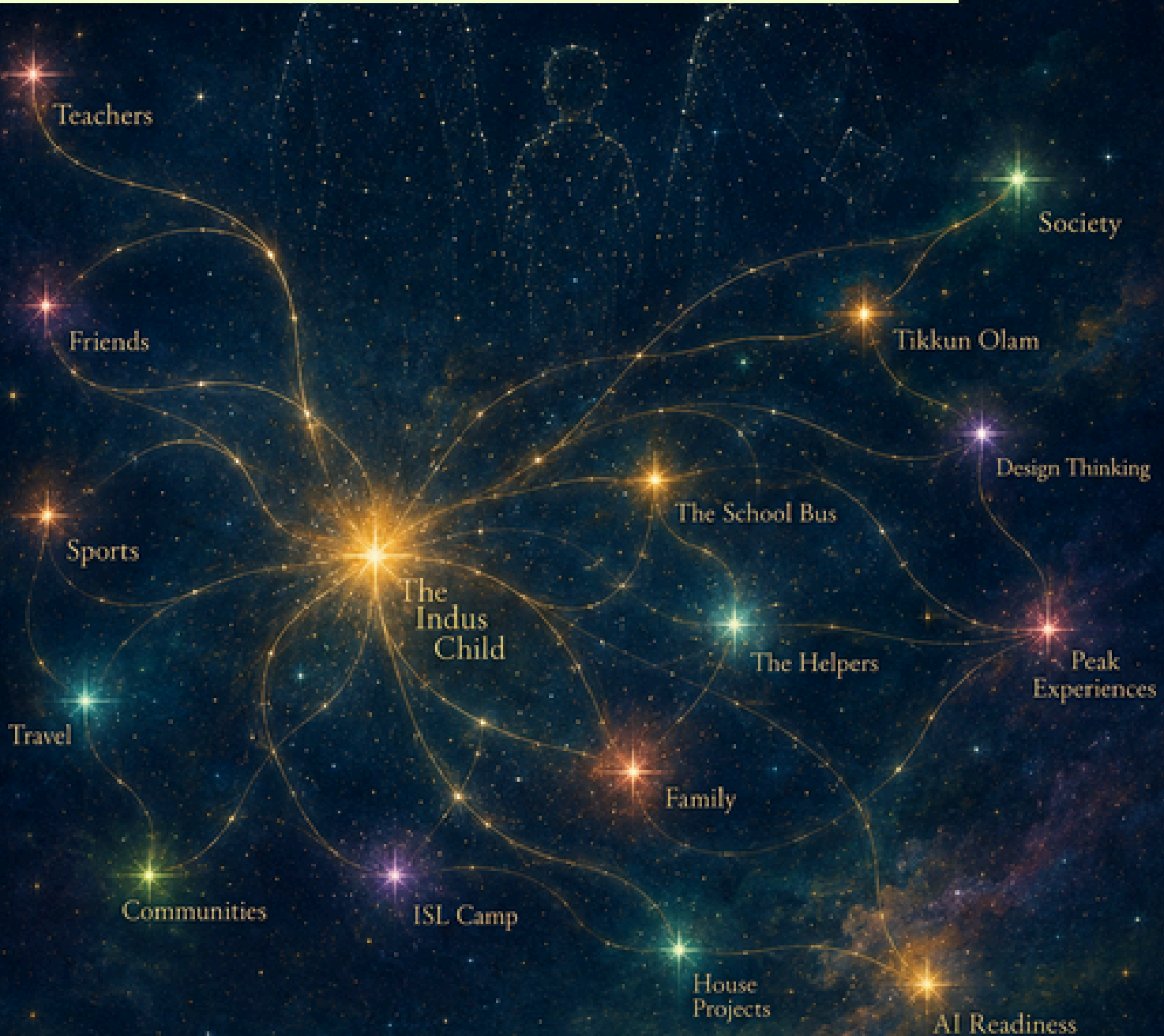


ImPACT

ANNUAL NEWSLETTER

2025-2026



Theme: Thriving In Indus & The World



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What No Algorithm Can Teach

This year, for the first time, the future stopped feeling abstract.

My son is in Grade 11. Our home has taken a distinct rhythm of its own. College shortlists on the dining table, spreadsheets comparing courses, conversations that start at dinner and don't really finish. We have questions. Which college. Which course. Which country. And underneath all of it, the question that matter the most: what will the world look like when he graduates?

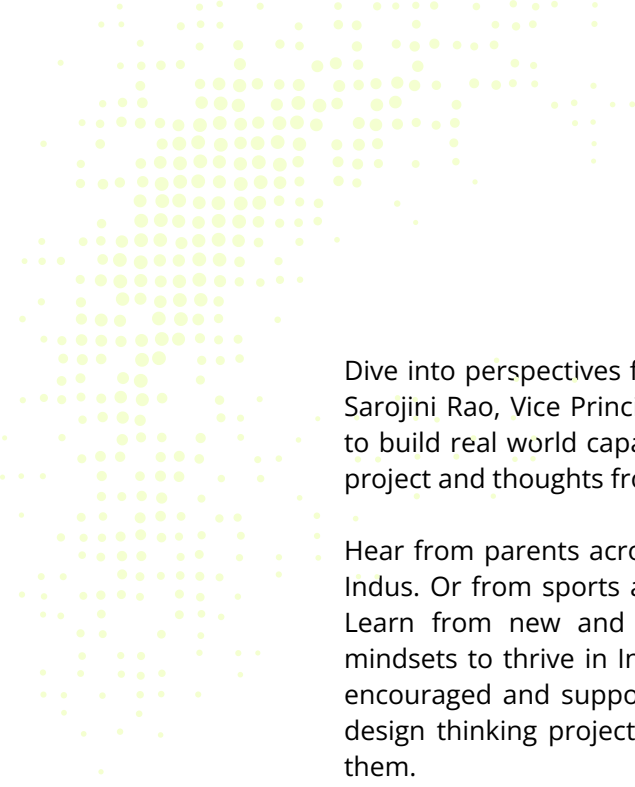
AI is not a distant disruption anymore. It is here, accelerating, quietly rewriting what it means to be skilled, employable, even educated. And no spreadsheet can tell us what the world will reward when our children are ready to step into it. So, I've stopped asking what should my child study and started asking who should my child become?

I think the answer is to go back to something deeply, irreducibly human. Indus felicitated one of our alumni this year, a young woman crowned Femina Miss India 2026. The school didn't celebrate just her crown. It celebrated her courage: to dream beyond the ordinary, to choose a path that was unconventional and entirely her own when safer options were always available.

