

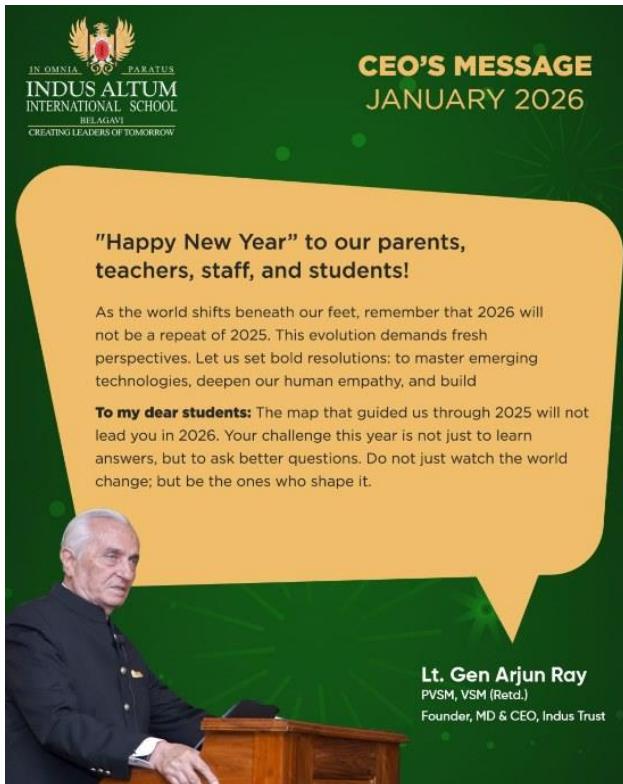
COMMUNIQUE



IAIS Newsletter Vol 5 - Issue No. 7

Official Newsletter of Indus Altum International School, Belagavi

From the desk of our CEO



38th Central Leadership Retreat

I would like to begin by expressing my sincere gratitude to General Arjun Ray and Dr. Sarojini Rao for the 38th Central Leadership Retreat and their constant guidance in empowering us not only in our roles as educators, but also in becoming better human beings - situationally aware, purposeful, and prepared for the future.

With each Central Leadership Retreat, the role of AI is redefined, and our role as educators is questioned - particularly in terms of how well we are equipped to prepare our students for an unpredictable future. Our relationship with AI has evolved from viewing it as an information provider to engaging with it as a collaborator, partner, companion, and now co-pilot.

While AI continues to evolve at an exponential pace, we as educators can no longer afford to resist personal and professional transformation. This resistance often stems from our emotions, mindsets, fears, and biases - qualities that are uniquely human and, in many ways, our greatest strengths. Yet, despite recognising that agentic AI can now think, plan, and act efficiently, we continue to cling to familiar ways of working. Instead of leveraging AI to work smarter and create space for creativity, introspection, and self-investment, we often choose to work harder without a deeper purpose.

Educators must now intentionally design AI co-pilots to support cognitive and operational tasks. By doing so, we create the space to shift from textbooks to life being the curriculum—where learning is grounded in purpose, agency, and innovation, and where we move from being knowledge workers to

becoming wisdom workers. This, in turn, demands that we think and act like startups, continuously learning, redesigning, and reinventing ourselves to remain relevant and do meaningful work.

The future of education is not about AI or humans, but about our relationship with AI—where agentic AI functions as a co-pilot to run systems and processes, making our work more innovative, faster, and more adaptive, while we remain accountable for holding the soul of education: our humanness, our purpose, and our values.

Ms Anjali Negi

Vice Principal

Sports Day - Primary





On Sports Day, we celebrate victory in sports. On this day, we all gather to showcase our talent in front of our parents.

First, we started with the march past. We marched in the hot sun, and our parents clapped for us. Then, we took the oath and marched out of the ground. Next, we danced happily with our beautiful props and dresses and had a lot of fun.

Finally, we participated in sprints, hurdles, shuttle runs, and shot put. Then, we got medals and ate yummy snacks. When we went home, we all realised that participation is more important than winning.

Yuvan Ojas, Grade 3

Sports Day - Secondary





I attended the sports day as the sports head, and it was definitely one of the most enjoyable days of this academic year. Primary sports day was held in the morning, while secondary followed an hour after the primary events were done. The most memorable parts of the primary would be the commentator, a young lad who has the enthusiasm of everyone in the audience packed into one body. The hype of the audience was soaring due to the little kid.

