candles!





Honey Extraction Centre & Snake Park

Field trips are meant for students to learn from practical experiences on subjects that are being taught in the school. They visited the honey extracting center and snake park as part of their field trip. The students learnt everything from collection of nectar from flowers by honeybees to the formation of honeycombs to store honey, and finally the extraction and storage of honey from honeycomb frames to drums. The students even saw the magnificent Queen Bee that they had read about in books. At the snake park, they encountered live snakes both poisonous and nonpoisonous like Russel Viper, Cobra and Boa constrictor.



The Global Knowledge Exchange Programme at GIIS is organised with an aim to generate global outlook and citizenship among its students. The students and teachers from GIIS Noida (India), Kuala Lumpur (Malaysia) and Chinchwad (India) came together for a knowledge exchange session on the topic "Green Business Ideas", where the students had to present an economical business plan along with a 3D model to support their ideas. The session began with GIIS Kuala Lumpur presenting their idea "Farm to Fork to Farm" which focussed on developing an eco-friendly system that recycled waste or leftover food into compost and animal feed. GIIS Noida, on the other hand, served delicacies in plastic bowls, to be eaten with plastic spoons. Their idea was "Edible Cutlery" and the students presented the concept brilliantly in the form of a minimum viable product. GIIS Chinchwad, Pune, presented "Grid Connected Solar Rooftop Modules". The idea focussed on generating solar energy using a grid solar system. This was a unique sustainable idea that intended to combine sustainable living with viable business sense. The students got an opportunity to understand various business models, and put forth questions that broadened their learning horizons.



BANGALORE RWCC competitions in Singapore

GIIS Real World Convention Challenges (RWCC) is an annual competition organised by GIIS East Coast Campus in Singapore, providing students international exposure, giving an opportunity to network, and fostering innovation and international entrepreneurial skills. The team from GIIS Bangalore flew to Singapore to participate in this event that involved individual performances as in the case of Transformation Turncoat, plus team performances like InnoBeats and Quality Circle Presentation. The students were rewarded with trophies they won in different categories, but the weeks of dedicated practice along with picture-perfect props, rhythmic music notes, speech and elaborate powerpoint presentation had more impact on their learning process.

AHMEDABAD

Thinkers who tinker – STEM-tastic exhibition

Have you entered a room abuzz with tiny balloon car roving, a JCB hydraulic arm stationed on a classroom desk and a liquid experiment that shows the presence of carbs in your food? The Multi-Purpose Hall (MPH) of GIIS Ahmedabad was bustling with students putting Science Technology Engineering Maths (STEM) into action and exhibiting vivid models. STEM activities are held regularly in the classrooms to harness students' energy and curiosity to comprehend

myriad scientific, engineering and mathematical problems through activities. Where book explains the theory, STEM supplements with the practical knowledge, explaining the mechanism of a steam boat sailing in a tub of water, science behind liquids changing colour, galvanisation, lungs breathing etc. Experiments create an everlasting impression in students' minds, thereby allowing ease of understanding scientific concepts.

GEM

ENTREPRENEURSHIP AND LEADERSHIP



Over 75 students participated in three Entrepreneurship Bootcamps that were organised in partnership with professors from INSEAD.



Student Leadership Summit

The school auditorium reverberated with patriotic fervour as the school celebrated India's 68th Republic Day. A special assembly was conducted to commemorate this special day. The students of Class 8 brought the stage alive with their passion and love for the motherland through a variety programme. A speech in Hindi focussed on the importance of Republic day. This day also saw the launch of the first Leadership Summit and presentations on varied topics like tolerance, global warming, new methods in teaching Arabic, from traditional to modern methods, and the best practices in school.



TOKY(

Space research achievements

Students and teachers of GIIS Tokyo Campus celebrated the world record set by The Indian Space Research Organization (ISRO) through the successful launch of 104 satellites.

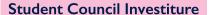
A special assembly was held to showcase the record satellite launch by the organisation. Students were shown speeches and videos in the special morning assembly.

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EAST COAST

Inauguration of co-op club

GIIS East Coast Co-op Club was formed in collaboration with Singapore National Co-operative Federation (SNCF). The objective of the club is to nurture young minds into entrepreneurs of tomorrow with a social cause. Club activities are offered to senior students in the school, allowing them to pursue their interests outside of academics while they engage in meaningful activities and build positive relationships.



New student leaders of GIIS East Coast were sworn in at the Investiture Ceremony and were honoured with their titles. The students were felicitated for their achievements in the previous year and those who put up 100% attendance for the session 2015-16 were recognised. The Investiture Ceremony 2016 officially commenced, with the distribution of badges, sashes and certificates. Proud parents were invited on stage and, with great honour, pinned the badges on their wards. The Senior Head Girl and Head Boy delivered their speeches, providing a glimpse of how they wish to fulfill their responsibilities for the coming term.



Real World Challenges Convention

500 participants from the eight campuses of Global Indian International School participated in RWCC. It aimed to bring together schools from Singapore and other Asian countries to celebrate the theme of Innovation, Creativity & Entrepreneurship and sustain the same in teaching and learning.



QUEENSTOWN Ride for women empowerment

The Biker Queens were a part of our Leadership Lecture Series. These four women have created history by riding across ten Southeast Asian countries on their KTM Duke 390 bikes and travelled more than 10.000 kilometres in a mere 40 days. The students of GIIS Kuala Lumpur Campus and the Singapore East Coast Campus also had the pleasure to welcome the Biker Queens. They spoke to students about the cause of their journey, the problems they faced along the way and showed the students that women are capable of taking on even the impossible.

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In a gentle way, you can shake the world.

- Mahatma Gandhi

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South Asian Diaspora Convention

For the third consecutive year, students from GIIS Queenstown and East Coast campuses were given the incredible opportunity of attending the South Asian Diaspora Convention (SADC), which was held at Raffles City Convention and Exhibition Centre. This year, the convention was graced by the Prime Minister of Sri Lanka, Mr. Ranil Wickremesinghe, who was also the Guest of Honour for the event. Over two days of intense discussions, debates and networking, students were exposed to the depth of regional politics. Between panel discussions and keynote speeches, students networked with national politicians and also interacted with Polytechnic students studying International Business and Relations.

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BALESTIER Investiture ceremony

The new Student Council was sworn in at this solemn ceremony with a sense of duty and achievement surging in their hearts. The office bearers received their badges from their parents. It was indeed a defining moment for the new leaders and their parents.



Beautiful jewellery using paper quilling

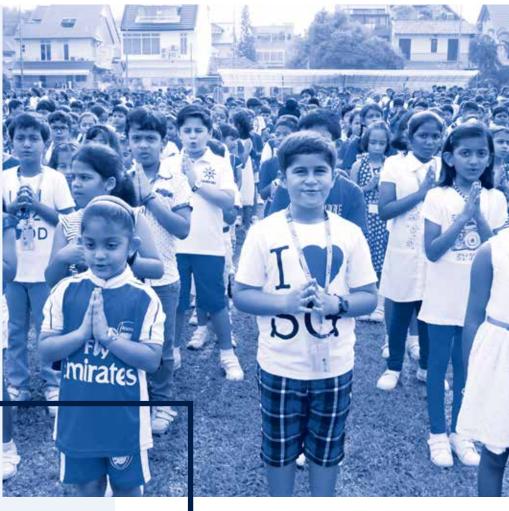
India as a country requires cuttingedge thinkers and innovators and thus entrepreneurship learning has formed the very basis of business and economic education at GIIS Indore. Having students work in groups to come up with great business ideas is what we teach our students from the beginning. The idea is to think creatively for the betterment of the society. Providing a perfect platform to gain entrepreneurial and managerial skills at school level, our students took up an entrepreneurship challenge during which they prepared beautiful jewellery pieces using paper quilling technique. Students put up stalls displaying their works to parents present at the event.



NOIDA

Budding entrepreneurs at the winter carnival

Bringing festivities to the campus, GIIS Noida students, teachers and staff members soaked in the joyous celebrations of Christmas and New Year. Promoting entrepreneurial skills among students, GIIS hosted its 4th annual Winter Carnival within the school premises with great fun and gaiety. The carnival was all about our budding entrepreneurs who had set-up small businesses in the form of stalls ranging from fun-filled game stalls and delicious eateries. Students from the Art and Craft Club had put up handmade paintings, cards, handkerchiefs, etc. which were sold out in no time! Eco Club on the other hand had put up a stall of handmade soaps and jewellery (made through paper quilling) and using natural ingredients like glycerine, rose water to manufacture skin-friendly soaps. Funds collected through the carnival went to an NGO that supports the welfare of underprivileged children, staying true to our belief where sharing is caring.



GEM

UNIVERSAL VALUES AND ETHICS





India's 68th Republic Day

GIIS took part in India's Republic Day celebrations held at the Indian Embassy. After the flag hoisting ceremony, the event were inaugurated by the Honourable Ambassador of India to Japan. Students sang patriotic songs and delivered speeches about various prominent figures from India's freedom struggle. Following this event, a special assembly was also held to mark this significant occasion.

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🦰 FAST CNAST The Tray Return initiative

Our students were assigned to an outreach programme on the "Tray Return" project assigned by National Environment Agency (NEA) to different schools including GIIS. This initiative, piloted in Nov 2012, includes spreading awareness amongst people to return their trays after finishing their meals in an effort to keep hawker centres and food outlets clean. It is an act of social graciousness towards cleaners. Tokens of appreciation like magnets and pens were given to people who returned their trays to the tray stations. The project was a great learning experience for our students as it helped them understand that simple acts of kindness go a long way.

Independence Day

The 69th Independence Day of India was celebrated with a lot of enthusiasm at GIIS East Coast Campus. A special field assembly was held to mark this auspicious occasion where students and teachers came dressed in the tri colours of the Indian national flag. The programme began with the ceremonial flag hoisting and singing the national anthem. Our students were dressed as Indian national leaders and some of them even spoke a few lines about them. Students delivered a speech on the development of India postindependence. The school choir sang a patriotic song to infuse us with the patriotic fervour.

National Day

The 51st National Day of Singapore was celebrated with a lot of enthusiasm at GIIS East Coast Campus and students and teachers came dressed in red and white. A special field assembly was conducted where students delivered a speech on the transformation of Singapore from a fishing village to a modern metropolis. The highlight of the programme was a song sung by the school choir, which was written by our students. The song was a tribute to the founding father of Singapore, the late Mr. Lee Kuan Yew.





Friends of Singa is an initiative and the brainchild of Singapore Kindness Movement. It is an annual national level competition that aims to inculcate kindness and good values in its young citizens, the future of Singapore. The participants from our school hosted theme-based assemblies, introduced a "Smile-

o-meter", an interactive scale that allows teachers to rate classes based on class atmosphere, felicitated bus drivers, cleaners, school support staff as well as students who performed various acts of kindness and hosted a kindness carnival. The FOS (Friend of Singa) members of the school dressed up as Peace Mascots during

Sports Day. They also held celebrations for the International Friendship Day and started a daily Heartfulness Meditation session conducted in the school daily. These activities have helped the students flower as individuals and equipped them with the skills for a global tomorrow.



Green Tour Visit was organised for 50 students and four teachers from Sacred Heart, Ludhiana, India. The aim of the visit was to share and learn green practices that are followed by both schools, and for students to understand how they can take up the responsibility of making their school and city greener. Various hands-on activities like compost-making, art from waste and ways to conserve water were demonstrated. They were thrilled to watch the skit on the environment put up by our students followed by a workshop on Tetra Pak Recycling where they were amazed at the various products that were made by proper recycling of Tetra Pak. It was an enriching experience for both schools.

International Fiesta

Internationalism in our school curriculum aims to encourage students to accept, embrace, and celebrate cultural diversity and foster sensitivity towards other members of the international community. International Fiesta allowed students to portray the spirit of internationalism through sports and food.





Friend of SINGA

Singapore Kindness Movement is a government-funded body, which aims to promote helpful and courteous behaviour amongst its people. GIIS is proud to be an active supporter of this noble movement for six years, as teaching values of kindness and graciousness is also a part of our school's holistic development programme - for Singapore. As a part of the Friend of Singa 2016, the school's project has been awarded as "The most heart-warming community service project". We are sure these little steps towards building values in our students will set a long way in becoming socially responsible global citizens of the future.