I understood why she could.

Because Indus has spent years quietly building the conditions for exactly that kind of courage. This is a school where innovation is not a buzzword on a wall. It is the expectation in the room. Where leadership is not reserved for the obvious candidates. It is drawn out of every child who walks through the door.

This edition of our magazine unfolds around that theme of thriving and growing and we are proud that it does. This edition offers parents a few perspectives from lived experiences in the school on 'How to thrive in Indus Bangalore'.



Dive into perspectives from our CEO – Gen Arjun Ray, Deputy CEO – Dr Sarojini Rao, Vice Principal. House projects are a great way to students to build real world capabilities and we present to you the houses, their project and thoughts from the house-masters directly.

Hear from parents across the globe on what helped their kids settle in Indus. Or from sports achievers on how to help your children balance. Learn from new and long-time Indus parents on perspectives and mindsets to thrive in Indus. I loved learning from parents on how they encouraged and supported children through their personal vision and design thinking projects for them, without actually doing the work for them.

The spreadsheet is still on our dining table. But I've stopped believing it's really the point. The world doesn't need more efficiency; it needs direction. It needs people who know who they are, what they stand for, and why it matters.

That is what Indus is building — one child at a time. Helping each child thrive in the world.

Welcome to our magazine. We hope it stays with you.

By **Ms Puneeta Singh**, Communication Lead – 2025-26

CEO's Message

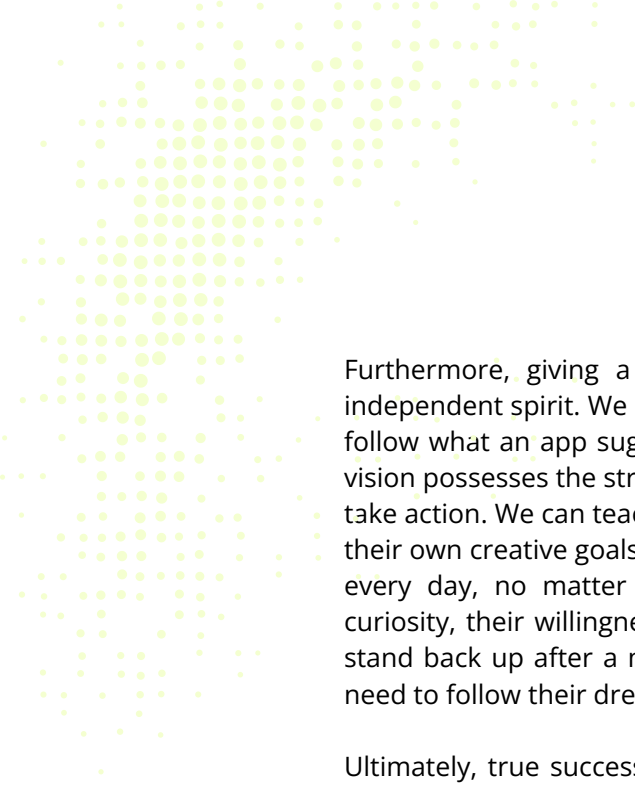


Parenting in the Age of AI

We are living in a time of incredible change, where smart machines and computers can answer almost any question, write essays, and solve complex problems in seconds. For a long time, parents believed that the best gift they could give their children was a regular education – a wealth of facts, high grades, and technical skills. But now that technology can handle data and logic effortlessly, a big question faces every family: what is our real job in preparing our children for the future? The answer requires a beautiful shift in perspective. The greatest gift parents can give their child today is not more information, but a clear vision for their life. When technology can do the routine thinking, a sense of purpose becomes a child's ultimate human strength.

To give a child a vision means helping them look beyond the immediate pressure of school schedules and exams to discover who they want to become. The modern world bombards our children with mental overload and constant digital distractions that blur their view. Our primary job as parents is to help them find focus, quiet the noise, and master their inner feelings. When a child knows how to calm their mind, they develop the clarity needed to see far ahead. Helping a child build emotional strength and a secure sense of self is far more valuable than pushing for a perfect test score. A peaceful mind allows a child to look at the future not with fear or anxiety, but with hope, excitement, and a clear sense of direction.

A powerful vision is born from deep inner wisdom and intuition, qualities that computers can never replicate. Machines work on math and past data, but they lack a soul, a conscience, and a sense of destination. The most meaningful human journeys are guided by an inner voice that knows what is right and what is possible. As parents, we must protect the quiet spaces where this inner voice can grow. This means bringing back the power of solitude—allowing children the freedom to sit quietly with their thoughts, to daydream, and to be bored without immediately reaching for a screen. It means encouraging them to read real, physical books to build a patient, thoughtful mind. Most importantly, it means having real conversations around the family dinner table, asking open questions that challenge them to think about their values and the good they want to do in the world.



Furthermore, giving a child a vision means helping them build an independent spirit. We do not want to raise passive children who blindly follow what an app suggests or what the crowd dictates. A child with a vision possesses the strength to think for themselves and the courage to take action. We can teach this by encouraging steady, daily effort toward their own creative goals—the simple habit of working on a skill a little bit every day, no matter what. When we praise our children for their curiosity, their willingness to ask difficult questions, and their ability to stand back up after a mistake, we are helping them build the grit they need to follow their dreams.

Ultimately, true success is not about how many facts our children can remember, but about how well they understand life and how kindly they treat other human beings. Our job is no longer to help our children compete with machines. Our job is to ground them so securely in character and moral clarity, and to lift them so high with a beautiful vision, that they can use technology as a tool to do good. The greatest gift we can give our children today is to teach them, above all else, how to look at the world with purpose, kindness, and an authentic human vision.

By **Gen Arjun Ray**, CEO Indus Trust

Deputy CEO Message



Helping Children Thrive in this evolving world

Theme 1: AI and the Future of Work

Not a technology conversation - a human one

PAC: Beyond digital skills, what human capabilities will be non-negotiable in an AI-shaped world?

Dr Rao: AI will increasingly handle efficiency, automation, and optimization. What humans must bring is meaning, direction, and responsibility. The capabilities that will become non-negotiable are critical thinking, creativity, problem-solving, ethical judgement, and emotional intelligence.

In addition, agency - the ability to take ownership and make decisions will define success. The shift is from executing tasks to defining what is worth doing. Education must therefore focus on building thinkers, not just skilled workers.

