

Highlights of the Month

- Indus International Pre- School, Jubilee Hills.
- NCC Vidyashilp Academy, Bengaluru.
- Indus International Community School, Grade 10.
- Indus International Community School, Teachers program.
- Internal Training and Brainstorming.

IIPS, Jubilee Hills

Early learners participated in a two-day leadership development program aimed at supporting physical, social, and emotional growth through experiential learning. The sessions focused on movement-based and hands-on experiences that strengthened coordination, body awareness, and motor development.

The program emphasized foundational leadership competencies such as cooperation, turn-taking, emotional expression, and empathy. Through structured group interactions, learners practiced collaboration, responsibility, and respect for others, introducing leadership as an early practice rooted in confidence, teamwork, and care for peers.



Indus International Community School, Grade 10

Grade 10 students participated in a Leadership Development Program designed to strengthen the 4Cs -Critical Thinking, Communication, Collaboration, and Creativity. Through structured experiential activities such as wall climbing, the Leadership Development Course (LDC), the mid-rope course, and Outbound Learning (OBL), students were encouraged to move beyond their comfort zones and apply leadership skills in practical contexts.

Team-based experiences, including PA activities, enhanced cooperation, problem-solving, and trust among participants. The program emphasized resilience, self-awareness, and reflective practice, supporting the holistic development of students and preparing them to approach future challenges with confidence and effective teamwork.



Indus International Community School, Teachers Program

17 Teachers from Indus International Community School participated in a Leadership Development Program, coming together for a focused and enriching learning experience. The program emphasized team building and collaboration, encouraging participants to strengthen trust, communication, and collective problem-solving.

Through Outbound Learning (OBL) activity, including map reading and navigation, teachers engaged in hands-on challenges that required planning, coordination, and shared decision-making. These experiences promoted adaptability, leadership, and mutual support in dynamic situations.

The program provided educators with meaningful opportunities to reflect on collaborative leadership and translate these learnings into classroom and school practices, reinforcing a culture of teamwork and continuous growth.



NCC Vidyashilp Academy, Bengaluru

16 cadets experienced a meaningful transformational journey grounded in unity, discipline, and comradeship. Through a series of structured and experiential activities, the cadets were encouraged to develop resilience, responsibility, and leadership in real-world contexts.

Activities such as the Leadership Reaction Course and Leadership Disposition Course challenged the cadets to think critically, make decisions under pressure, and work effectively as a team. Hands-on tasks, including key punch activities and shelter making, strengthened collaboration, adaptability, and trust among peers.

Outdoor experiences such as trekking and map reading enhanced endurance, situational awareness, and strategic thinking. These experiences reinforced core NCC values and enabled the cadets to understand that leadership is built through discipline, teamwork, and shared commitment.



Internal Training and Brainstorming

The team participated in an internal leadership development and alignment session focused on reflection, coherence, and continuous growth. The session built on key discussions from the 38th Central Leadership Retreat (CLR), with a strong emphasis on cultivating wisdom and developing the capacity to function as effective wisdom workers.

Through structured dialogue and collaborative reflection, team members examined ways to deepen thinking, strengthen decision-making, and shift from knowledge-driven approaches toward wisdom-led leadership practices. Following the CLR discussions, the team engaged in focused brainstorming to integrate humanness within the curriculum, identifying specific curriculum areas where values, empathy, reflection, and lived experiences could be meaningfully embedded.

As part of this process, multiple PA activities were designed, tested, and reviewed. These activities were mapped to different curriculum components to assess how human-centered elements could be effectively incorporated. By participating in the PA activities as learners, team members gained first-hand insights into learner experiences, enabling refinement of activity design for greater impact.

This internal engagement strengthened collaboration, adaptability, and shared ownership, while reinforcing the school's vision of developing reflective leaders and modeling lifelong learning through wisdom-driven leadership practices.



December: The Quiet Bridge Between Who We Were and Who We Can Become

December does not arrive loudly.

It comes softly - carrying memories, unfinished conversations, small victories, and silent lessons. It is not just the end of a year; it is a pause, a bridge between who we were and who we are slowly becoming.

As December closes, it invites us to look back - not with judgment, but with honesty. It asks us to notice how far we have come, what shaped us, and what no longer serves us. Endings are not meant to close us down; they are meant to prepare us.

January, on the other side of this bridge, feels different. It brings the promise of a fresh start, new opportunities, and renewed hope. But a new beginning becomes meaningful only when it is rooted in reflection. Resolutions made without reflection often fade, but resolutions born from awareness have the power to last.

This is where December becomes powerful.

Before setting new goals, December teaches us to learn, unlearn, and relearn. We learn from our experiences - what worked, what didn't, what surprised us. We unlearn habits, beliefs, and fears that held us back. And we relearn - about ourselves, our strengths, and what truly matters.

Real growth does not come only from plans written on paper; it comes from experiential learning - from living, trying, failing, adapting, and trying again. Every challenge faced this year has been a classroom. Every success and setback has been a teacher.

As January approaches, the question is not just "What resolutions should I make?" The deeper question is: "What is my Everest?"

Everyone has an Everest - not a mountain meant to impress others, but a personal peak that calls them forward. It may be a goal, a dream, a change in mindset, or a step toward becoming a better version of oneself. Finding your Everest requires clarity, courage, and commitment. And December gives us the silence we need to hear that calling.

January is not about becoming someone entirely new overnight. It is about moving one step closer - to your purpose, your goal, your Everest. It is about choosing progress over perfection and intention over pressure.

December ends, but it does not disappear. It stays with us as wisdom. January begins, not as a race, but as an opportunity.

This quiet bridge between endings and beginnings reminds us that growth is not rushed - it is intentional. And when we cross into the new year with reflection, learning, and self-awareness, we don't just start again.

We start better.