Green living exhibition

As part of our Green Practices, our students are given hands-on experiences to be advocates of green living. They were also a part of the "Green Living Exhibition" in collaboration with WWF through eco-school project at Marina Bay Sands, Singapore. Students learnt very enthusiastically about sustainable lifestyle and paper recycling techniques. They also showcased the Green Practices at school and compost-making video was presented.

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See the good in people and help them.

– Mahatma Gandhi

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The pre-primary teachers at GIIS did a role play that depicted different community helpers and their roles in our daily lives. The teachers portrayed professions such lawyer, beautician, dentist, plumber, firefighter, policeman, teacher, electrician, carpenter, nurse, doctor, pilot, air-hostess, gardener and so many more with a perfect storyline and a quick description of what they do. It was thoughtful and a simple series of incidents bring into limelight the role of various community helpers who make our lives easier and comfortable. Our young students also came dressed as like community helpers and boosted the wonderful role play on stage.



AHMEDABAD

Need for universal brotherhood

GIIS Ahmedabad students observed Peace Day, an activity under the Mahatma Gandhi Centre for Universal Values, and remembered the victims of Hiroshima and Nagasaki. To spread the message of peace and equality, students also spent a day at Little Angels School. The school for underprivileged students has around 200 students who are not from affluent houses. Our students brought happiness to the children of Little Angels through paper cranes and taught

them origami. These children were also taught to paint and dance by our students. The warmth, love, and attention GIIS students gave these children indicate how even the smallest of goodwill gesture can bring a smile on someone's face! Extending the Peace Day to our campus, all GIIS students came together to pay homage to the victims of Hiroshima by singing the song "Aman ke liye..."; they also presented a skit on Sadako, a II-year-old Japanese girl, who died of

cancer caused by the "atomic attack".

They presented paper cranes to the school's housekeeping staff, similar to the paper cranes Sadako used to make as per the old Japanese belief.



COMMUNITY AND CARE





Trip to Al Wathba Park

A fun-filled trip was organised for the students of Class I and 2 to Al Wathba Park. They played on the swings, slides and also played outdoor games including Duck Duck Goose and football.



Bicycle & traffic drills workshop

GIIS Tokyo Campus in collaboration with the Tokyo Department of Traffic conducted a workshop on the awareness and importance of bicycle traffic rules. This workshop provided real life travel experiences to our students and addressed local road safety needs and concerns. The workshop presented the latest data about road accidents in the country, encouraging students to realise the importance of one's precious life.

KUALA LUMPUR Celebrating festivities

Festivities always awaken a sense of thrill in all of us. The students performed an aerobics routine, alongside performances by different dance styles to foot-tapping music, they also enthralled us with costumes made from recycled material. Various attractions including bouncy castle, sand art and tattooing kept children entertained. The money collected through games was donated to charity.

Deepavali celebration

"Diwali" or "Deepavali" is known as the festival of lights. Students as well as teachers came dressed in traditional attire and the whole campus wore a festive look. A special assembly was organised to celebrate the spirit of Diwali. Students sang songs, danced and enacted a play depicting the spirit of Diwali.

Community outreach Children's Day fundraiser

GIIS students had a session with SPCA (Society for the Prevention of Cruelty to Animals). This gave the students an insight into the various ways they can support the cause against cruelty to animals. The students had raised over RM2000 towards this cause. The students were also educated about the Animal Welfare Act-2015 and had indeed an interesting session.





Meals on wheels

Meals on wheels is a programme run by The Interact Club and Give KL Club on our KL Campus. Their aim was to provide comfort and compassion to those who live with a terrible sense of abandonment and helplessness. Our students and teachers helped prepare meals, cooking and even distributed them out to the needy. As an add-on, haircut and clothes were also provided for by the team.

EAST COAST Green efforts

In a special assembly, students and teachers took a green pledge to conserve water, paper and electricity. Energy Monitor badges were distributed during a talk by the volunteers from WWF. Subsequently, there was a prize distribution ceremony that accredited students who participated in various competitions based on the themes of nature and Mother Earth. A walk for this cause was conducted by the WWF, involving flyer distribution and poster displays.

Food Bank initiative

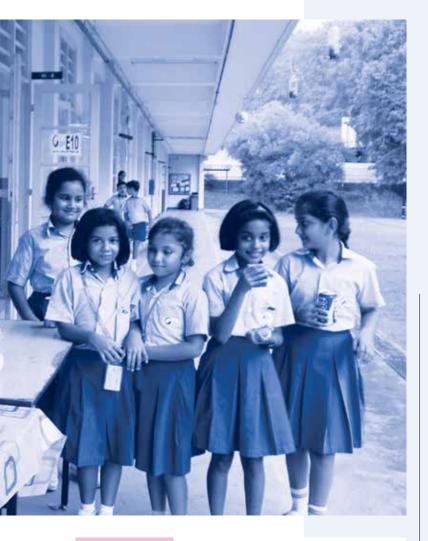
GIIS East Coast partnered with a third-party organisation Food Bank Singapore for a new initiative called "Food Bank". This is a charity that aims to fight hunger and reduce food wastage in Singapore by donating the excess food which would otherwise be wasted and make it available to those in need through a network of member beneficiaries. As a part of this project, the school placed Food Bank boxes at the main foyer throughout the month for students to donate items that are unopened and have a shelf life of at least 4 weeks on a rotational basis.





Clean, green & sustainability

GIIS East Coast was invited by The Public Hygiene Council of Singapore to participate in the "Clean and Green Carnival" as partners for a Clean and Green Singapore. Prime Minister Mr. Lee Hsien Loong launched this carnival at Khatib. The carnival aimed to create environmental consciousness as second nature to Singaporeans, and provided an opportunity to understand the importance of our role and our contributions to protect our environment.



Food Fiesta

Students organised a fundraising initiative called "Food Fiesta". This initiative managed to raise an astonishing S\$2,117 with the help of students, parents and teachers. The proceeds of the sale went to a charity that helps the less fortunate and elderly citizens. This inculcates strong values in our young children, such as being kind to the less fortunate, building a sense of belonging and giving back to their community.

World Water Week celebrations

The week long activities started with WWF representatives making a presentation on the Coral Triangle and the dangers to marine ecology. In order to create awareness amongst students on the importance of water, various activities were conducted throughout the week including a dress up day, art and craft, making comic strips, doing worksheets and making cartoon videos on saving water. The week culminated with a collective prayer on water saving.



This annual event is celebrated to demonstrate support for the environment. Classroom discussions about various practical aspects of conservation were held. Art and craft activities were conducted using recycled materials to create awareness about protecting our precious Mother Earth.

No to littering

A puppet show titled "Litterbug Leo" was put up by the kindergarten teachers with the intention to educate the students about the effects of littering the environment. The students enjoyed the show immensely and were able to understand the importance of a litter-free environment as it was presented in an interesting and appealing manner.







BALESTIER Clean & Green Singapore

The Clean and Green Singapore Carnival hosted by National Environment Agency aims to inspire every individual to care and protect for the environment by adopting clean, green and sustainable living. The students of GIIS presented the play "Trees for Life" to show the importance of trees and the use of paper certified by Forest Stewardship Council (FSC), an NGO which promotes responsible forest management worldwide through their certification. The message conveyed through the skit to the audience was to take ownership of making the right choices, and make a positive difference in helping to ensure the forests of the world stay healthy.

Toy buffet

A simple act of kindness can make a tremendous impact on a person's life. An annual event was organised by "Food from the Heart". This toy drive encouraged all parents to donate toys which their child may have outgrown to other needy children. As the saying goes: one man's trash is another man's treasure.

Indian Heritage Centre

Students went to the Indian Heritage Centre and learnt the role played by the Indian immigrants in shaping the destiny of Singapore. They enjoyed this wholesome experience as they learnt about the history and culture of Indian community in Singapore.



AHMEDABAD

Save the girls

The students in a heart-wrenching skit showed our society's biased attitude against young girls. Today our society has become more aware of the plummeting numbers in the birth of girls. There are villages in the remotest of places in our country where the birth of a girl is still considered a taboo, where hundreds of female foetuses are killed in the womb so that they never see the light of the day. This sorry state of our society shows how contradictory our way of living is. Our students aim to unite and empower girls, and educate our fellow citizens that girls can stand on par with boys today.



INDORE

Spreading warmth & smiles

"Donate Warmth" was an initiative taken up by the school authorities to help the homeless and vulnerable across various slums of Indore. To make their Christmas special, parents, students, staff members and teachers were extremely generous, donating new clothes, toys, packed eateries and many more. The school students along with teachers visited a slum area to distribute the Joy Boxes to its residents. Our students were an integral part of this initiative, voluntarily helping teachers collate and pack the boxes. The work behind becoming Santa for the less privileged made our students understand the duties towards the weaker sections of our society, and how small things like sharing books, clothes, food can help them in life.

Visit to Lal Bagh Palace

Lal Bagh is one of the most spectacular buildings in the history of Indore. To sensitise the students about the importance of cleanliness, faculty of the school took students to the palace of Holkars, also known as Lal Bagh. Students carried broomsticks, dusters and other cleaning materials for restoration of the place, along with beautiful hoardings made following the guidelines of Swacch Bharat Abhiyan. The students cleaned the palace premises including the main gate and palace passages and the students took an oath to maintain other historical places as well as their surroundings. The mission of Clean India proved successful and our students contributed towards it.

GEM

SKILL DEVELOPMENT





International Peace Day assembly

Heartfulness Institute conducted International Peace Day as a part of Gandhi Jayanti celebrations held at GIIS East Coast Campus. The simple and effective experiential heart-based meditation that was introduced to our students by members of the institute was meant to "calm the mind and purify the heart", thereby bringing inner wellness and a balanced lifestyle.

Kindergarten science day out

Kindergarten students and parents teamed up together and demonstrated simple science experiments in the school auditorium. An array of visually appealing experiments was conducted and our students got the opportunity to learn and participate.



Think Quest21 competition

The core concept of Think Quest2I is directly aligned with MOE's 2Ist Century Competencies model of critical thinking skills. This new competition is aimed at inculcating a greater appreciation of critical thinking, holistic learning and soft skills development in primary students. One of our teams was placed first amongst the 26 participating teams.



RWCC & Hi Quiz competition

RWCC 2016 is an interschool series of competition between the various GIIS campuses. Our students participated in the category "Lil Mavericks" and the topic was Recycle Product Promotion. Each team of five kids had to create a product using only recycled material and demonstrated their skills in promoting the product to an audience for purchase.

Rise & Shine competition

The students of GIIS Balestier participated in the Sony Creative Toy Awards 2016 launched by Sony and the Science Centre, Singapore. The theme of the competition was Rise & Shine. This experiential learning has helped students to develop a strong understanding of the scientific principles used while creating their dream toys.





Activistar Town Planning competition

The Activistar Competition, a town planning competition that focuses on a different Southeast Asian city every year, was an opportunity for students to display their talent and learn about the nuances of town planning and architecture. This year the theme was renovation of Jakarta. Six teams from our school participated in the competition. Students were guided through the processes of what makes a township habitable and the challenges faced when planning a town. It was a notable accomplishment for the school when all six teams progressed to the international level finals.

BALESTIER Interactive session on peer pressure

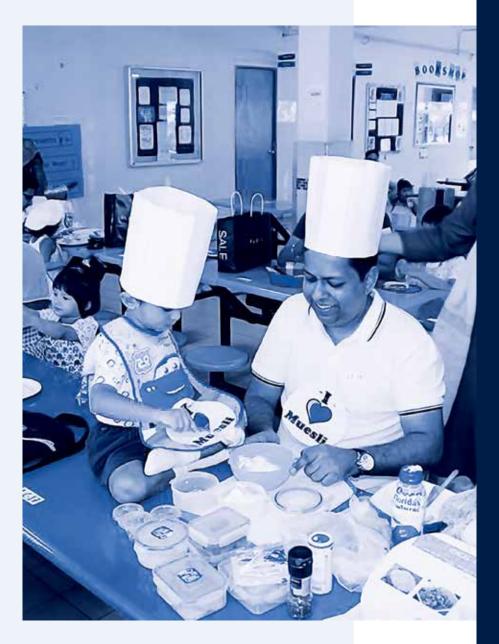
An interactive session on peer pressure was held for the parents. The session covered topics such as peer pressure and bullying, and its effects on the psycho-emotional development of children. In the interactive session, parents shared their experiences making it a unique learning-sharing session for all.