PAC: The question parents are quietly asking is: "Will my child have a job?" How would you respond to that anxiety?

Dr Rao: Yes, but not necessarily the kinds of jobs we are familiar with today. The more important question is not whether a child will have a job, but whether they will be able to adapt, learn continuously, and create value in a changing world. We must move away from preparing children for specific roles and instead prepare them for continuous learning and problem-solving. AI should be seen as a companion in this journey, something that enhances human capability, not replaces it.

PAC: How do we protect children's 'intellectual abilities and independence' - their ability to disagree with an algorithm and think for themselves?

Dr Rao: The greatest risk is not that children will fail to use AI — it is that they will use it without thinking. We must deliberately cultivate AI literacy so that children understand both the power of agency. We encourage independent thinking, questioning, disagreement, and the formation of original perspectives. Children should not become passive consumers of algorithmic outputs.

Theme 2: Rethinking Higher Education

Is the old map still useful?

PAC: The traditional pathway - good grades, top university, stable career - is under pressure globally. How should families be thinking about higher education today?

Dr Rao: The traditional pathway - good grades, top universities, stable careers still has value. But it is no longer sufficient. Our current system is largely designed to produce employees. The future demands something different: individuals who can solve complex, interdisciplinary problems, create new value, and continuously adapt as the world shifts beneath them. This requires higher education to evolve from a model of credentialing to one of capability-building.

The World Economic Forum identifies the skills that will matter most going forward - critical thinking, creativity, collaboration, AI literacy, ethical and global awareness, interpersonal skills, and above all, learning how to learn. These are not incidental outcomes. They must be the deliberate design of any institution that claims to prepare young people for the future.

PAC: What qualities should families look for in a university or post-secondary path that signals it is genuinely preparing students for the future?

Dr Rao: Future-ready institutions should prioritize critical thinking, creativity, and interdisciplinary learning. They should integrate AI literacy meaningfully and emphasize ethical reasoning and global awareness. They must also provide opportunities for real-world engagement through projects, internships, and entrepreneurial experiences. If students are only consuming knowledge, the model is outdated. If they are applying, questioning, and creating, the institution is aligned with the future.

Theme 3: Parenting in Uncertain Times

The hardest job in a confusing world

PAC: Resilience is often misunderstood as “toughening up.” How would you reframe what emotional resilience means for a child today?

Dr Rao: Resilience is the ability to understand emotions, regulate responses, adapt to change, and recover from setbacks. A resilient child does not avoid struggle, but one who knows how to navigate it - with awareness and support. Emotional intelligence is at the core of true resilience.

PAC: What is one habit or mindset around learning that you wish every parent should cultivate at home?

Dr Rao: Parents should prioritize a learning mindset over a performance mindset.

PAC: What conversations should families be having at the dinner table that most are not having yet?

Dr Rao: Families need to move beyond routine questions like “What did you do?” or “How was your school?” and engage in deeper, reflective conversations.

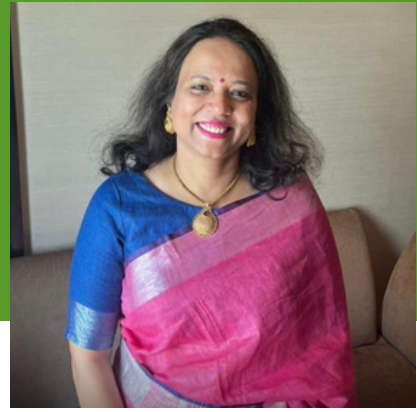
Questions such as:

- What surprised you in your learning?
- What can you do that AI cannot or should not do?
- What would you do if your job did not exist tomorrow?
- What are you curious about, and are we supporting that?
- What problem in the world would you like to solve?

These conversations help build self-awareness, adaptability, and a sense of purpose, qualities that are essential for thriving in an evolving future.

Dr. Sarojini Rao. Deputy CEO – Indus Trust.

PAC Chair Message



For the past fourteen years, Indus International School has been an integral part of our family's journey. As the Chairperson of the Parent Advisory Committee, a proud parent of an alumnus who graduated two years ago, and a mother to a daughter currently in Grade 9, I reflect on these years with immense gratitude and pride.

Education is so much more than academic achievement. It is about building strong foundations of character, confidence, discipline, and empathy, while encouraging children to dream big and strive for excellence. What makes Indus truly special is its ability to balance both: strengthening foundations while inspiring students to reach for glory.

Over the years, I have watched students grow into confident, compassionate, and globally minded individuals. The school nurtures curiosity, creativity, leadership, and resilience, preparing children not only for examinations but also for life. My son continues to carry forward the values he learned at Indus, and watching my daughter now experience the same nurturing environment gives me great confidence in the school's vision.

One of the greatest strengths of the Indus community is the partnership between parents and the school. Through collaboration, trust, and shared purpose, we create an environment where every child feels supported and empowered.

In today's changing world, children need both roots and wings. Roots grounded in values, and wings to pursue their aspirations fearlessly. Indus continues to provide both, shaping future leaders with excellence and compassion.

Together, let us continue strengthening foundations and reaching for glory, one child at a time.

By Chairperson **Ms Swagatika Panda**

Vice Principal Speaks



How Indus Bangalore helps each child Thrive

This article captures perspectives from Ms Lakshmi, Vice Principal Indus Bangalore, on how the school helps each child thrive in today's every changing world

PAC: The Shift in Philosophy — Has the school's approach to learning itself changed in recent years?

Ms Lakshmi: We live in a VUCA world one marked by Volatility, Uncertainty, Complexity, and Ambiguity and on the cusp of an age of superintelligence. In this landscape, we asked ourselves a fundamental question: What does it truly mean to educate a child?

Our answer has been clear and deliberate humaneness and wisdom must take precedence over the mere acquisition of knowledge. When information is available at one's fingertips, the role of a school can no longer be to simply deliver content. It must be to cultivate the capacity to think, discern, and live with intention.

This belief has driven a quiet but profound shift in how we see our teachers. We are actively working to transform educators from knowledge providers into wisdom workers, mentors who don't just teach subjects, but unlock the unique potential within each child. A mentor asks the questions that matter. A mentor helps a student connect learning to life.

In the classroom, this philosophy translates into a deliberate emphasis on conceptual understanding and interdisciplinary thinking through STEAM. Rather than learning in silos, students are encouraged to see the threads that connect science to art, mathematics to human experience, history to the choices we make today. The goal is not a child who can recall facts it is a child who can apply understanding to navigate the world with wisdom and grace.

