IN OMNIA PARATUS

INDUS

EARLY LEARNING CENTRE

KORAMANGALA, BANGALORE

LEADERS OF TOMORROW

Our Innovative Canvas

"The many hues of IELCK leadership"

VOL 7, JUNE 2022

VISION

"To create global citizens and leaders of tomorrow, through the traditional values of love, empathy, discipline and respect - 21st century citizens who think globally and act locally."

MISSION

"To create leaders of tomorrow through whole-education and life-long learning."

OUR CAMPUS

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Editorial team

Ms. Sonali Malhotra

Ms. Meera Vishal

Contributors

Ms. Archana Arul
Mr. Bhowmik .S
Ms. Chinnu Kuriakose
Ms. Nancy Sabillon
Ms. Nidhi Das
Ms. Piyali Chakrabarti
Ms. Padmini Priyadharshini
Ms. Roopa Harikumar
Ms. Shivani Sharma
Ms. Wendy Rodrigues

Photography

The Teaching Team & Parent contributions

All students' grade levels referenced in this issue are accurate at time of compilation

BEST PRACTICES

Lt General Arjun Ray, PVSM, VSM
MD & CEO, Indus Trust

Mrs.Sarojini Rao
Principal, IISB

Ms.Navita Kishan
Head of Primary School, IISB

As per the Chinese Zodiac calendar, **2020**, the year of the Rat, is Change has been the only constant since the onset of the Pandemic in 2020. Students and teachers have now been exposed to several modes of teaching and learning- Online, Hybrid, Offline, Synchronous and Asynchronous. They have shown utmost resilience and have emerged more adaptable post this adversity. We are delighted to note that students are back to offline school with renewed zest and eagerness to learn, absorb new experiences and also make friends.

The world is talking about learning loss and how to catch up with academics, however we at Indus recognize that the students have faced several social and emotional challenges over the two years they have been at home. Students are taking time to settle in socially in offline school and are sometimes demonstrating behavioural challenges. Hence, we have implemented several initiatives in this area in order to support students become empowered individuals who are not only able to reflect on their thoughts, feelings and emotions but are also able to regulate them effectively. Regular counselling sessions, deep reading of case studies on self-management skills, workshops on bullying and anger management are steps Indus has taken in order to create a nurturing environment for our students. Our endeavour is to help students to use compassion and empathy to understand the needs of others, build relationships and make good decisions. Research unveils that teaching children to be emotionally and socially competent aids their academic achievements as well. Indus truly believes in innovation in education via the use of transformational strategies which connect the student not only to the curriculum deeply but also to the society, making them more humane. Teachers have been weaving in the attributes of the IB Learner Profile into the curriculum with an aim to nurture International Mindedness in students. The Innovation Curriculum with Design Thinking, Tikkun Olam and Goal Setting as its pillars enables the student to empathize, venture into the community, identify problems in the society and also come up with creative solutions, in turn allowing students to look beyond themselves and setting them on a journey towards becoming "change agents". This belief is epitomised beautifully by the quote, ***"'Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." -Harriet Tubman.*** Parents you have been our staunch supporters and true partners. You have aided in our growth through constructive and actionable feedback. A heartfelt Thank you to all our committed parents. Our teachers have been pillars of strength who have worked tirelessly and have often gone beyond their call of duty to ensure that the learning of our fledglings is not impacted. **Our everlasting gratitude to all dedicated teachers.**

We hope that you will enjoy the glimpse into the year captured in this edition of the PYP Fledgling.

Best Regards
Navita Kishan
Head of Primary School
Indus International School, Bangalore

Ms. Sonali Malhotra

Head of Centre Koramangala

Welcome to the Seventh edition of our yearbook

Indus Early Learning Centre Koramangala values and fosters a curiosity-driven and creative childhood. The programmes are thematically aligned and aim to provide students with a holistic education. Students explore diverse perspectives and build local and global connections to their learning in an IB-inspired curriculum. In a collaborative learning setting, teachers guide students into a play-based inquiry experience. Students learn to be self-directed and express their own voice, choice and agency. The programme aims to develop each child's cognitive, social, emotional, spiritual, and kinaesthetic abilities. The philosophy of holistic education is translated into a timetable rich with co-curricular programmes such as coding, music appreciation, keyboard, vocal training, dancing, painting, Yoga, and the option of choosing between Spanish and Hindi as a second language. Socio-emotional development, goal setting, deep reading, Tikkun Olam, Biophilia and connection with nature, as well as empathy-filled community action service, are all part of the leadership curriculum. We're also bringing you crucial academic, leadership, and value-based learning thanks to blended learning. Our team has been researching and reskilling on a regular basis, and has worked hard to improve blended learning. We communicate and work to unlock the potential of every child in our care, as seen by our expanding testimonials, parent referrals, and collaborations with parents. As we reflect on the last year, we thank you all for being a part of our Indus family.

Student Agency

Self-directed learning | S.T.E.A.M | Design thinking process | Inquiry

Self - Directed Learning

Students who are in charge of their own learning rapidly find that they are also in charge of other parts of their lives. Children have an incredible capacity to learn, especially when they don't feel pressured to do so. Most significantly, children are happier when they have control over their learning process in a school that provides for child-directed activities. Instead of activities being teacher led, they can choose to engage in themes and activities that they enjoy and are interested in. When a child's first school experience is favourable, they will use it as a benchmark for the rest of their lives. They will go to school believing that it is a joyful and delightful experience that they look forward to.