Leader in me camp

Two days and two nights away from TV, gadgets, family and home, sounds like quite an ordeal. But for students who participated in the "Leader in Me" camp, it was just the opposite. In fact, it was a pleasant and exciting experience. Students went back home enriched and enlightened. Friends, activities, fun-filled shows and tours enabled the students to get into a new level of experiential learning.

Little Chef

Cooking with kids is a great way to connect and spend quality time together as a family and at the same time teaches the little ones healthy eating habits. GIIS organised an exciting and interactive session called "Little Chef" where students got an opportunity to showcase their culinary and oratory skills in school. Our little chefs, along with their fathers, prepared innovative, healthy and delicious dishes, demonstrated their culinary skills and spoke about the delicious breakfast they had prepared for their mothers. Our students had a wonderful bonding time with their respective parents.



Weave-A-Tale

GIIS Inter-School Weave-A-Tale Storytelling Contest is an attempt to instil the art of storytelling amongst the students, and revive the tradition of storytelling and listening. The objective of the competition is to encourage students to use their linguistic and musical skills, imagination

and creativity to bring out the storyteller in them. The students presented their stories in various narrative styles that included singing and recitation of shlokas to enhance the story. It was a visual delight looking at the students in their costumes using eye-catching props.



SURAT Scholastic book fair

Reading is habit which needs to be cultivated in children at a tender age. To encourage reading, the school organised the "Scholastic Book Fair". A huge variety of books were showcased and the response from both students and parents was heartening, indicating the growing level of interest in reading. Reading improves a child's imagination, visualising skills, speech, vocabulary, language and character.

Enthralling storytelling competition

Stories are a medium of communication of thoughts, knowledge and personality with rich heritage that we pass on to future generations. Students participated in the English Story-telling Competition. The little storytellers weaved intriguing stories of the topics they had selected and held the audience captivated. The students told their stories with detailed expressions, pauses, diction and a little enactment.

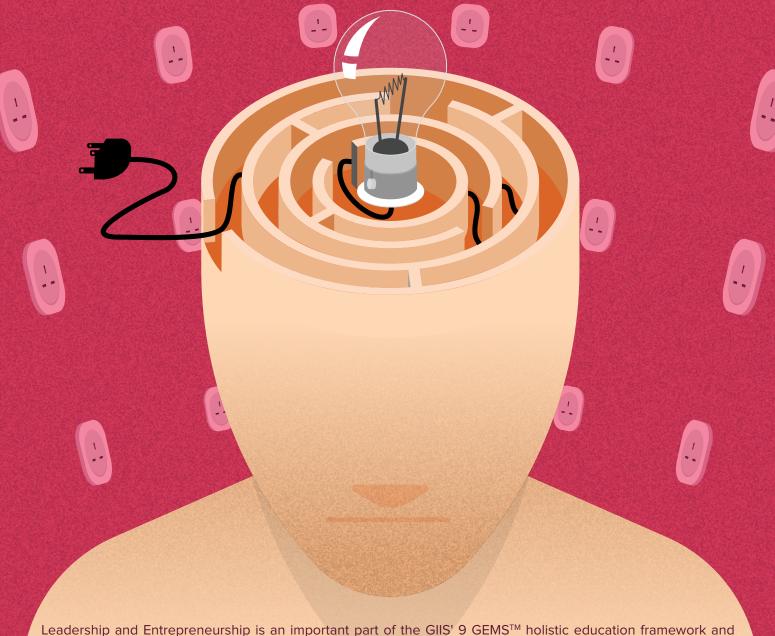
Agricultural farming experience

GIIS follows a project-based approach to learning. Most topics from the textbooks are taken up and carried out in practice, to ensure clarity in concepts. Students of GIIS Noida were taken to a farm to experience the process of crop production. They were taught about various aspects that allow farmers to produce good crops throughout the year. Students got a chance to interact with farmers who educated them on the process of sowing, and how to use different machines to obtain optimum results.



FLICKERING IDEAS CHARGED BY GUIDANCE

Learn to Lead with GIIS' 9 Gems™ Model



Leadership and Entrepreneurship is an important part of the GIIS' 9 GEMS[™] holistic education framework and entrepreneurship is one of the most important skill-set required to prepare students to be future-ready leaders. To inspire innovation and ignite the entrepreneurial spark in our students, we have been working with Professors from the INSEAD Business School to create a unique entrepreneurship programme. Our students will participate in an 'Entrepreneurship Bootcamp' conducted by these professors that will take them through a journey from ideation to a well-developed pitch.







🔀 admissions.sg@globalindianschool.org





INTRODUCING THE NEW GLOBAL CENTRE FOR INNOVATION AND ENTREPRENEURSHIP AT GIIS



At GIIS, we believe that innovation is the key to the future. And because we are dedicated to training the next generation of global thinkers, it follows that cultivating the spirit of innovation among our students is a mission-critical endeavour. Introducing the Global Centre for Innovation and Entrepreneurship (GCIE).

This groundbreaking programme empowers GIIS students with the knowledge, skills and confidence they need to fulfill their roles as tomorrow's leaders.

The innovation imperative

Microsoft CEO Satya Nadella once said of his career trajectory, "The day I took on my new role, I said, that our industry does not respect tradition - it only respects innovation." And while the industry to which he was referring to was technology, the reality is that all industries, from manufacturing and media to food and financial services, must innovate in order to succeed. As **Driven Brands Group President** Jose R. Costa concluded in a Huffington Post piece on the profound value of innovation, "The underlying message here is that we have to innovate every day, regardless of our respective industries, and make it part of our strategy. If we don't, we become obsolete and irrelevant. It's a challenge that both businesses seriously to stay competitive in a global marketplace."

The education industry is not immune from the need to embrace innovation, and has indeed benefitted from significant techrelated innovation in recent years. Fittingly, the drive to innovate is also what guided the creation of the Global Centre for Innovation and Entrepreneurship, and what will continue to spur progress as we move ahead.

Through this early and ongoing exposure, our students adopt the essential entrepreneurial and innovatory mindset required of truly future-ready individuals.

Innovation, entrepreneurship, and youth

There's a longtime debate about whether entrepreneurship is innate or learnt. While it's true that some people may have been genetically blessed with more entrepreneurship-friendly traits and characteristics, it's equally true that these same traits can be nurtured through a strategic blend of education, experience, and mentorship. While these skills are not necessarily easy to learn, they are — as with most things in life — picked up more quickly if introduced during the formative years.



Entrepreneurship has always been a fundamental part of our signature 9 GEMS[™] framework, which focuses on holistic learning in order to facilitate well-roundedness in students. With the establishment of the Global Centre for Innovation and Entrepreneurship, however, we are taking our commitment to this mandate to the next level. We started with the goal of creating unique and non-traditional learning formats which will imbue in our students these necessary skill sets. The ultimate objective of the GCIE is to begin the process of inspiring innovation and igniting entrepreneurship skills among students at an early age and to continue to reinforce them over the course of the entire academic experience at GIIS. Through this early and ongoing exposure, our students adopt the essential entrepreneurial and innovatory mindset required of truly future-ready individuals.

Creating a winning programme

It's one thing to talk about the need to infuse entrepreneurship, but something else entirely to develop a truly effective programme. In the spirit of Charles Darwin who said, "It is the long history of humankind (and animal kind, too). Those who learnt to collaborate and improvise most effectively have prevailed," GIIS turned to leaders in the fields of innovation and entrepreneurship for insights into their best-in-class entrepreneurial methodologies.

Throughout the planning and implementation process, the GCIE team worked with professors from leading business schools, including INSEAD (#1 on the Financial Times' Global MBA Ranking 2017) Western (Ivey) (#1 on Bloomberg Businessweek's 2015 ranking of full-time international MBA programmes); and Tsinghua University (#I on QS University's 2016 ranking of the top universities in China). This exchange was integral to the genesis of a worldclass curriculum, wherein we formally adopted the framework and best practices of INSEAD's entrepreneurship bootcamp -

a flagship programme focused on building real businesses that has been active for over a decade to create a customised and focused solution for our own students.

In a Forbes piece on why practicing entrepreneurship matters, Candida Brush, Franklin W. Olin Chair in Entrepreneurship and Vice Provost of Global Entrepreneurial Leadership at Babson College, stressed that a non-conventional, non-linear approach promotes an optimal culture of innovation and entrepreneurship. Her argument? "Applying a creative approach to entrepreneurship is a means to generate more novel ideas and approaches to solving problems. Creativity is by nature socially interactive, and is rooted in what you know, your own personal experiences and understandings. So how do we teach this? In the first place we need to get away from lectures, standard discussions and other traditional pedagogies. Instead, we need to help students overcome fears that they are not creative, and to try new things."





Immersion in entrepreneurship early in life has a variety of benefits, including everything from increased self-confidence and self-sufficiency to better problem solving skills and greater resiliency.

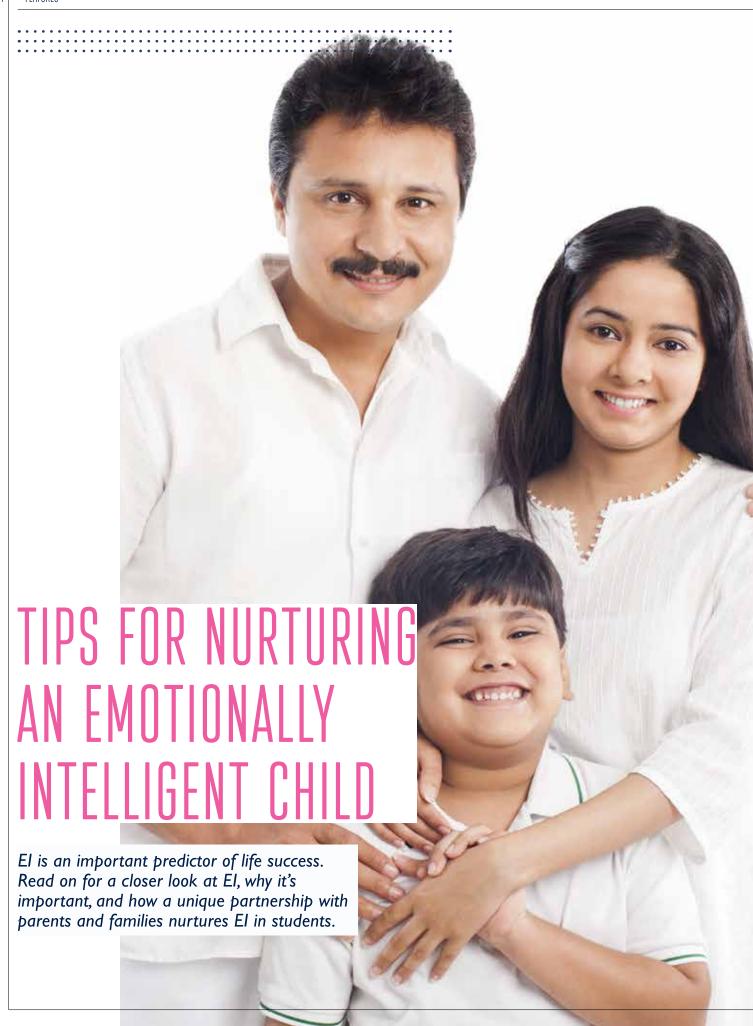
> This is exactly what GIIS set out to do with our cutting-edge Entrepreneurship Boot Camp programme. This structured course takes students on an experiential journey using proven, systematic tactics for the creation of start-up companies, formulated from raw ideas. Beginning with the creative spark of an idea, the process continues through its development before culminating with a pitch to real investors, with the capacity to invest their capital and ultimately transform students' ideas into realities. Throughout this experience, students have the opportunity to learn from teachers who are pioneers in the field of entrepreneurship education.