PAC: How the School is Approaching AI Specifically

Ms Lakshmi: At our school, we have made a conscious choice to see Artificial Intelligence not as a tool, but as a companion. This distinction matters deeply. Tools are used and set aside. Companions engage, challenge, and grow with us.

Teachers are being trained and given meaningful opportunities to bring AI into both their classrooms and their own professional lives using generative AI to explore real-world issues, facilitate Social-Emotional Learning conversations, and discover how concepts come alive in everyday contexts. When a teacher engages in a genuine discussion with AI seeking an opinion, stress-testing an idea, exploring multiple perspectives they model exactly the kind of thoughtful, curious engagement we want our students to develop.

For students, our approach to AI is rooted in one non-negotiable principle: ethical, conscious engagement over passive consumption. We are intentional about ensuring AI supplements thinking it does not replace it. Tasks and assignments are designed so that students articulate their own thoughts and opinions first, and only then invite AI to evaluate, challenge, or add to their reasoning. This practice builds intellectual confidence, sharpens critical thinking, and ensures that the child's voice always comes before the algorithm's.

We are not preparing children to be users of AI. We are preparing them to be thoughtful, ethical, and discerning partners of it.

PAC: The Inner Life of the Child — Emotional resilience, wellbeing, and values

Ms Lakshmi: At the very heart of our school's vision is a quiet but powerful truth a child who is at peace with their own emotions naturally becomes a source of strength and empathy for those around them. Social-Emotional Learning is not a programme that runs alongside our curriculum. It is our curriculum. Our teachers are deeply trained in SEL and are equipped not just with knowledge, but with the sensitivity to recognise and respond to the emotional landscape of a classroom. They understand that a child who feels seen and safe is a child who can truly learn.

Our school's core values Love, Empathy, Discipline, and Respect are not words on a wall. They are lived, practised, and returned to daily. To nurture empathy in a real and experiential way, we take students on field visits to nearby villages, where they encounter ways of life different from their own. These are not merely outings they are invitations to expand the heart, to see humanity in its many forms, and to understand privilege with gratitude rather than indifference.

Self-discipline is held in equally high regard. Through mindful grooming standards and daily structures, students learn that how we carry ourselves is an expression of the respect we hold for ourselves and others.

Woven through all of this is our Life Entrepreneurship Curriculum a purposefully designed, core element of student life that builds the essential human skills of empathy, resilience, adaptability, and self-awareness. Because we believe that before a child becomes anything in the world, they must first become a good human being.

PAC: A moment that stayed with you — If there is a story, an observation from a classroom, or a conversation with a student that captures a high moment we would love to hear it.

Ms Lakshmi: In a school, moments of genuine learning rarely announce themselves. They arrive softly in a conversation at the corridor, in the way a child handles disappointment, in an unexpected act of kindness between students. We are constantly surprised by what children teach us, simply by being themselves. Humility, resilience, quiet confidence, instinctive teamwork we witness these not in grand gestures, but in the small, unremarkable moments of an ordinary school day. And if we are paying attention, there is something to take away from every single one of them.

But if we were to hold up two moments that captured something essential about who we are, they would be Indus Day and the PYP Exhibition.

1. Indus Day is not an event. It is a journey and like all real journeys, it is messy, uncertain, and magnificent. We watched children move through every human emotion a single production could hold the early excitement, the quiet panic, the late nights, the creative disagreements, the tears of frustration, the heartbreaks, and finally, the electric joy of pulling it all together. What stayed with us was not the performance on stage. It was the moment just before when a child who had nearly given up, didn't. That is the education no textbook can offer.
2. The PYP Exhibition gave us something different, and equally unforgettable. Here were children young as they are standing before an audience with ownership, passion, and a depth of commitment that left many of us quietly emotional. They had chosen their questions, followed their curiosity, wrestled with real-world problems, and arrived at that stage not to perform knowledge, but to share a conviction. The confidence in their eyes was not something we gave them. It was something they had built and we had the privilege of witnessing.

These are the moments we carry. They remind us, every time, why we do what we do.

Ms Lakshmi Chethan, Vice Principal – Indus Bangalore

SENIOR SPORTS DAY



PYP SPORTS DAY



The Pulse of Indus: Inside the House Experience

This section features the four houses of Indus - Pegasus, Orion, Hercules and Phoenix. It gives parents a window into the house initiatives, house masters at the helm for this year and how can parents and children contribute to these initiatives.

At Indus International School, Bangalore, the house system is far more than a structure it is the living, breathing heartbeat of student life. Each house is a microcosm of the larger world, where ideas are tested, leadership is forged, and values are lived rather than taught. Within these vibrant communities, students do not simply participate they belong, they contribute, and thus they evolve. The house becomes a space where competition meets collaboration, and where every voice, whether loud or quiet, finds its place in shaping something larger than itself.

What truly sets the Indus house experience apart are the initiatives that anchor each house in purpose. Through these, students step beyond the classroom into real-world learning exploring entrepreneurship, sustainability, social responsibility, and creative expression. They learn to lead with empathy, to innovate with intent, and to understand that impact is built through consistent, collective effort. In every project undertaken and every challenge embraced, students discover not just what they can achieve, but seek a wholesome answer to what even constitutes achievement - bland individual growth or an eclectic upliftment of others!

House Phoenix

House motto

Sans Peur – Without Fear



Ms Saheli Barua

House Phoenix embodies courage, resilience, and the spirit of rising above every challenge, guided by its motto Sans Peur— Without Fear. This year's flagship initiative, Fabric Fusion, reflects this ethos by empowering the school's support staff through vocational training in weaving and tailoring. Students lead the effort as instructors, helping create handcrafted products from upcycled materials while ensuring dignified income for the Ammas. The initiative not only promotes sustainability and entrepreneurship but also builds empathy and leadership. The year's defining highlight was Phoenix's outstanding achievement of winning the House Cup, a testament to the house's unity, dedication, and fearless pursuit of excellence.

At the helm is House Master Saheli Barua, an experienced educator who brings passion, mentorship, and a deep commitment to student growth. Since taking over in 2025, she has cultivated a culture where every student feels supported to discover their potential. Looking ahead, Phoenix aims to expand Fabric Fusion beyond the school by building a brand presence and exploring eco-friendly product lines. With continued collaboration between students, staff, and parents, the house is set to soar even higher lifting others as it rises.