However, it was the secondary sports day held from 2 pm that really left a prominent mark on me. The Marchpast-marvellous; Dances-beautiful; House spirit- through the roof. It was somewhere in between encouraging everyone to do their best and feeling dissatisfied when somebody mistook left for right, I realised that everybody is different, yet we all look after one another and cover up for others' mistakes. While watching the house spirit and their care for others of the same house is expected, I even saw people from different houses take care of each other without any ill intent. I also watched them rejoice or feel disheartened, console and tease, when staring at the house points displayed on the scoreboard. The entire field really held a whirlwind of emotions that aren't enough to describe. Lastly came the most-awaited event - the relay. The concept of juniors and seniors was all forgotten, and people were planning as equals to take the biggest lead, pitting the fastest runners against the fastest runners of different houses and contemplating.

Everybody from the youngest kid to the oldest parent cheered, and it felt like the ground couldn't be louder that day-except it did. The anticipation of discovering the winning house kept everyone on edge. Teamwork really pays off, as Orion House truly showcased by securing the 1st position in March past and becoming the Overall champions, while Hercules House backed the Runner's up trophy. We win and lose together, cry, and laugh together. And we all rejoice and clap for the ones that win. That's the true spirit of sportsmanship.

Zephyr Arali, Grade 11 School Sports Captain

Deep Reading Book Review session









On 28th November, the book review team – Mr. Akash, Mr. Aryama, Ms. Sujata, Ms. Femi, Ms. Shrisha, Ms. Pratibha, along with our middle school in-charge, Ms. Abijah and our Upper Secondary coordinator, Mr. Sunil Raveendran, conducted a session on the book ‘Permission to Feel’ by Marc Brakett. This session offered valuable opportunities to reflect on emotions, both our own and those of the children we support. Through activities such as balloon exercise, we explored how feelings can be acknowledged rather than dismissed. A key takeaway was the distinction between being an emotional judge and an emotional scientist: approaching emotions with curiosity allows for understanding, rather than evaluation.

The use of the Mood Meter highlighted how emotions shift throughout the day, influenced by levels of energy and pleasantness. This understanding supports the development of the RULER skills: recognising emotions through observation, understanding their causes, labelling them accurately, expressing them appropriately, and regulating them effectively.

The session reinforced the idea that children learn emotional regulation by observing adults. By prioritising emotional needs, as reflected in Maslow’s Hierarchy over Bloom’s Taxonomy, we can teach the child before the content. Practical classroom tools such as emotional vocabulary and

restorative cards further support this process, ensuring emotions are allowed to flow while expressions remain regulated.

Ms Sugandha Singh - Facilitator

Our Student Speaks



1 - Siraphop Sribuathong, Grade 7

On a Chinese Lunar New Year, people's homes and workshops get decorated with dragons and themes of red colour to celebrate the coming of the new year. During this time, the families that respect the Chinese culture would not really clean their homes, as this dust signifies good luck. The fiery red colour takes over, symbolizing good luck and manifestation.

Children go around their neighbourhood receiving red pockets, decorated with a red base and dragons, with money inside them, for good luck and prosperity for children. You can see all the elders wishing them good luck and a long life in every aspect of their lives.

The candles and incense fill the aroma with peace as prayers are offered to our ancestors. It is almost unbelievable how beautiful everything looks around this time with positivity and togetherness.

In the evening, families hold parties with traditional food like stir-fried noodles, which signifies a long life. The spicy, sweet and salty taste makes the experience everlasting as the flavours dance on the taste buds. Towards the end, the bright, shiny fireworks take the centre stage, signifying the end of bad luck from our homes, for the coming new year.

I have always looked forward to celebrating the New Year with my family and friends, because above all, it's a time of love and togetherness, bringing everyone closer.

Our Parent Speaks



2 - Venkata Suresh Dande, Parent of Skanda Dande

As a parent of Skanda Dande, Grade 9, I am truly happy with our experience at Indus Altum International School. Over the years, we have seen Skanda grow not only academically but also in confidence and independence. He is now more open in sharing his thoughts, actively participates in class, and enjoys being involved in both academic and extracurricular activities.

The teachers have been a constant source of support and encouragement for him. Their caring approach, personal attention, and regular communication have made a significant difference in Skanda's learning journey. He feels comfortable, motivated, and excited to come to school each day.

The school offers a warm, positive, and welcoming environment where students are encouraged to explore their interests and develop important life skills. We especially appreciate the emphasis on values and emotional well-being alongside academics. We are grateful to be part of such a caring and supportive school community.