> The entrepreneurial spirit – and the innovative mindset underpinning it – is increasingly vital for career

success in today's dynamic economy. However, it's also invaluable on an individual level. Immersion in entrepreneurship early in life has a variety of benefits, including everything from increased self-confidence and self-sufficiency to better problem solving skills and greater resiliency.

But can teaching innovation and entrepreneurship do even more? English physician and writer John Mason Good wrote, "Happiness consists in activity. It is running steam, not a stagnant pool." In other words, in giving students real activities and opportunities to grow as innovators, entrepreneurs, and creators, GIIS and the Global Centre for Innovation and Entrepreneurship can even help them lead more fulfilling and happier lives.





Historically, we've used the word "intelligence" when referring to book smarts. However, over the past several decades, we have become aware of an entirely different and yet equally important measure of an individual's ability to navigate the surrounding world: Emotional Intelligence (EI).

Unfortunately, given the intense societal pressure many kids face to succeed academically, the importance of El often goes unaddressed. Here's a closer look at El and why it's important, along with five tips for nurturing it.

Understanding Emotional Intelligence

Psychology Today defines El as "the ability to identify and manage your own emotions and the emotions of others". Specifically, El comprises three non-cognitive skills: emotional awareness (both your own and those of others); the ability to harness emotions and apply them to tasks, such as problem solving and critical thinking; and the ability to manage and regulate your own emotions, as well as to help others manage and regulate their own feelings.

While El is a relatively new concept, it has taken off over the past two decades due in large part to the 1995 publication of Daniel Goleman's seminal book on the subject of El, which as accompanied by a thought-provoking Time magazine cover asked "What's Your EQ?" before declaring El to be the most accurate measure of human intelligence, predicting life success, and "redefining what it means to be smart".

And although experts now agree that calling EI the best predictor of success in life may have been on the hyperbolic side, they also agree that EI does have a tremendous bearing on quality of life. Says psychology professor and Personality Analyst John D. Mayer, Ph.D. "EI expands our notions of intelligence, it helps us predict important life outcomes, and it can be used to help people find the right work and relationships for themselves."

Why El matters in learning environments

Compelling evidence indicates that El is predictive of student success (and lack thereof). While students with strong El skills exhibit everything from higher exam scores to less risky behaviours, those with poor El skills suffer from a number of crippling effects, including inadequate time and stress management, poor decisionmaking, and difficulty establishing positive relationships.

SKILLS IN EI

[]1 Emotiona

Emotional awareness

02

Ability to harness emotions

03

Ability to manage and regulate emotions

Compelling evidence indicates that El is predictive of student success.

The good news? These skills can be taught and learned. And as with most things in life, the more students work at developing their emotional intelligence, the better they get at it.

This improvement may actually be physiological: research suggests that in practising and developing El skills, students build more neuronal pathways making it easier to continue these behaviours.

tips for supporting El in children

El isn't easy to come by. In fact, many adults lack these skills, so how can we expect children to acquire them? But as Theodore Roosevelt once said, "Nothing worth having comes easy," and El is indeed worth having when you consider in the fact that kids who are able to control their emotions and behaviours are not only more likely to succeed, but are also more motivated, self-confident and happy.

Luckily, there are some things parents, teachers, and schools can do to help students develop essential El skills, including the following five points.

TIP U.

Support self-awareness

How can we expect kids to manage their emotions if they can't recognise their own feelings? Teaching students to check in with themselves, recognise stress, and become more aware of their physical responses is a critical first step on the path toward healthy El.

How, specifically, can we support self-awareness? By giving kids the opportunity to express themselves, fostering a balanced perspective about life, encouraging kids to work as part of teams in order to better understand their own contributions and challenges, and providing plenty of opportunities for independence.

TIP 02

Promote mood management

Of course, recognising our emotions is only part of the equation. Learning how to deal with our emotions as they arise in order to react appropriately is an equally important component.

One particularly effective way to help students learn to manage their moods and reduce stress: teaching mindfulness. In fact, research has shown that mindfulness meditation increases gray matter density in brain regions responsible for emotional regulation and also that yoga helps improve how young people regulate their emotions through mindfulness.

TIP N3

Instil self-motivation

Students won't always have someone behind them pointing out the way and prodding them in the right direction. At some point, the onus transfers to them. Students with the ability to harness their emotions and overcome impediments like inertia, self-doubt, and impulsiveness will be more capable of focusing on their goals and staying on track.

There are several proven tactics for helping kids develop self-motivation skills, including encouraging optimism, rewarding persistence, teaching them to learn from failure, encouraging their interests, celebrating their achievements, and adapting to their unique learning styles.



TIP 04 Emphasise empathy

Empathy, an invaluable soft skill and integral part of El, refers to the ability to tune into the feelings and emotions of others. One of the best ways to learn empathy? Practice. According to Harvard University, "Children are born with the capacity for empathy, but it needs to be nurtured throughout their lives. Learning empathy is in certain respects like learning a language or a sport. It requires practice and guidance. Regularly considering other people's perspectives and circumstances helps make empathy a natural reflex and, through trial and error, helps children get better at tuning into others' feelings and perspectives."

There's also great value in helping kids learn to empathise with people outside of their own social circles. After all, it's easy to feel for someone we know and love. The greater challenge lies in understanding and caring for all types of people, regardless of how different they may be.

TP 05 Teach them to interact with others

In our increasingly collaborative world, the ability to get along with others is essential. And yet the reality is that people don't always get along. From different agendas to opposite ideologies, there are many different ways interpersonal relationships can go wrong. Teaching kids conflict resolution and negotiation skills not only helps them avoid unpleasant situations in life, but also reinforces another essential life skill: the art of compromise.

Raising successful, thriving kids is about much more than academic excellence. In order to truly nurture the whole child to help them reach their fullest potential – from IQ to EI and across all other members – parents, teachers and other stakeholders must be seamlessly aligned toward the common goal of a child's health, happiness, and holistic wellness.

WHY SPORTS MAKE THE STARTING LINEUP AT GIIS



Our programmes emphasises on the value of sportsmanship as well as the importance of holistic well-being. GIIS is committed to shaping and honing student athletes, providing them with a platform to display their growth and abilities.

A closer look at why sports matter, along with how GIIS beneficially incorporates sports into each student's learning experience.

Students learn many things in academic classrooms. But at GIIS we're just as proud of what they learn outside of our classrooms as what they learn in them. One particularly opportune setting for facilitating non-traditional learning? The playing fields. In fact, we believe that sports is so essential to the growth and development of our students that we've made them part of our proprietary 9 GEMSTM integrated learning framework for nurturing global citizens.

Of course, we're neither arbitrary nor alone in our conviction that sports teach invaluable lessons to students. Rather, it's shared by experts and backed up by a breadth and depth of evidence all pointing to the tremendous impact of sports on young people. Here's a closer look at why sports matter so much, along with how GIIS beneficially incorporates sports into each student's learning experience.

Exercise is even a proven stress reducer, mood booster and sleep enhancer!

Benefitting the body and brain

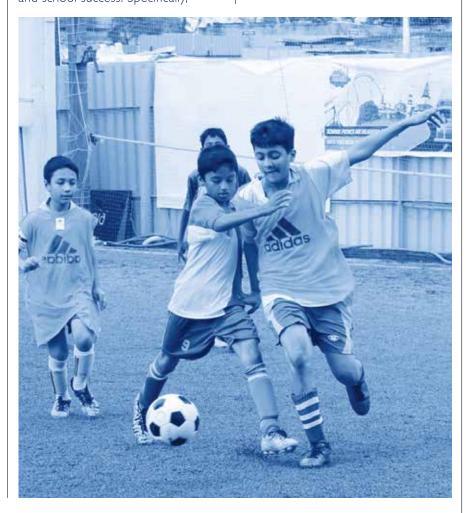
It's widely accepted that physical activity is essential to comprehensive health and wellness. From preventing disease and promoting flexibility to building stamina and increasing strength, the list of reasons why exercise should be integrated into kids' daily routines goes on and on. Exercise is even a proven stress reducer, mood booster and sleep enhancer! Meanwhile, even as kids grow increasingly sedentary, our knowledge of the dangers of leading an inactive life continues to grow.

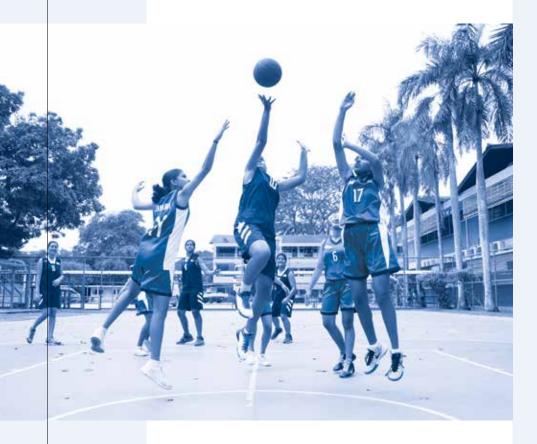
So what can be done to get kids up and moving? Sports, and for one simple reason above all else: they're fun! Doing fun things supports happiness, and happiness has been linked to learning – hence, the GIIS Happiness Index. We can think of no better way to get our students to move their bodies than through the joy of sports.

The best part? Getting them on board is easy with the right strategies in place. According to research published in the academic journal, Medicine and Science in Sports and Exercise, "Children have been found to be receptive to additional daily physical activity, especially when it offers high time-on-task, is fun, and reflects their interests." In other words, sports earn the unique and rare distinction of being an activity that kids want to do and is actually good for them.

But the benefits of sports aren't limited merely to the physical. Consider "Brain Boost: How Sport and Physical Activity Enhance Children's Learning," a report from Australia's Department of Sport and Recreation, which highlights the positive link between playing sports and school success. Specifically,

the report concludes, participating in sports "enhances cognitive functioning (information processing), memory, concentration, behaviour and academic achievement." The takeaway? Sports participation doesn't run counter to academic success; they align together.





Sports and sought-after soft skills

Mathematics, science, reading, social studies, and so on. These are the subjects that usually come to mind when most people think of the skills taught in school. However, GIIS' holistic approach to education embraces a much broader perspective on the kinds of skills the students of today need to assume for the leadership roles of tomorrow. Many of these are soft skills, which indicate a person's level of emotional intelligence as opposed to specialised knowledge in a particular academic area. As Kate Lorenz, author of Top 10 Soft Skills for Job Hunters, told FreshGigs, "Soft skills refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with. Companies value soft skills because research suggests and experience shows that they can be just as important an indicator of job performance as hard skills."

Why do they matter so much? According to Search CIO, "unlike hard skills, which describe a person's technical skill set and ability to perform specific tasks, soft skills are broadly applicable across job titles and industries. It's often said that hard skills will get you an interview but you need soft skills to get, and keep, the job."

Which brings us back to sports. When it comes to helping students develop and hone soft skills, team sports may well top the list of character-building endeavours. Leadership, teamwork, communication, confidence, dealing with authority, coping with setbacks and attacks, managing conflict, focus and concentration, sense of identity, rule-following, empathy and self-discipline are just a sampling of the soft skills students work on every day on the cricket fields and tennis courts.



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Competing in sports, meanwhile, comes with additional benefits, according to Hilary Levey Friedman, Harvard sociologist and author of the book Playing to Win: Raising Children in a Competitive Culture, who highlights the following five skills learnt through competitive sports: internalising the importance of winning; bouncing back from a loss to win in the future; learning how to perform within time limits; learning how to succeed in stressful situations; and being able to perform under the gaze of others.

These are all skills which, once acquired, are not only transferrable, but stay with kids their entire academic, professional and personal lives. Of course, they also come into play while students are still at GIIS, as well. From annual sports days on our various campuses, to sports clubs and intramurals, these activities help

build school spirit and cultivate a sense of camaraderie within the community.

GIIS offers opportunities for sports participation to students of all abilities across a large range of activities from basketball, tennis, soccer, athletics and yoga to taekwondo and badminton. However, we also recognise that some students need and want more when it comes to sports. Enter the GIIS Sports Excellence Programme.