Hercules House

House motto
Invicta - Invincible



Ms Pooja Saha

Hercules House lived up to its motto Hercules Invicta—Invincible through a year defined by strength, service, and community impact. Key initiatives included Titbits, a healthy snack programme led by students and Ammas, alongside bake sales that combined enterprise with purpose. Environmental responsibility took centre stage through the Carbon Crunch drives, promoting glass recycling and e-waste collection. A significant step toward inclusivity is going to be the sanitary napkin dispenser initiative for the upcoming academic year, reinforcing dignity and wellbeing. The highlight of the year was the spectacular victory at Indus Day 2025, where students showcased original, student-led performances that captured creativity and teamwork at its best.

Guiding this journey is House Master Ms. Pooja Saha, a dynamic physicist and educator whose leadership inspires curiosity, confidence, and collaboration. Since taking charge in 2025, she has fostered a culture of resilience and purpose within the house. Looking ahead, Hercules plans to deepen its impact through literacy initiatives and continued community engagement, with strong parent participation. Together, the house continues to build not just achievements, but a lasting legacy of strength with compassion.

Pegasus House

House Motto
Exemplo Ducemus
Lead by Example



Ms Madhurima Chaudhuri

Pegasus House exemplifies aspiration, integrity, and leadership, guided by its motto Exemplo Ducemus—Lead by Example. This philosophy came alive through impactful initiatives such as the environmental campaign, which included plastic collection drives, tree plantations, and the creation of an eco-room for the Indus Community School. The house will launch its upcoming initiative of adopting the road outside the school, promoting civic responsibility and environmental stewardship. Pegasus achieved remarkable success across events, securing top positions in drama and music at Indus Day, along with an overall second place, reflecting both creativity and collaboration.

House Master Ms. Madhurima Chaudhuri brings academic rigour and artistic depth to her leadership, inspiring students to lead with both intellect and empathy. Since joining in 2025, she has nurtured a culture of innovation and meaningful engagement. Looking forward, Pegasus aims to strengthen its outreach and continue building socially responsible leaders who act with purpose. With the support of parents and the wider school community, the house remains committed to leading by example in every endeavour.

Orion House

House Motto
Nulli Secundus
Second to None



Ms. Oindrilla Das,

Orion House, guided by its motto Nulli Secundus—Second to None focuses on excellence with purpose and impact beyond self. This vision is brought to life through its central initiative, Amma Café, which empowers women from the community by providing a platform to sell home-cooked meals and earn sustainable incomes. The initiative fosters dignity, entrepreneurship, and real-world learning for students, who actively collaborate in its execution. Throughout the year, Orion also engaged in meaningful activities including fundraisers, community kitchen support, and student-led sustainability ideas, building a strong culture of empathy and responsibility.

Leading the house is Ms. Oindrilla Das, an accomplished educator with a multidisciplinary background in English, communication, and education, complemented by creative pursuits as a published poet. Her leadership emphasises holistic learning, innovation, and student voice. Looking ahead, Orion aims to expand Amma Café into a self-sustaining model while deepening its social impact. With continued encouragement from parents and the school community, Orion strives to nurture individuals who are not only capable but also compassionate changemakers.

A Collective Appeal to Parents

Behind every confident child who performs, leads, builds, or dares to try something new, there is a quiet circle of encouragement that begins at home. The journeys of Phoenix, Hercules, Pegasus, and Orion this year remind us that house life is not just about competition or achievement it is about shaping character through experience, responsibility, and purpose. Each initiative, whether empowering communities, protecting the environment, or nurturing creativity, becomes truly meaningful when students feel supported not only at school, but beyond it.

We invite you, as parents, to be active partners in this journey to encourage participation, to celebrate effort over outcome, and to engage in conversations that reinforce empathy, resilience, and commitment. Your belief in your child's involvement, your willingness to support these initiatives, and your encouragement during both successes and setbacks create the foundation on which these experiences flourish. Together, as a community, we can ensure that every child not only belongs to a house but grows through it, contributes to it, and carries its values far beyond school.

K HUB CLASS



PYP AQUATIC MEET



SENIOR SCHOOL AQUATIC MEET



How to thrive in sports

Keeping the Game Alive

What We Want You to Know About Sports

By Mr. Rohit Menon (Parent of Renaud Moorchilot Menon – Grade 8) and Ms. Houda Guessous (Parent of Manal Oudassi - Grade 4 and Hamza Oudassi – Grade 7)

Renaud has represented Indus school in several prestigious tournaments and plays competitive football at both State and National level championships and Manal is the school's PYP sports champion! We thought it was apt to have a conversation about how to help our children thrive in sports at Indus, with both of them.

Here are their thoughts and ideas for parents to consider...

Why is sports important?

Sports matter because, for children, they are often the closest simulation of real life and the workplace. On the field, they learn to collaborate, communicate, take responsibility, and work towards a shared goal. They understand that consistency beats talent alone, that failure is not final, and that showing up with the right attitude matters more than winning.

Sports also build essential habits early: discipline, fitness, nutrition, and respect for one's body. More importantly, they shape lifelong values such as grit, perseverance, fairness, humility, and respect for others. In a world of academic pressure and rising screen time, sports create balance — helping children grow into not just better students, but healthier, stronger and more grounded individuals.

A few things we would tell other parents based on our experience thus far:

- Help children balance life. Playing any sport is deeply therapeutic. Yet, a common trend among children is that as they move to higher grades and academic pressure increases, sports often take a back seat — or worse, are given up altogether in the pursuit of better grades. But sport is not a distraction from studies; it is often what helps children study better. The discipline, focus, and mental break that sport provides can sharpen concentration and enhance academic performance.

As parents, our role is not to make children choose between academics and sport, but to help them balance both. After all, the real world they will step into as adults will demand exactly that — the ability to balance work, health, relationships, and personal well-being.

- **Focus on Effort, Not Outcomes :**

As parents, we must look beyond medals, trophies, and visible outcomes. The decision to support children in attending stay-back practices or tournaments — even when it means missing an occasional class — should not depend only on their ability to win.

What matters more is their willingness to commit, practice consistently, and show up even on days when they do not feel like it. These habits teach children to focus on what is within their control: effort, discipline, attitude, and preparation.

Regardless of the outcome, the character built along the way stays with them for life.

- **Help them compare to themselves.**

Empower children to "Beat Yesterday" : Children need to understand that their real competition is not the child in the next lane, but yesterday's version of themselves. The true measure of progress is whether they are becoming better, stronger and more confident than they were before — and the most honest judge of that effort is often the child alone.