From the PAC



3 - Ms Arti Ahuja

Innovation and Sustainability Core Committee member

In today's world of instant convenience, we rarely stop to think about the waste we generate or where it goes. Globally, an individual produces about 0.74 kg of waste daily, while India generates nearly 1,50,000–1,70,000 tons each day—much of it untreated or unaccounted for. These numbers show that waste management is no longer just an environmental concern, but also an opportunity for innovation and new business solutions. With this intent, the PAC Innovation & Sustainability team organised an engaging guest lecture for IAIS secondary and higher secondary students, led by Siddharth Mutkekar and Chinmay Maddinmath, founders of Kabadi Man. The session helped students understand sustainability challenges and the role of entrepreneurship in driving social change. Kabadi Man is an innovative start-up transforming waste management through technology and community engagement. With a vision of building a cleaner, greener India, it addresses urban waste challenges while uplifting informal recycling

communities. The start-up gained national recognition after being selected among the top 10 investable ventures at the Hubli–Dharwad–Belagavi Blue event during TiECon Hubli on February 1, 2025. What began as a scheduled 90-minute talk soon transformed into an energetic 2.5-hour discussion. The room buzzed with curiosity as students asked thoughtful questions on sustainability, technology, scalability, and social responsibility. Their engagement reflected not just entrepreneurial interest, but also a growing understanding of how innovation can drive positive change in communities. Anjali Negi, Vice Principal, beautifully captured the essence of the session, noting that Mr Siddharth's interaction offered students an authentic glimpse into entrepreneurship—the struggles, learnings, and resilience behind every venture. What truly resonated was the strong human connection and the founders' unwavering commitment to community upliftment through innovation and purpose, values that align seamlessly with the school's vision. The journey does not end here. The excitement now builds towards the next milestone—the Shark Tank event—where students will pitch their own innovative ideas, compete for mentorship, and receive initial seed funding to develop their proof of concept. It promises to be a powerful continuation of this learning journey, nurturing young minds to think responsibly, innovate boldly, and lead with purpose.



The Indus Altum Bookmark

The book that we recommend this month is

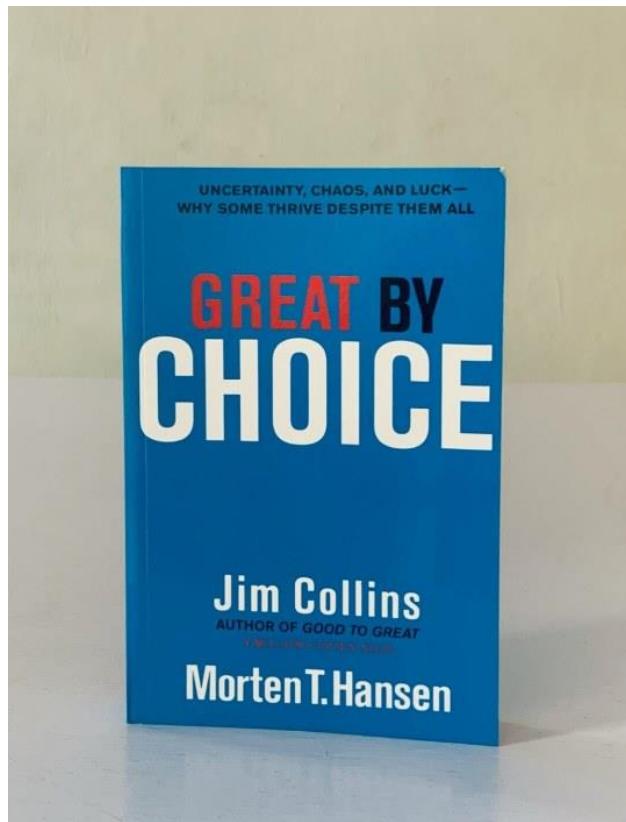
Great By Choice by Jim Collins and Morten T. Hansen

Great by Choice challenges the widely held belief that success is primarily driven by luck, creativity, or bold risk-taking. Through extensive research spanning over a decade, Jim Collins and Morten T. Hansen examine how certain companies not only survive but thrive in uncertain, chaotic, and unpredictable environments. Their findings reveal that greatness is less about reacting to circumstances and more about disciplined choice.

The authors introduce the concept of the “10X leaders”: individuals and organisations that outperform their peers by a significant margin, even when faced with adversity. Contrary to popular belief, these leaders are not reckless or impulsive. Instead, they display calm resolve, obsessive preparation, and consistency. A central idea in the book is the “20 Mile March,” which emphasizes steady progress through disciplined action, regardless of external conditions. This concept highlights that sustained excellence comes from consistency rather than speed or dramatic breakthroughs.

What makes *Great by Choice* particularly compelling is its balanced approach. The book does not deny the role of uncertainty or chance but argues that successful organizations minimize the impact of external forces through disciplined choices and strong values. The writing is engaging and supported by compelling case studies, making complex leadership ideas accessible and practical.

Ms Sugandha Singh - Facilitator



4 - Great By Choice by Jim Collins and Morten T. Hansen

Newsletter Credits -

Ms Sugandha Singh

Ms Anha Farheen