With the goal of supporting true sports excellence, our Gold Squad Training programme is offered to the most promising and competitive players in five Merit Games, including soccer, cricket, badminton, basketball and tennis. Challenged to be the best versions of themselves during practice and while competing, these student-athletes receive free,

specialised coaching aimed at further supporting the development of soft skills while preparing them to participate in national and international-level competitions.

At GIIS we take our commitment to educating the "whole" student very seriously. And at a time when many schools are responding to the push for academic achievement by marginalising physical education and sports, GIIS is committed to taking a progressive approach which acknowledges, accepts and adapts to what science is also telling us about holistic development. Because of this, we remain as equally committed to sports as we are to academics. In fact, we view the two as symbiotic: when integrated together into the curriculum, they add up to a sum that is much stronger, healthier and happier than either part on its own.



GEM: UNIVERSAL WALUES AND ETHIC

Besides leadership skills, we give students insights into the teachings of Mahatma Gandhi and other world leaders, focusing on community welfare, kindness, respect and the need for peace.

THE ART OF GIVING: WHY COMMUNITY SERVICE MATTERS

We often hear the call to give back in society. But why is it so important to heed this call? As it turns out, community service does more than help recipients; it also benefits givers as well.

Even at very young ages, children can start making a difference in the lives of others and in doing so more fully embrace their roles as ongoing contributors to society. And while families obviously play a huge role in helping to create engaged citizens, at GIIS we believe that schools can offer a beautiful partnership in instilling in youths a fundamental understanding of the value of community service.

This is both satisfying and self-sustaining.



Giving back and getting back

Community service brings people together in a collective problem solving effort aimed at supporting the greater good. Its impact can be particularly rewarding: as the outcomes are uniquely tangible because they play out in students' own backyards. From volunteering at a local school to picking up trash on the side of the road, students can see and feel the fruits of their labour. This is both satisfying and self-sustaining.

It's also infectious, according to research from the University of California and Harvard University published in the Proceedings of the National Academy of Sciences revealing that "Cooperative behaviour is contagious and it spreads from person to person to person. When people benefit

from kindness they pay it forward by helping others who were not originally involved, and this creates a cascade of cooperation that influences dozens more in a social network."

But in participating in community service, young people stand to get back even more than they give. According to a report on volunteering from Child Trends Data Bank, "Volunteering in adolescence is associated with positive outcomes during the teen years as well as in adulthood. Teens who volunteer are more likely to have positive academic, psychological, and occupational well-being. Adolescents who are involved in community service or who volunteer in political activities are more likely as adults to have a strong work ethic, to volunteer, and to vote. Volunteering

is also associated with the development of greater respect for others, leadership skills, and an understanding of citizenship that can carry over into adulthood. According to at least one study, the benefits of volunteering in adolescence may even reduce their risk factors for cardiovascular disease."







Students are encouraged to undertake activities and projects as socially responsible citizens, to raise awareness for critical issues involving the environment, communities, and society at large.

GIIS and community service

Community service also nurtures in students the invaluable life skills of empathy, humility, and groundedness. According to researchers, this not only makes them kinder people, but better learners. Community service is so important at GIIS that it's one of our 9 GEMSTM. This innovative and dynamic framework of holistic learning is designed to meet the changing needs of growing children and their evolving personalities. The age-appropriate manner in which various concepts are introduced in this model optimises relevant and balanced learning. While academic excellence is at the heart of this internationally recognised, awardwinning model, there's an equal focus on other critical aspects of development, including universal values, ethics, discipline, creativity and personality development.

So where does giving back fit into the equation? It's at the forefront of 2 of our 9 GEMSTM: "Universal Values and Ethics" and "Community and Care".

Through these two interlinking initiatives, we set out to help students learn to view giving back as a way of life instead of as an obligation or duty. Assuming responsibility for their actions, stepping into leadership roles, and innovative thinking toward critical problem solving are all results which come from helping kids learn to care for themselves and others while evolving toward active citizenship.

"Universal Values and Ethics" aims at cultivating more than good leaders, but truly good human beings. Our multi-campus Mahatma Gandhi Centre for Universal Values is an integral part of our efforts in this area. This well-structured, integrative approach exposes

Teens who volunteer are more likely to have positive academic, psychological, and occupational well-being.

students to the teachings of Mahatma Gandhi who said, "The best way to find yourself is to lose yourself in the service of others." These teachings promote community welfare, the practice of kindness, mutual cultural respect, and the need for peace.

Meanwhile, "Community and Care" gives students the chance to apply the learnings of "Universal Values & Ethics" in their own communities through a number of different activities and initiatives across a breadth and depth of measures, including the environment, local culture, and working with the underprivileged. Students are urged to undertake various activities and projects, both within the school and the community at large, as part of their journeys to becoming socially responsible citizens.

We at GIIS are delighted to encourage our students to pursue the many different ways of giving back. Participating in reach-out programmes with local public schools, visiting senior citizens homes, celebrating racial harmony, and cleaning up the environment are just some types of community service our students can be found doing.

In teaching our students to reach out, we also help them integrate into their local school communities, thereby further helping to raise their awareness about community, environment, and the pivotal roles students can play in supporting both.

Anyone at any age can benefit from participating in community service, and yet not all students are exposed

to this vital pursuit. At GIIS, it's not only something we talk about every now and then; it's part of everything we do. Because this is an underlying theme throughout the GIIS experience, students don't just serve the greater good by becoming more compassionate, responsible and innovative, but they also position themselves to become ethical leaders the future needs.



EMBRACING THE ART OF COMMUNICATION IN PRIMARY AND SECONDARY EDUCATION



Just because communication is important doesn't mean it's an easy skill to learn, and it doesn't get any easier with age. At GIIS, we believe that the sooner kids start learning critical communication skills, the more successfully they'll be able to apply them throughout their lives. Because of this, cultivating the growth and development of communication skills is part of everything we do at GIIS.

Conduct a Google search for a breakdown of skills fundamental to success in the 21st century and you'll find one word at the top of nearly every list: Communication. In fact, one Michigan State University (MSU) survey which directly addressed the question, "What soft skills are employers looking for in new graduates?" determined that communication skills outranked all other soft skills across all stakeholder groups.

The many ways communication counts

A massive body of evidence points to the tremendous value of communication skills throughout life. According to "Why Communication is Important: A Rationale for the Centrality of the Study of Communication," an article published in the Journal of the Association for Communication Administration (JACA), "As individuals mature and become working adults, communication competence continues to be essential. The communication skills essential in the workplace include basic oral and writing skills, and the ability to communicate in work groups and teams with persons of diverse background, and when engaged in problem solving and conflict management."

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In academia, for example, researchers and the universities they represent need to be able to communicate their findings to a broad and international audience. Says the British Council, "Researchers need the communication skills to enable them to publish in international journals and present at conferences in English; apply for funding to national and international bodies: communicate with the wider public and policy-makers; and build international collaborations to further their research."

Business success, too, relies heavily on communication skills. As reported by Forbes, billionaire Warren Buffett once told a class of b-school students that while he'd pay anyone in the room \$100,000



for a cut of their future earnings, he'd pay 50 percent more for those with strong communication skills. Why? Because those skills would make his investment significantly more valuable.

The overall takeaway? From academia to the healthcare sector to the business world and beyond, communication is an integral skill.

Communication skills comprise a broad range of specific capabilities, including the following as identified by the MSU survey:





Pleasant and Professional Communication



Effective Oral Communication



Effective Listening



Effective Written Communication



Appropriate and Professional Social Media Use



Accurate and Concise Communication



Good Question Asking

The value of teaching communication

But communication skills don't exist in a vacuum. In fact, they directly impact and support a number of other valued soft skills, including teamwork, professionalism, conflict resolution, leadership, and so on. In other words, the more effectively people communicate, the more effective they are across all of these measures.

But there is a catch. As the adage goes, "Nothing worth having comes easy," and the ability to communicate squarely falls into this category. Concludes the JACA article, "Humans are born with the ability to vocalise; but not with the knowledge, attitudes, and skills that define communication competence. The ability to communicate effectively and appropriately is learnt and, therefore, must be taught."

That's where GIIS comes in. A commitment to teaching students the art of communication is interwoven throughout our CBSE, IGCSE and IB curriculum. Various house and co-curricular activities are organised, including flagship school events such as annual and sports day celebrations, leadership lectures, and assembly presentations.

Other than core curriculum requirements, there are several mediums through which we encourage students to improve their communication skills, decision making, critical thinking, and problem solving while simultaneously teaching them to undertake core responsibilities and develop their interpersonal skills.

In other words, the more effectively people communicate, the more effective they are across all of these measures. We also incorporate a personality development component into our delivery, by offering plenty of opportunities for students to hone their soft skills through theatrical activities, such as scripting and role play.

And with the value of multimodal communication more important than ever before, we give students early exposure to different approaches towards visual and digital communication in order to stay ahead of the technology curve.

A big part of the agenda at GIIS is about instilling in students an invaluable sense of etiquette in communicating with people across different cultures. Our International Knowledge Exchange Programme offers students the opportunity to interact "in person" with students and teachers from around the world through video conferencing. Not only does this help promote an international outlook within the GIIS community, but also facilitates a greater understanding of, and tolerances for, cultural differences.

Why is this so important, one may ask? According to Stanford University, "The way of communicating will not be the same as other countries and it is important to know some values of other cultures and so of other ways of communicating for, first of all, avoiding some misunderstandings and then knowing better some aspects of different cultures... That is why cross-cultural communication is an essential exercise to do; a



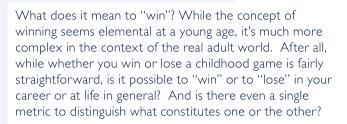
person who come from a certain country does not necessarily get the same ideas about time, death, identity, as another one from a different country because each person has its own identity."

According to JACA, "Competence in oral communication – in speaking and listening – is prerequisite to students' academic, personal, and professional success in life. Given the importance of the ability to communicate competently, the communication discipline should be viewed as central on college campuses."

At GIIS, we see no reason to wait until students reach adulthood before exposing them to this vital skill. But it's also about more than mere exposure. As we all know, practice makes perfect, and GIIS students practice their communication skills every day in classrooms, on the playing fields, during extracurriculars and throughout their daily lives. In doing so, they are uniquely empowered not just to call on these skills to face the challenges of today, but also to confidently apply them to the complex challenges waiting ahead of them.







At GIIS, we believe that the true distinguishing factor is ultimately not whether you win or lose, but about finding a path to personal fulfillment and success in a much broader sense. A large part of that process is about adopting a winning mindset. Not only does the right mindset help students perform well in school, but it also positions them to succeed in the real world, as well as to be resilient in the face of life's greatest challenges.

Which begs the question: How do we cultivate a winning mindset among our students while serving the larger purpose? It begins with our innovative holistic curriculum and is interwoven throughout everything we do at GIIS. Let's explore that further.



Every parent wants their child to be successful. But what, exactly, does this entail? In discussing his research into the meaning of success as reported by Harvard Business School's Working Knowledge, HBS professor Howard H. Stevenson urged people to reframe the question of what makes a person successful. Rather than thinking of an individual's accomplishments in the abstract, he urged, think of it in a distinctly personal way: Would you want to be this person? Would you want your child to be this person?

Stevenson and his team of researchers agreed that the biggest impediment to enduring success was focusing solely on achievement. Other equally relevant components in the formula for true success? Happiness, significance and legacy.



A large part of that process is about adopting a winning mindset.

Connecting the dots

High achievers do share several things in common: They seize opportunities when they arise; they live largely regret-free lives; and they enjoy life in the moment. Said Stevenson, "They were people who get up, look at the sunshine; they look at a sunset and really smile, knowing full well the sunset wouldn't be there in just twenty minutes. They were very happy in terms of what they saw in their life." His overall take away after studying success stories? "We discovered a landscape of satisfaction."

But Stevenson was also quick to point out another key commonality shared by high achievers: They wanted to be recognised for their failures as much as for their successes. Explained Stevenson, "They were people who recognised their own frailties. They wanted to be sure that we understood they had made mistakes in life, there were things they hadn't accomplished, and there was still room for growth."

In other words, for the world's most successful people, losses are just as meaningful as wins because they represent learning opportunities.