This shift changes everything. It moves the focus from comparison to growth, from pressure to progress, and from winning at any cost to improving with purpose.

Sports Day's essence is to celebrate participation, effort and courage in every child. When we cheer for all children, they notice. And sometimes, what we model through our actions teaches far more than what we say.

- **Encourage them to try different sports.**

Let children explore : Encourage children to try different sports. It allows them to discover, organically, what they truly enjoy and where their natural interest lies. Indus offers a sprawling campus and access to a wide range of outdoor sports. Diverse play builds sharper reflexes, better decision-making, and skills that transfer across disciplines — often leading to stronger long-term development.

Let us not allow the structure of choosing only two sporting disciplines to limit a child's exposure. If there is a tennis court, a volleyball/basketball court, or any sporting space available, they should find a way to get on to it. Exploration is where passion often begins.



Mr. Rohit Menon



Ms. Houda Guessous

- **If your child needs time off for a tournament, talk to the school early.**

Time off from school for tournament participation : If your child needs time away from school for a tournament, communicate with the school well in advance. In our experience, when parents are proactive and transparent, the school is willing to support and work around it.

Sports will not distract your child from their future. In many ways, it may be where the most important parts of that future are being built: discipline, resilience, confidence, teamwork, and balance.

So the next time we are tempted to say, “skip practice today, just this once,” perhaps we should pause. That practice may be shaping far more than their game.

This article was drafted by the Indus PAC based on a conversation with Rohit and Houda. It has been reviewed and approved by both parents before publication.



Remember this parent who wins the parent's race every sports day??

This is Mr Jawad (Parent of Manal Oudassi - Grade 4 and Hamza Oudassi – Grade 7)

Let's see if anyone beats him this sports day 😊

Challenge Accepted?

SPACE OBSERVATORY



STEAM LAB



How To Thrive In Your Personal Vision

By Ms. Sowmithri Govindachari (Parent of Aprameya Govindachari – Grade 6) and Ms.Nishita Jamal (Parent of Sitara Jamal – Grade 6), Parents at Indus International School Bangalore.

We had a conversation with both of them about how to help our children thrive in their Personal Vision at Indus and the world outside. Here are their thoughts and ideas for parents to consider...

Why is Personal Vision important?

When we first heard the phrase Personal Vision at Indus, one of us had never come across it before. The other was deeply moved that a school was actually teaching this. But what struck us both was how familiar the idea felt. Healing the world. Repairing what is broken. Doing your bit. Here is what we have come to believe about how we, as parents, can bring this alive at home.

A few things we would tell other parents based on our experience thus far:

- **Help them notice and reflect**

Children learn far more from what they see than what they are told. When they watch us give back, show empathy, volunteer, or speak kindly about others, they naturally begin to understand responsibility and compassion. But it is not only about what we do — it is also about the conversations we have. Help your child understand that not everyone has the same opportunities. Talk about what they saw that day, what felt unfair, what made them uncomfortable. It is this process of noticing and reflecting — not the big answers — that nurtures empathy and a lifelong sense of purpose. Over time, they start asking "how can I help?" rather than "why should I?" — and that shift is everything.

- **Look for the smallest gesture**

Every individual has the power to create meaningful change, no matter how small the act may seem. We do not need to wait for the right project or the right moment. The best way to help our children is through small steps. What matters is that they see they are not helpless. Let them try something, however tiny, and see the result of their effort firsthand. Do not measure it by adult standards of impact. What a child in Grade 1 can naturally do is enough—because personal vision is not about the size of the act. It is about drawing the smallest circle of impact.

- **Help them see it as an inward, long-term journey**

Show your children that repairing the world is a steady journey, not a one-time event. The impact is not something to be felt in a day, a week, or even a year. Moving forward step by step builds patience, commitment, and a deeper understanding of lasting change.

But more than the outward impact, what matters is who your child is becoming in the process. This selfless mindset, when practised early, stays with them into adulthood — turning a simple childhood habit into a guiding philosophy for life.

As Jane Goodall said, "What you do makes a difference, and you have to decide what kind of difference you want to make." A life centred around helping others brings the kind of inner peace and emotional steadiness that no exam result ever can.

This article was drafted by the Indus PAC based on contributions from Sowmithri and Nishita. It has been reviewed and approved by both parents before publication.



Ms. Sowmithri



Ms. Nishita Jamal

PYP INDUS DAY



SENIOR SCHOOL INDUS DAY



How To Thrive At Boarding

What We Want New Boarding Parents to Know

By Sonal Prakash (Parent of Ayan Prakash, Grade 10) and Nitya Singhal (Parent of Pranay Singhal- Grade 11), both are boarder parents at Indus International School Bangalore.

At PAC we had a conversation to help learn ideas and perspectives from them on how boarder parents can ensure their children thrive in Indus Bangalore.

These are their lived experiences and some useful perspectives from them below:

When our sons first joined boarding at Indus — one in Grade 7, one in Grade 8 — we were both filled with the natural doubts, anxieties, and inhibitions of new boarding parents. We want to be honest about that. We also want to tell you what we know now, a few years in, that we really wish someone had told us then.

- **Remember, the beginning is hard — and that is okay**

Like many children experiencing boarding for the first time, our sons initially felt lost, missed home deeply, and struggled to manage a routine without family around. That is normal. What helped was not us stepping in, but the people at school stepping up.

One of our sons had a house parent, Miss Darshana, who took him under her wing and helped him settle in like a member of her own family. The house parents and Head of Boarding support the children through difficult days and help them settle back in smoothly after holidays. The nurses go out of their way too — staying up late and visiting rooms to check on students when they are unwell.

Like any space shared by many children, there are occasional moments of chaos — sometimes a lack of hot water or insufficient coolers — but none of that takes away from the warmth of what is being built here. If your child is struggling in the first few weeks, hold on. It turns.

- **Watch them grow...**

Now, a few years in, those early fears have been completely replaced by an overwhelming sense of joy, pride, and deep trust in this institution. One of our sons is today happier walking through the hallways of his dorm than he sometimes is even at home. Watching our children develop exceptional independence and vital life skills at such an early age has been truly remarkable. We have seen them navigate diverse communities with a growing confidence that we know will build real resilience and a global mindset.

There is also something called "circle time" in boarding, where students can openly discuss their concerns and work together to find solutions — and that alone tells you a great deal about the kind of environment this is. Every sacrifice of long-distance parenting feels worth it when you see this kind of growth happening.

- **You are not doing this alone**

Our personal interactions with the different Heads of Boarding and house parents have always been fruitful. They respond quickly and are extremely supportive whenever the request is reasonable. Whether it was arranging transport for an SAT exam centre visit or helping organise a dentist appointment, the boarding staff have consistently made the process seamless and stress-free. As parents, that matters more than we can say.

To the entire boarding team — thank you. Your warmth, commitment, and genuine concern make all the difference in creating a nurturing second home for our children.

This article was drafted by the Indus PAC based on contributions from Sonal and Nitya. It has been reviewed and approved by both parents before publication.



Ms. Nitya Singhal



Ms. Sonal Prakash

GRADUATION DAY



GRADUATION DAY



Finding Home at Indus: Notes From Two Expat Families

By Eleanor Cross (Parent of Henry – Grade 4, Sebastin – Grade 2) and Alafia (Parent of Miqdad – Grade 7, Mouffadal – Grade 4 and Insiya – Grade 1), expat parents at Indus International School Bangalore

Both these families arrived at Indus from different countries, with children of different ages, and with very different starting points. Eleanor's boys joined from the UK in Prep 2 and Grade 2. Alifa's three children arrived in 2022 without speaking any English at all. We invited them to look back at their experiences and share with us their learnings that helped them assimilate better. Here is what they had to say....

The transition is real — expect it and give it time

Moving countries is hard. For our British boys, one of the biggest adjustments was transitioning from the British curriculum to IB. Thankfully, because they had already covered much of the Maths and English syllabus, they were not overwhelmed academically — which meant they could focus on making friends and adapting to the cultural changes that life in India brought. For Alifa's children, the language was the starting point — arriving with no English meant the first months required a great deal of courage from the children and a great deal of trust from us as parents. The canteen food was another adjustment for our family — even the "non-spicy" options felt spicy for our British palates. The school was flexible, allowing the boys to bring food from home while gradually trying small amounts of Indian food to build familiarity. Small things like this made a big difference.

What genuinely surprised us — in the best way

The warm and familiar atmosphere in PYP made our children's school journey a wonderful experience, and we honestly cannot imagine it differently. Throughout the transition, the staff placed a strong emphasis on the children's emotional wellbeing and communicated frequently with us — whether to celebrate successes or to talk through any struggles. The many opportunities to present work to peers and parents have transformed our boys into confident public speakers. The UOI approach has helped them develop a much deeper understanding of concepts across subjects in a way that a traditional curriculum simply did not. And as parents, the invitations to be part of it — sports day, the Aquatic Meet, classroom presentations — made us feel genuinely connected to what our children were living every day.

A few things we would tell every expat parent

- **Accept early on that some things will work differently here.** School processes and communication styles may differ from what you are used to at home. Sports tournaments or outings are not always communicated far in advance — and that can be surprising at first. Accepting this early makes integration much easier.
- **Think carefully about which grade to place your child in.** This is perhaps our most important piece of advice. Do not choose your child's grade solely based on the school system of the country you come from. The expectations and challenges can vary greatly. It is sometimes worth considering enrolling your child one grade lower to give them stronger foundations and more confidence at the beginning.
- **Get involved — it changes everything.** Volunteering as a class representative or guest lecturer gives you more opportunities to connect with teachers regularly. It helps you feel informed and part of school life rather than on the outside looking in.
- **Find your community.** Finding a residential area with many other Indus families — both local and expat — makes it much easier for children and parents alike to build friendships and feel at home. That community outside school hours matters more than you might think.

We are truly thankful we found Indus. If you are just arriving, know that the beginning is the hardest part — and that it does get easier, faster than you expect.

This article was drafted by the Indus PAC based on contributions from Eleanor and Alafia. It has been reviewed and approved by both parents before publication.



Ms. Eleanor Cross



Ms. Alafia

Finding Your Feet at Indus: Tips from Parents Who Have Just Joined Too!

Starting at a new school is as much a journey for parents as it is for children. We asked a few Indus parents who have been here a couple of years — what they wish someone had told them at the beginning.

Here are thoughts and practices that helped these new parents settle better in Indus. We sincerely thank **Vidya Santhanam** (Parent of Tanya Rajkumar – Grade 9), **Karen Siah** (Parent of Oliver Fong – Grade 1), **Dinesh Kansara** (Parent of Dhairya Kansara–Grade 11), & **Dr. Geetha** (Parent of Priya – Grade 5), **parents at Indus International School Bangalore, for talking to us and sharing these tips below**

Tip 1: Get into the right channels early

Be proactive. Get yourself onto every channel of communication — Toddle, the WhatsApp groups, all of it. The grade reps are a big help, so make sure you find them and connect early.

Tip 2: Find a parent who already knows the ropes.

If you know anybody who is already at Indus, make those calls right away. They will get you on board faster than anything else. Before we joined, we called up friends whose children were already here, and they hooked us up with everything. roadmap day, the PTM/3WC and other open house interactions.



Ms. Karen Siah



Ms. Vidya Santhanam

Tip 3: Get to know the teachers

The other thing that made a real difference for us was getting to know the class teacher as soon as possible. Even if that meant showing up every day for pickup in those first few months. The class teacher knew where we were struggling. She knew the answers to everything. That relationship was everything in the beginning. One more thing worth knowing: be prepared for homework. Even in Grade 1, there is quite a lot of it, and if you are coming from another school, it might surprise you. But it is good homework. Get behind it.

Tip 4: Take boarding seriously, even if you live in Bangalore

We would urge all parents to look at boarding as a very real option — whether you are in Bangalore or outside. It was a pleasant surprise for us to see what it did for our child, and honestly, for us as parents too. The emotional maturity it builds is something you cannot manufacture at home. Screen time reduces. Routine sets in. Discipline comes naturally. All the things we as parents want for our children but struggle to create — boarding quietly takes care of them.

Tip 5: Take time to understand the IB way.

The one gift you can give yourself as a new parent is understanding how IB works — the IB way of learning and teaching. It is different, and the sooner you get comfortable with it, the easier everything becomes. The good news is you do not have to figure it out alone. Teachers, parent buddies, even older students who have been in IB for a while can help you understand it better.

Tip 6: Read the communications

When you join, the school sends you a set of information mails. Please read it. It has a lot of information that tends to get lost in the rush of settling in. Do join all orientations, the curriculum roadmap day, the PTM/3WC and other open house interactions.

This article was drafted by the Indus PAC based on a conversation with these parents. It has been reviewed and approved before publication.