1 Enduring success

There's no denying that we place a high focus on academic achievement at GIIS. After all, "Academic Excellence" is the first GEM in our award-winning 9 GEMS™ model. And clearly it's working: Our students boast top scores in exams and attend world-class colleges all over the globe, while we've garnered over 75 national and international awards for innovation and excellence in school education in less than a decade.

... losses are just as meaningful as wins because they represent learning opportunities.

Going beyond academics

We are also keenly aware that success in today's world relies on far more than how well you perform on tests or whether you've got a perfect GPA. So not only do our students learn to achieve in the classroom, but also on the playing fields, on stage, and through plenty of opportunities for hands-on, project-based learning.

At GIIS, we also know that there's no achievement without happiness, a belief that spurred us to create our innovative Happiness Index. Research consistently shows that in order for students to attain

academic excellence, they must be receptive to the learning process. And in order to be receptive to the learning process, they must be happy to learn. Because of this, creating a warm, secure, and nurturing environment which is conducive to learning is paramount on all of our GIIS campuses. And by conducting an annual survey to check the happiness quotient of our students, we can determine where we're succeeding, where we're falling short, and what steps we can take to keep students engaged in the learning process.

Identifying true purpose

While achievement largely reflects how students feel about themselves, and happiness reflects their present experiences, "significance is a lot about what you do for others", Stevenson told *World Knowledge*. In this sense, significance and legacy are interwoven together as the former addresses current meaningful actions while the latter addresses how these actions impact the lives of others in a way that leaves something behind.





Merging morality & ethics

Our curriculum immerses students in the teachings of Mahatma Gandhi and other world leaders through a structured, integrative approach which prioritises community welfare, mutual cultural respect, and the need for peace.



$\int \int \int \int$ Giving back

We are dedicated supporters of several green initiatives, activities and projects aimed at helping the environment. These focus areas teach students to be kind and socially responsible citizens in their own communities while simultaneously raising awareness toward a better future. They also uniquely empower them to understand their own significance, and to start building legacies of their own – even at very young ages.

At GIIS, we want our students to win. But we also want something much more for them: the true success that comes not just from achieving academically, but from leading full, well-rounded and impactful lives. We're delighted to say that in partnership with their families, we've helped thousands of students develop winning mindsets and, in doing so, set them on the path to being the very best, most fulfilled versions of themselves.

SPREAD FAR. SPREAD WIDE.

BE GLOBAL



Bi-Annual magazine



60,000 readers



23 campuses



Across **7** countries













Like parents, our students are our pride and joy. And we feel especially so when they've done themselves proud by achieving top academic credentials on the world stage. Join us as we laude yet another brilliant cohort that worked hard and delivered exceptional results.

STELLAR ACADEMIC RESULTS



SKUALA LUMPUR

CBSE Class 12

Overall pass rate 100%

School average 76%

Top Mathematics score 95%

Top Physics score 95%

Top Chemistry score 95%

Top English score 95%

Top Computer score 84%

School Topper

Akash Raman

CBSEi Class 10





School average CGPA 9.3

40.3% of students scored CGPA of 10

of students scored CGPA of 9 and above

of students scored CGPA of 8 and above

School Toppers

Anjali Muthukrishnan Athrav Uday Veena Logenthiran Prerana Roy Kaushik P Mahesan Khushali Patel Harishiva Senthivel Bharani Shinpei Natassha Selvaraj Priyanka Srikumar Arya Vinod Kumar Nair Shreya Rishi Kabra Ananya Kulkarni Lavanya Sreekumar Kesav Binoy Abhay Anam Sanskar Jain Hemalatha Madeswaran Priyadarsh S S Samanyu Okade



CBSEi Class 10



Overall result TOOK PASS IN THE SAME PASS



School average

65% of students scored a perfect score of CGPA 10

of students scored CGPA of 9.5 & above

of students scored CGPA 9 & above



of students scored CGPA of 9 & above in English & Tamil

of students scored CGPA of 9 & above in Hindi

89%

of students scored CGPA of 9 & above in Science

96%

of students scored CGPA of 9 & above in Mathematics -Elective & ICT

of students scored CGPA of 9 & above in Social Science



School Toppers

Aarshi Jain Abhishek Ramji Anu Rachel Joseph Aravindh Kumar Chirla Sarvani Reddy Gargi Pandkar Gouri Viswanath Karman Singh Megha Manoj

Moukthika Muthukrishnan Mrithika Om Prakash Muthya N Akhil Navaneeth Ramapurath Nerella Niveditha Nisharthika Varsha Suresh Vidhi Virendra Saraf



CBSE Class 10

It is a moment of pride for us to announce that our only grade 10 student, Erisa Kawabata, has secured a perfect score of IOCGPA in the just announced CBSE results.

She has scored a perfect 10 in all the subjects: English, French, Science, Mathematics and SST!

OUEENSTOWN



CBSEi Class 10

Class 10 achieved a school

CGPA OF 9.4

School Toppers

R Edhayabarani Madhumitha Balaji Madhumitha Venkatesh Nandhini R Shenoy Parameswaran Ajayakumar Rishit Sharma Saikrithika Natarajan Sakshi Nagori Sreya Mahendran Sunil Dhivyan Pawar Anirudh Shrinivason Devika Menon Esha Agnihotri Hiranya S Namratha Rao Bolla Radhika Venkatramani S Kasi Viswanathan Shailee Shah Siddharth Gautam Sidharth Srinivasan Subiksha Ganesan Yuvaraj Kumaresan

Results summary



85.10% of students scored GPA of 9 and above in Hindi

of students scored GPA of 9 and above in French

78.26% of students scored GPA of 9 and above in Mathematics

of students scored GPA of 9 and above in Foundation of Information Technology

98.55% of students scored GPA of 9 and above in English

of students scored GPA of 9 and above in Social Science

of students scored GPA of 9 and above in Science

32% scored the perfect score of 10 CGPA



CBSE Class 12



Sandhya Gopakumar scored an impressive



Ramkrishna Prasad & Shounak Kossambe are in second position with

96.4%



of the batch scored an overall score of 90% and above



of the student cohort scored 75% and above







68.1% scored above 80% in 2017 as against 65.7% in 2016

IBDP

A's have been the trend across all our campuses this year, our GIIS Queenstown students have performed very well in the recently conducted International Baccalaureate Diploma Programme (IBDP) Examination held in May 2017. Our school average score is 36 point and all our students have performed brilliantly. This year we have two world toppers - Harsh Dubey and Sagnik Chakarvarthy who have scored a perfect grade of 45 points and seven students scoring 43 out of 45 in the IB exams.

World Toppers



Harsh Dubey & Sagnik Chakrabarti

School Toppers

Sandhya Gopakumar Ramkrishna Prasad Shounak Nandan Kossambe Noel Mathew Isaac Ritabrata Maiti Vignesh Raman Raja Sai Abhishek Shreyas Kumar Swapneel Bhatt Benjamin Premkumar Shubhodeep Saha Palaniselvam Shyam Sundar Mallika Venkatramani

Sarthak Ganoorkar Sanjay Shankar Gadhamsetty Rachana Rao Aishwariyavalli Ramasamy Sumeet Upadhyay Manasi Sadashiv Chopdekar Kulkarni Vrunda Sudeshna Sengupta Grandhi Dhanush Chandra K Sai Abhishek Yamdagni Mathan Mahendran Dhreeti |wala Rebecca |ames Anaghan

Results summary

71%

of students get 7 grade points in Tamil SL.

53%

of students get 7 grade points in Business Management SL.

33.05% of students get / grade points in Mathematics HL.

37.04% of students get 7 grade points in Physics HL.

of students scored 40 points and above

of students scored 35 points and above



CBSE Class 10

100% PASS in a 37 student cohort

CGPA OF 8.3

achieved CGPA

of 10

achieved CGPA of 9 and above

achieved CGPA of 8 and above

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CGPA OF 10

1111111

111111111



CBSE Class 10



of students achieved CGPA of 10

of students achieved CGPA of 9 and above

achieved CGPA of 8 and above

CGPA OF 10

CGPA OF 9 and

CGPA OF 8



IDP Class 10

of students achieved 48% CGPA OF 10

of students achieved

82% of students achieved CGPA OF 9 and above

100% of students achieved CGPA OF 8 and above





School Toppers

Tanvi Prasad Mehak Johari Ashutosh Sadhan Bakre Debaditya Bhattacharya Suniti Garg Aakash manjrekar Advait Kuwlekar Agamya Khandelwal Ainesh Advani Akhilesh Mulgund Akshad Patel Alyn Candida Roy Ankit P Gujar Anuj Iyengar Ayush Umashankar Prasad Ayush Wunnava Gargi Adlakha Isha Adhav Ishan Uday Shanware Jaiee Bhange

Mark Henry Dsouza Mittul Daswani Naman Berry Nidhi Gururaj Nivedita Sivakumar Piyusha Manoj Patil Pranjal Swami Prathyush Rajeev Priyanka Chandani Rohaan Advani Sanskriti Kapoor Shaunak Shiralkar Shrey Srivastava Shruti Lahoti Sruthi Suresh Stuti Guhathakurta Sunisth Kumar Tirtha Vinchurkar Vaibhav Shandilya Vanshika Agarwal

CBSE Class 12



School Toppers

Tanya Khera Anshul Verma Paaras Bhardwaj Nishtha Agarwal Shreya Kunbhojkar Simran Kaur T. Meghna Vinod Nicaul Shete Shreyas Pawar Shubham Kokate





Going hand-in-hand with heritage

To learn and embrace the rich cultural heritage of the Indian sub-continent, GICC provides an ideal enviornment for diverse communities to enrich in South East Asia

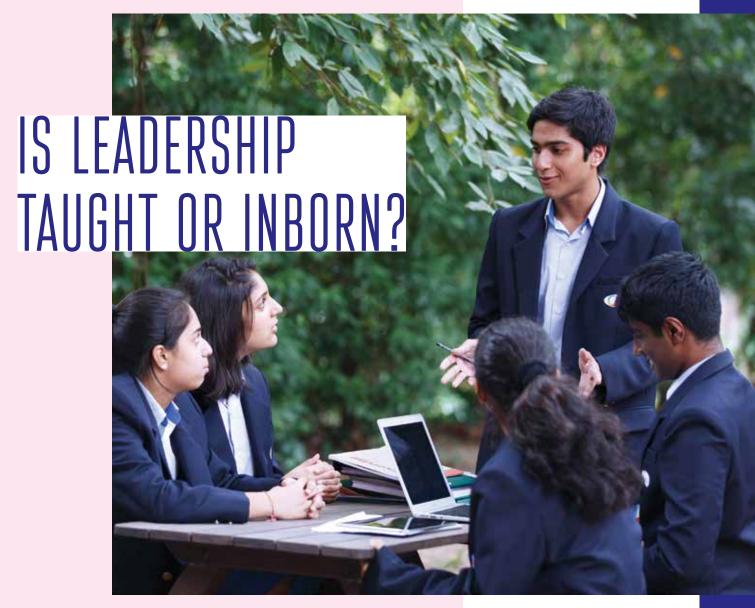




SINGAPORE • MALAYSIA • JAPAN • UAE • THAILAND • INDIA • VIETNAM



Groundbreaking ideas sometimes stem from controversies. This issue, we dare challenge our community to the age-old debate of nature versus nurture. Hear the different sides of the debate, and put your thinking cap on!





Rishik, Class 7A GIIS Bangalore, India

Leadership is the ability to lead others even when you are scared. These days many classes and people claim that they can teach you how to act like a leader in a week, if given a certain amount of money. That's all well and good but in my opinion, leadership doesn't come from intensive crash courses, but from within. When we face a fight or flight situation, or when we face a catastrophe and everyone is staring at you, waiting for your order, the decision you take to face the problem or to run away from

it, comes from within. This inner voice which prompts you to defend your friends or to save yourself is all it takes to determine if you are a leader. But, remember, there is always a difference between bravery and recklessness – a true feeling of wanting to protect your friends or a feeling of showing off and not thinking about the dangers of a situation before running head-first into it. All it takes is a moment, when you listen to your inner voice and decide: to fight or to take flight. In other words, it is inborn. How else could so many kings protect their countries? Going for a week-long crash course? I don't think so.



Ms Aanubbhaa Jhhaa Pre-Primary Main Teacher GIIS Bangalore, India

People are born with leadership skills but they need a platform to develop and nurture it just like any other skill. It is an art that enriches with education, training and experience.

Educational programmes and training can teach you styles and techniques but when it is put into practice, many people fail at being a good leader. Leadership is inborn but gets polished with real world experiences. Understanding one's core is the key along with being aware of one's abilities, strength and weaknesses. Self-awareness does not mean self-involved. There is a difference. As a leader you need to understand your strengths and weaknesses and see how closely your promise matches with your actions. You need to empathise with people so that you can understand what they want and then lead them on the right path. True leaders listen, motivate and are open to feedback.



Ms Ami Betai TGT GIIS Ahmedabad, India

Leadership is not everyone's cup of tea. Thus, it is difficult to list out the exact qualities that a leader must possess. Leadership comes naturally to a few, but I would like to point here that the world's best leaders are those with substance who dared to do things differently. Being a leader and getting accepted and loved as a leader are two different things. The ones who have it in them, can do this task with much more comfort than others. Then there is another set of people who are fast learners, keen observers and ambitious hard-workers. Such people can be leaders with a little bit of guidance and they can prove to be stable, adaptive and a people's leader!

"

Leadership is inborn but gets polished with real world experiences.

- Ms Aanubbhaa Jhhaa

"



Tanish Patel, Class 8 GIIS Ahmedabad, India

Leadership cannot be taught. It is an inborn quality which is either inherited or is an innate quality of a person. The most important trait of a leader is believing in teamwork. No one player can win a match alone. Teamwork is required along with patience, courage and diligence. Perhaps all these qualities can be learnt to become a better team player but they cannot be mastered to become a leader. Leaders can be students, professionals, politicians, businessmen; someone whom people trust. They are organised, focused and fearless. People who become great leaders never doubted themselves because if you doubt yourself who else will trust you?



Mr Satish Tiwari Father of Aarav Tiwari, Class 4B GIIS Surat, India

Leaders come by their talents partly through genetics but mostly through hard work and persistence. Some people are born with innate qualities that predispose them as leaders. However, for those of us who aren't naturally gifted with leadership, wisdom can help to acquire it. To be an effective leader we first need the motivation to lead, the willingness to learn, the skills necessary to practice, and finally we need the opportunity to express those skills by actually leading. To conclude, leadership isn't a race, it's a marathon that's ran in stages throughout life.



Ms Amatullah Muchhala Mother Teacher GIIS Surat, India

There are many myths related to leadership. For me the best leaders I have seen have a combination of both inborn ability and learnt skills. They have some traits that are of high leadership value.

I would like to quote Shakespeare's thoughts on leadership: "Some are born great, some achieve greatness, and some have greatness thrust upon them."

To me, leadership is a skill and a habit. Like most skills, practice makes perfect. As one becomes more skilled, the habit takes over. In hindsight, it is therefore clear that leaders are both born and made.





Prof. Gourav Rawal
Parent of Param Rawal, Class 7
GIIS Indore, India

The issue is an old one. Almost 2500 years ago, the thinker Socrates debated the question with his fellow Athenians. Socrates' position was clear: leadership consists of knowing what we must to do in a given situation and such knowledge can be taught.

While some may be born with certain traits and talents, only those who develop those skills and practice can learn to master the art of leadership. Leadership learning is a lifetime activity and hence one is certainly not a leader by birth but surely can become one through the process of teaching, learning and observation. Leadership is the capacity to translate vision into reality. One such example can be given of Mahatma Gandhi. He was not a leader by birth but he became one by his own free will and led our country to its freedom.



Ms Soma B. Chowdhury Mother of Ishani Chowdhury, Class IV GIIS Noida, India

In my humble opinion, leadership works best when it is based on a strong foundation of self-development. Also, understanding and putting the needs of others before one's own personal needs make for a leader who can be accepted and looked up to. A true leader is one who has courage to stand up for what he or she believes in, even in the face of criticism and questions. In that sense, these are qualities that can be taught and developed in an individual with guidance from parents and teachers. Even if an individual is born with an innate ability to lead, his or her area of focus should not just be the act of leading but the process of deriving lessons from life and from interactions with others.



Mr Samiul Hussain
Parent of Arbab Hussain Zaidi, Class 5B
GIIS Abu Dhabi, UAE

We often hear how someone seem destined to do great things, how they are admired by all for their leadership skills and their ability to finish projects with ease. People say leadership skills can't be taught as it is not a subject but a personality trait. On the other hand, it is easy to learn leadership skills with the right motivation and guidance. Anyone can be an effective leader.

The most significant aspect of leadership is that every leader has different style of leadership attitudes and skills. So think strategically – all you need is a vision of where you want to be and nurture that dream.



Mrs Carol Fernandes
Primary Teacher
GIIS Abu Dhabi, UAE

A leader is a person who has integrity, self-awareness, great communication skills, confidence, commitment, positive attitude, creativity, intuition and who can delegate and inspire others. Whereas, leadership is the art of leading others to deliberately create a result that wouldn't have happened otherwise.

Leadership skills can be applied in any situation where you need someone to take the lead be it socially, professionally or even at family functions.

Though leadership skills come naturally for some, it can be acquired as well, with the right motivation and guidance. Research shows that, through training and job experience, people can become great leaders. The most significant aspect of leadership is that aspirants who can motivate others, have a positive outlook of life and are popular prove to be excellent leaders. Every leader has his own distinct style of leadership attitudes and skills. So to be a great leader all you need is a vision of where you want to be and nurture that dream.



Aashrith, Class 3B GIIS Abu Dhabi, UAE

Leadership is exercising of influence over others for accomplishment of aims or goals. Leaders are not made, they are born with leadership qualities. The thoughts and firmness in achieving a righteous path makes the leaders with exceptional leadership qualities, a strong and determined leader.

The students from their initial stages should be inculcated with the individual expressive thoughts to make themselves more open minded. Many behavioural theories believe that people become leaders through the process of teaching, learning and observation. These qualities will 'make' leaders.

Leadership learning is a life-long activity. The skills can be learned by training, perception, practice and experience over time. Not everyone can become a leader. Leadership is often a choice. A leader is a person who comes forward to take the challenge. To be a leader in structured environment, one needs formal training. School is the best place to nurture these qualities and make every child remarkable leaders like Mahatma Gandhi, Nelson Mandela etc.

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A leader is a person who comes forward to take the challenge.

- Aashrith



Mrs Santana Fernandes Kindergarten Teacher GIIS Abu Dhabi, UAE

Leadership is an inborn quality that can be nurtured and guided. Leaders usually stand out from a crowd, some might show leadership qualities right from their formative years, but some develop this quality with the passage of time. The school, teachers, educators, mentors, parents, and society play an important role in the development of a leader. It is these driving forces that actually inculcate the values of being a good leader in a child. Therefore in my opinion, leaders are woven marvels of a gifted quality that is cultivated in the right direction.



Lalithambika Rama Primary Coordinator GIIS Balestier, Singapore

Are leaders born or are they made? History has seen many leaders like Mahatma Gandhi, Nelson Mandela and Alexander. Were they made or was it in their DNA? Yes, I would say, they acquired leadership skills through their circumstance and experience. Leaders are made. Leadership is an experience that prepares us to deal with successes and failures. Leadership is often confused with management. Leadership is a skill and it doesn't need a title. It is not bound by an organisational chart. We can develop leadership qualities in children from early childhood. It starts from giving freedom of thought and expression to children where the brain's capacity is enhanced to think beyond boundaries. It also helps them to unlearn, innovate and change. Are you ready to break a habit? Are you motivated to keep your job, to hit a mark – then you are all set to become a leader.



Suchandra Roychowdhury Teacher GIIS Queenstown, Singapore

Viewed from a neutral perspective it can be safely assumed that leadership is actually a quality, which some are born with and some acquire through diligence and hard work. Thus, though not everyone is Justin Trudeau or Winston Churchill, one can always aspire to scale the highest peaks of ambitions and hone skills, which lie dormant or unexplored.

A leader, in my opinion, will not only rely on his/her inborn talents but continue to add on to his/her distinctive qualities by acquiring all the repository of knowledge that lies in the collective consciousness of

the human mind. And therein comes the contribution of a good teacher – someone who can serve as a friend, philosopher and guide to nurture the best of minds and create a leader who rules not only through merit but also by wisdom.

Tales from the ancient past of humanity reflect the same ideals who can forget the role of Aristotle, Plato and Socrates in crafting the future of Alexander the Great? Who can contest the idea that it was Dronacharya who honed the skills of Arjuna as the best archer of the times? Both Alexander and Arjuna were men with innate qualities of leadership but they were also taught how to use their talents to the best of effects.

Vikram Bansal Parent of Pratyush Bansal, Class 6A GIIS Balestier, Singapore

Good leadership requires expertise in a subject domain, critical reasoning ability, ability to be decisive, ability to connect the dots across disparate areas, ability to work hard, be passionate about the task at hand, and the openness to learn constantly. All of these abilities can be learnt and honed with a well-rounded education, an environment that is conducive for risk-taking and where there is a fine balance of discipline and freedom. In fact, there is plentiful evidence that leadership abilities can be learnt. The fact that a higher proportion of corporate leaders are from lvy League schools is solid proof that the right training improves the chances of being a leader. This balance of an inherent ability and the right training is the winning formula for any human accomplishment, whether it's in the field of arts, science or leadership.



Satish Menon Parent of Ved Menon, Class 7C GIIS East Coast, Singapore

Before we attempt to answer this question, it's useful to look at some of the many different types of leadership.

Leadership by Instinct: Some people instinctively take initiative while persuading others to follow no matter what the issue under consideration is. You can see this in childhood games and social conversations. This is largely a function of personality type and is more inborn than most.

Leadership by Knowledge: If a bunch of carpenters are asked to fix a computer, they would request a computer engineer to help them fix it – whatever be his personality! Specialised knowledge and skill thus also brings forward a leader.

Leadership by Purpose: This is the highest form of leadership. When the objective of what the group is trying to achieve is morally right, some individuals are able to go beyond their own personalities. Mahatma Gandhi was neither a great orator nor dynamic, yet he emerged as one the world's biggest leaders on his strength of conviction for a cause that was bigger than himself!

Thus we see that that while some people lead instinctively, circumstantial courage, knowledge and purpose can make leaders out of anyone who steps up to it.

It's only right to believe that leadership lies in everyone, but it is entirely up to us to act upon it - as we do in the case of responsibility.

- Nisharthika Balasubramanian

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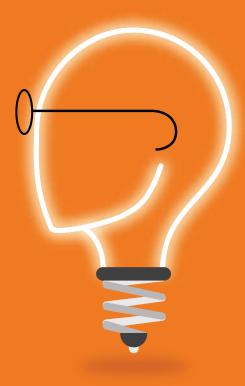


Nisharthika Balasubramanian, Class 10C GIIS East Coast, Singapore

Leadership is a quality that comes from within oneself. It is the enhancement of one's responsibility, understanding, and ability to steer not only themselves but everyone around them in the right way. It's only right to believe that leadership lies in everyone, but it is entirely up to us to act upon it – as we do in the case of responsibility. It isn't a value that is taught or naturally inborn as a specific moral value, it is the individual's sense of being one with the people around them and being able to understand their own potential along the way.

Being a leader is being someone who sees everyone's capability, channels them into something more, treats everyone equally and someone, who is not above anyone else, but is a human being that sees things a little differently. Leadership is a trait that someone makes theirs by their sole determination and attitude of handling things. No one can learn it or be "blessed" with it, it comes with great responsibility and hard work that goes beyond what has been asked for. It is a skill that everyone is capable of mastering if they try hard enough, but only some actually do.





"A man is but the product of his thoughts.
What he thinks, he becomes."

- Mahatma Gandhi

At MGCUV, we follow the ideologies of great leader Mahatma Gandhi for all-round development of everything a person can be, thereby letting our students bloom to their full potential.







Member of Global Schools Foundation





It is our honour to be recognised for imparting education against benchmarked quality practices. We strive to continue instilling efficiency and effectiveness in our management processes, operational methodologies and curriculum delivery for the benefit of our students.