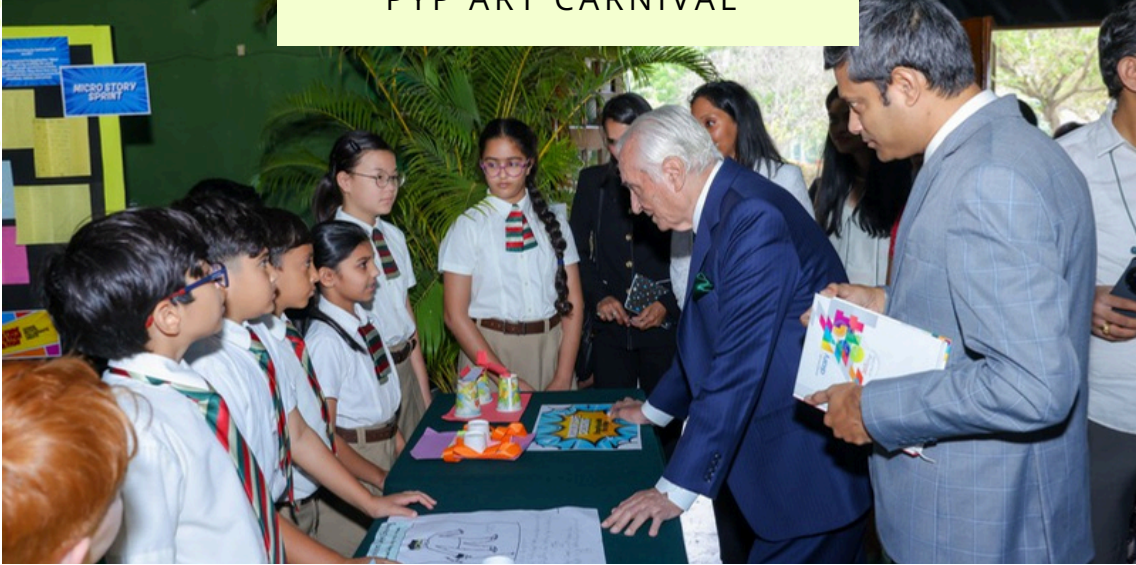


Dr Geetha



Ms. Dinesh Kansara

PYP ART CARNIVAL



SENIOR SCHOOL ART CARNIVAL



How To Thrive In Indus From the lens of the Grade Rep Teams

We invited the grade reps to share one tip which could help parents thrive in Indus Bangalore. We are fascinated with the plethora of inputs that have come in. Ranging from mindsets to specific skills and in some cases even specific tactical tricks and tool. Many of them invite us to turn the lens inwards as parents. We agree parenting is a fascinating journey where we get better as human being. Read on to know more.



Vibha Hegde
Prep 2

Listen to your kids; be available for them.



Shravanthi Akash
Prep1

It takes a village children flourish when parents, teachers, and community move together.



Priyanka P
Reception

Daily habits like reading, enough sleep, and dinner conversations will quietly outperform any pressure for perfect marks over time.



Sushma Shetty
Grade 1

Encourage children to play sports — it builds discipline, teamwork, and the grace to win and lose.



Harpreet Kaur
Grade 2

Let's all focus on building your child's confidence and emotional safety more than just performance.



Ayesha Moglia
Grade 2

Children thrive when parents, teachers and communities work together with kindness, consistency and care.



Parul Mishra
Grade 3

Good habits beat last-minute cramming, and resilience is built one brave failure at a time.



Deepshikha Rajee
Grade 3

PYP learners stitch wild ideas and ask brave questions: Cheer the stretch, not just the polished finish



Leticia Maestri Dalla Nora
Grade 4

Connection before correction — a child who feels loved learns better than one who feels pressured.



Ruchika Tiwari
Grade 4

Encourage children to play sports — it builds discipline, teamwork, and the grace to win and lose.



Meghna Bhardwaj
Grade 5

*Give them room to explore
and the grace to be
imperfect — that's where
real learning lives*



Dhannya Sreekumar
Grade 5

*Listen to your child with your
whole being, not just your ears;
your presence is the most
nurturing space you can create.*



Saraswathi Brahmajosyula
Grade 6

*The best education happens
beyond classrooms; open the
door, and let them meet the world
on their own terms.*



Sowmithri Govindachari
Grade 6

*Step back, let them lead, and
trust that every stumble they
navigate alone is building the
confidence they'll need for life.*



Um e Habiba Patel
Grade 6

*Raise a child who is consistent,
kind, and endlessly curious
and you have given them
everything that truly matters.*



Neethi Iyer
Grade 8

*The child who can handle
disappointment, speak kindly,
and recover from failure will
outrun the one who only
knows how to score well*



Sushma Dev

Grade 8

Your role is to empower children with values, confidence, and opportunities, not to live the journey on their behalf.



Harshini Challa

Grade 9

Empower children to view every challenge as a lesson and every person as a story, building the resilience to grow and the heart to connect.



Bhavna Aggarwal

Grade 9

Let your child fail sometimes because learning to get back up after a setback is the most important life skill you can ever teach them.



Shweta Jain

Grade 10

Give your child a dream to chase and small milestones to celebrate along the way because motivation lives in the space between where they are and where they are going.



Anuradha Krishnan

Grade 11

Listen to your child without rushing to fix, feeling heard builds confidence and supports learning.



Meena Anand

Grade 12

Raise a child who questions, connects, creates, and cares because in a world full of AI tools the most future-ready skill is knowing how to think and feel for yourself.



Mahesh Shastry
Grade 12

*Leverage collaboration
between parents,
students and school*



Sonal Prakash
Boarding

*Have faith in your
decision, your choice, and
your process.*



Nitya Singhal
Boarding

*Help your child Set a goal and
work towards it with focus .*



Deepa Premkumar
PAC Co- Chair

You have come to the end of the imPACt magazine for 2025-26. We had a very enriching time putting this together. PAC adopted a different approach this time. We invited parents to join us online for candid and qualitative conversations instead of circulating forms. The conversations have shaped both the agenda for the PAC meeting with the school as well as the articles published in this magazine.

We thank every single parent who contributes to the school and Indus community in many ways. The imPACt magazine is how my journey with PAC started four years ago. We invite you to start yours with this edition. We would love to have more parents contribute in different capacities. Just reach out to us with ideas and contributions by either nominating yourself via [this link](#) or by simply dropping us an email at induspacblr@gmail.com



PAC TEAM



IN OMNIA PARATUS

INDUS
INTERNATIONAL SCHOOL
BANGALORE