EDUCATION EXCELLENCE AWARDS

Winner of over seventy-five (75) National and International Awards for Innovation and Excellence in School Education



2017



Winner - MQH (Making Quality Happen) Best Practices Competition 2017 in the Overseas Category, IMCRBNQA GIIS Kuala Lumpur, Malaysia



Estrade Education Conclave & Awards 2017 - Innovation in Early Learning GIIS Singapore



ELETS World Education Summit - Bahrain 2017 (Innovative Interventions in pre-school Teaching & Learning)

GIIS Tokyo, Japan GIIS Kuala Lumpur, Malaysia



Golden Peacock Innovative Product / Service Award 2017 GIIS Balestier, Singapore





3 Stars Awarded for Quality Circle (QC): 'Learning Kindness for a Safe Environment' at ACE Team Competition, 22nd Asia Pacific Quality Conference 2016

GIIS Queenstown, Singapore

3 Stars Awarded for Quality Circle (QC): 'GREEN VILE through Quality, Environment, Safety and Health, Working Together as Integrated Management System' at ACE Team Competition – 22nd Asia Pacific Quality Conference 2016

GIIS Balestier, Singapore

2 Stars Awarded for Quality Circle (QC): 'SMILE to Excellence through Quality, Environment, Safety and Health, Working Together as Integrated Management System' at ACE Team Competition – 22nd Asia Pacific Quality Conference 2016 GIIS Singapore

2 Stars Awarded for Quality Circle (QC):
'GreenOvation through Quality, Environment,
Safety and Health, Working Together as
Integrated Management System' at ACE Team
Competition – 22nd Asia Pacific Quality
Conference 2016

GIIS East Coast, Singapore

2 Stars Awarded for Quality Circle (QC): 'Quality, Environment, Safety and Health, Working Together as Integrated Management System – through our 'Nine GEMS™'' – A Holistic Education Framework' at ACE Team Competition – 22nd Asia Pacific Quality Conference 2016

GIIS Kuala Lumpur, Malaysia

Global Performance Excellence Award World Class 2016

GIIS Balestier, Singapore GIIS East Coast, Singapore

Global Performance Excellence Award Best in Class 2016

GIIS Queenstown, Singapore GIIS Kuala Lumpur, Malaysia



MQH Best Practices Competition 2016 (Winner: Overseas Category), IMC Ramkrishna Bajaj National Quality Award Trust

GIIS Kuala Lumpur, Malaysia



World Education Award 2016 from Elets Technomedia

- for Pro-active Initiative in Education supported under Corporate Social Responsibility GIIS Singapore
- for Impelling Innovations in Teaching Pedagogy
 GIIS Malaysia
- GIIS Malaysia - for Global Collaborative Learning Initiative GIIS Malaysia



Golden Peacock Innovative Product/Service Award 2016

GIIS Singapore

Golden Peacock Innovation Management Award 2016

GIIS Singapore



Asia Responsible Entrepreneurship Awards 2016 GIIS Singapore



IMC RBNQA Performance Excellence Award 2016 GIIS Kuala Lumpur, Malaysia

2015



IMC RBNQA Performance Excellence Award 2015 GIIS Kuala Lumpur, Malaysia



Top 4 finalist – Runner-up at 4th Global Benchmarking Award 2015 GIIS Singapore



Qualifier – Assessed as a Top 23 Best Practice at 4th International Best Practice Competition 2015 GIIS Singapore



Global Performance Excellence Award World Class 2015

GIIS Queenstown, Singapore GIIS Balestier, Singapore

Global Performance Excellence Award Best in Class 2015

GIIS East Coast, Singapore

Team Excellence Exchange Contest Encouragement Prize at 2015 at 21st Asia Pacific Quality Conference for Quality Circle: PEACE Ambassadors

GIIS Singapore

Team Excellence Exchange Contest 3rd Prize at 21st Asia Pacific Quality Conference for Quality Circle: SMILE to Excellence to inspear GIIS Singapore



Golden Peacock Innovative Product / Service Award 2015 GIIS Singapore



Making Quality Happen (MQH) Best Practices Competition 2015 Winner GIIS East Coast, Singapore



IMC Ramkrishna Bajaj National Quality Award 2014 GIIS East Coast, Singapore



3 Stars awarded for Student Quality Circle (SQC) presentation: "An Enemy called Average" at Team Excellence Competition 2014 – 20th Asia Pacific Quality Conference

GIIS East Coast, Singapore

2 Stars awarded for Student Quality Circle (SQC) presentation: "Challenges in Facing The Real World" at Team Excellence Competition 2014 – 20th Asia Pacific Quality Conference GIIS Kuala Lumpur, Malaysia

Global Performance Excellence Award World Class 2014

GIIS Queenstown, Singapore GIIS Balestier, Singapore

Global Performance Excellence Award Best in Class 2014 GIIS East Coast, Singapore



Singapore Quality Class Star 2014 GIIS Singapore



Special Commendation for Golden Peacock Innovation Management Award 2014 GIIS Singapore



Singapore Golden Peacock Innovative Product / Service Award 2014 GIIS Singapore

2013



IMC Ramkrishna Bajaj National Quality Award Performance Excellence 2013 GIIS East Coast, Singapore



2nd Global Benchmarking Award 2013 Finalist GIIS Singapore



2nd International Best Practice Competition 2013 Top Four Finalist and Runner-Up GIIS Singapore



Golden Peacock HR Excellence Award 2013 GIIS Singapore



Golden Peacock Eco-Innovation Award 2013 GIIS Balestier, Singapore

Special Commendation for Golden Peacock Business Excellence Award 2013
GIIS Singapore



Global Performance Excellence Award World Class 2013

GIIS Balestier, Singapore

Global Performance Excellence Award Best in Class 2013 GIIS Queenstown, Singapore

Global Performance Excellence Award Quest for Excellence 2013 GIIS East Coast, Singapore

2012



IMC Ramkrishna Bajaj National Quality Award Trophy 2012 GIIS Balestier, Singapore



Golden Peacock Innovative Product / Service Award 2012 GIIS Singapore



Singapore Quality Class Star 2012 GIIS Queenstown, Singapore GIIS Balestier, Singapore



Global Performance Excellence Award World Class 2012

GIIS East Coast, Singapore

Global Performance Excellence Award Best in Class 2012 GIIS Queenstown, Singapore

Global Performance Excellence Award Quest for Excellence 2012 GIIS Balestier, Singapore



IMC Ramkrishna Bajaj National Quality Award Performance Excellence 2011

GIIS Balestier, Singapore



Singapore Quality Class 2011 GIIS Balestier, Singapore GIIS Queenstown, Singapore



Global Performance Excellence Award World Class 2011 GIIS Queenstown, Singapore

Global Performance Excellence Award Best in Class 2011

GIIS East Coast, Singapore

Global Performance Excellence Award Quest for Excellence 2011 GIIS Balestier, Singapore

2010



Singapore Quality Class Star 2010 GIIS East Coast, Singapore



IMC Ramkrishna Bajaj National Quality Award 2010 GIIS Queenstown, Singapore



Asia Responsible Entrepreneurship Award 2010 Global Indian Foundation



International Asia Pacific Quality Award Best in Class 2010 GIIS Kuala Lumpur, Malaysia

2000



Industry Excellence Award 2009 GIIS Kuala Lumpur, Malaysia



International Asia Pacific Quality Award Best in Class 2009 GIIS East Coast, Singapore





Singapore Quality Class 2008 GIIS East Coast, Singapore



IMC Ramkrishna Bajaj National Quality Award Performance Excellence 2008 GIIS East Coast, Singapore

AWARDS WON BY MANAGEMENT MEMBERS

Mr Atul Temurnikar

- APQO President's Award of Excellence 2015
- APQO's Walter L. Hurd Executive Medal 2014



- Distinguished Fellow of Institute of Directors 2014



Mr B G Shenoy

- APQO's Walter L. Hurd Executive Medal 2014
- APQO President's Award of Excellence 2012



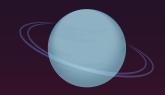


SPACE DISCOVERY

Ever wondered what it's like to be an astronaut exploring the universe in a rocket? Launch your exploration into space by following these steps to build your own spacecraft set!







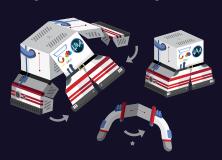
O1 HEAD OF ASTRONAUT

Tear along the perforated line. Fold the flaps down along the line. Spread some glue on the flaps and secure the shape of the head.



02 BODY & ARM

Tear along the perforated line. Fold the flaps down along the line. Spread some glue on the flaps and secure the body together as shown below. For the arms, fold along the centerline and glue the undersides together.



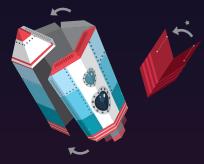
03 ASTRONAUT ASSEMBLY

Glue the body to the head around the base. Slot the arms into the sides of the body.



04 ROCKET TUBE

Tear along the perforated line. Fold the flaps down along the line. Spread some glue on the flaps and secure the tube of the rocket. For the fins, fold along the centerline and glue the undersides together.



05 ASSEMBLY

Secure the fins of the rocket to the tube section as shown. Tadah! You've completed your spacecraft set!



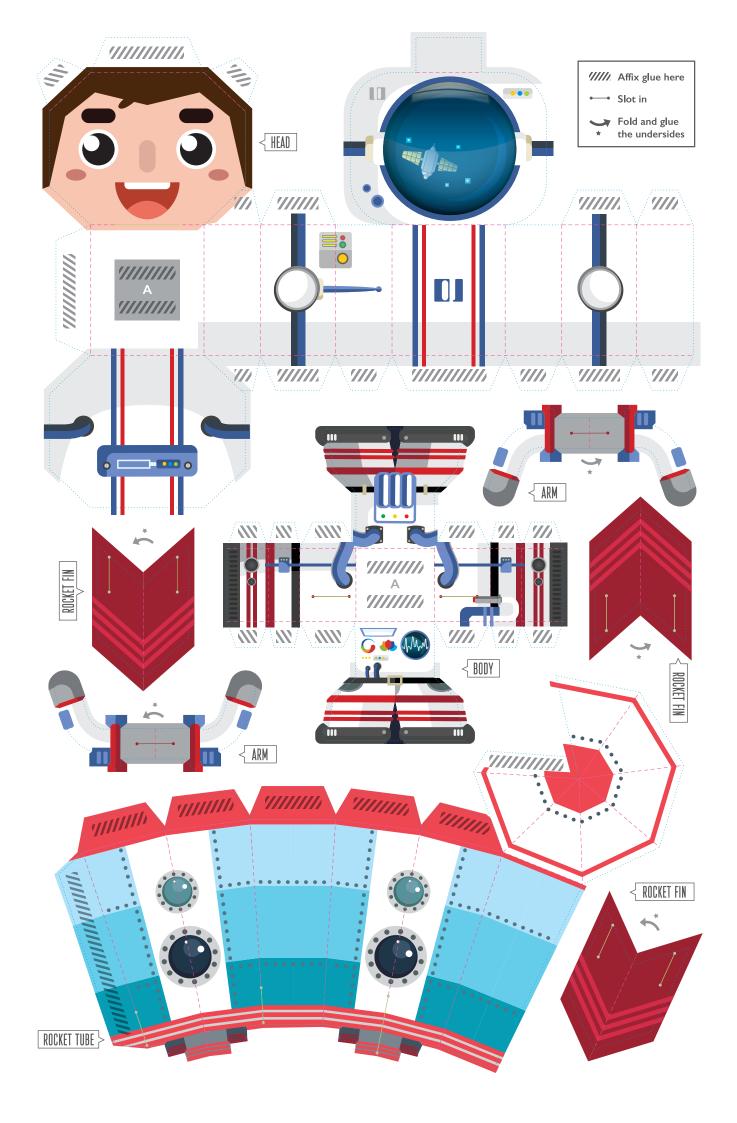






Show us your creation online using #GIISSpaceCraft

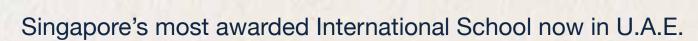
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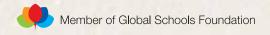
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