Unit : Earth's natural cycles

STEAM stands for Science, Technology, Engineering, Art, and Math. STEAM learning happens naturally everyday as children explore, play, and try new things. When young children have the opportunity to investigate the world around them, they learn and experiment with new STEAM skills and theories to develop critical thinking, communication, collaboration and creativity. We can spark children's natural interest in the unexpected by exposing them to novel materials and places and by letting them follow up on their own curiosity when they observe something unusual. STEAM learning begins early, but it isn't about showing an infant or toddler flashcards or teaching equations. It is the hands-on things that children do every day. It includes examining shapes, building forts from cardboard boxes, playing "grocery store," pouring liquids and other materials, filling and emptying containers of different sizes, mixing paints to create new colours and these are only a few visual examples.

Because STEAM activities are interactive and exploration based, they provide many opportunities for children who are dual language learners to be actively involved. When children direct their own exploration, they are also exercising other skills like focusing their attention, motivation, decision making, planning their behaviour and problem solving. These are all part of a set of skills that form the umbrella term 'executive function'.

Students can also make real-life connections and move from 'knowledge to do' to 'knowledge to be'.

Design Thinking Process

The design thinking process helps students **think outside the box** as they work from **different perspectives** in collaboration with their peers and teachers. They identify a gap or a need or a problem that needs to be addressed and brainstorm ideas through a systematic process. For our young learners, the focus is not on following a stringent process of inquiry but to equip themselves with research , **PROBLEM POSING AND SOLVING** and thinking skills.

Prep Two children worked on the 'case of the mixed bags' – a problem that many preschoolers face across the globe and they found unique solutions to the problem

"All bags are identical and hence get mixed up !!"

" I can't find my bag!!"

Possible solutions

Tag the bag and wall hook with name and number/ object

Use glue on the wall tags

No Bags!
Lockers with password

Inquiry

'What is **inquiry**?' you might ask!! In simple words, it is preserving a sense of human curiosity. The questions that children pose and the answers that they seek are at the center of our learning process- an organic flow created ***with*** the child and ***not*** for the child. It also means that we are honoring children's ability to drive their own learning. Here, children ask questions and collaboratively investigate their own queries about the world.

How does inquiry look in a classroom ? Our process of inquiry is based on the 'Kath Murdoch inquiry cycle', a guideline that helps scaffold and take our inquiry ahead.

A typical inquiry starts with guided questions such as 'I wonder how… or what would happen. Or why do you think so…?", stimulating a child's curiosity. Questions are a powerful tool for us to promote children's thinking and learning. When children are able to pose questions and investigate the answers, they feel responsible for their own learning. Inquiry – based approaches aim to encourage deep learning – learning where children are absorbed and fascinated; learning where children are active and involved; and where children make meaningful connections and develop significant understandings.

Taking action is an integral conclusion to the learning that incorporates students making connections to what they have learnt and is best grounded in the child's concrete experiences or can arise out of a genuine concern or commitment for a cause that they strongly believe in.

CR
Chiranth Re...
SB
Sriyan Babu
Finding Out: Emotions
This is my happy face
When I'm upset
Nidhi Das

Socio-Emotional Learning

Mindfulness & SEL | Yoga & Physical education | Music & Keyboard | Art | Developmental Milestones

Nurturing young children to thrive

Beginning early in life, social and emotional learning (SEL) is highly important for helping preschool children understand and manage their emotions, feel and show empathy for others, establish healthy relationships, set positive goals, and make responsible decisions.
SEL approaches in early childhood education makes an impact on the constructive growth of the children. Moreover, SEL can and is very smoothly blended with the day-to-day learning.

There are five core competencies of social emotional learning

- Self-Awareness
- Self-Management
- Responsible Decision-Making
- Social Awareness
- Relationship Skills

In school, we use different techniques like using social stories, role plays, modelling, discussions, group activities, play based activities- which also includes art and hands on experience, in kid-friendly language and makes it easy to apply the skills to guide behaviour, choices, interactions with others, and responses to life's circumstances.

Yoga & Physical Education

Yoga and physical education have been an integral part of our curriculum . These sessions through the year focused on building agility, flexibility, stamina, focus and endurance.

It is through these that children learn the importance of physical wellbeing, being collaborative, taking turns, resolving conflict and be better self-managed.

Music & keyboard

Our music and movement programme is designed for young children to love a blend of music, movement, rhythm and dance. Incorporating music and movement in early childhood education helps young children with social interaction and language growth. At IELC Koramangala, we have a rich music curriculum that addresses all elements of music. Students use a variety of tuned and un-tuned percussion instruments to enable them to develop an ability to understand and maintain a steady beat, tempo and rhythm. Elements such as pitch and dynamics are taught age appropriately through songs and simple musical instruments.

Students get to explore their creativity and begin to show curiosity and confidence towards participating in solo, paired and group performances.

Learning notes, floor piano spacing, finger positions, keys, patterns, tunes are all foundation skills. Students are then encouraged to apply their knowledge and create their own tunes and musical pieces using the keyboard.

Music also connects us to other cultures and languages. At school, we have learnt songs from different languages thereby, making music transdisciplinary. It is also a blend of traditional classics and modern day music. For example, an old classical song can be remade into different version and taught here. So children get to experience a wonderful musical journey in our school.

We have demonstrated our creative potential through events such as Indus day , graduation day and Christmas celebrations. Children here learnt to try and not give up, face the crowd and overcome their fear, learn to balance success and failure, engage in teamwork, coordination, and collaborate during a performance. In other words, we practice our motto “In Omnia Paratus” – prepared for all challenges.

Art

Abstract art

Developmental Milestones

Physical growth, cognitive development, emotional and social development, language development, and sensory and motor development are the five key areas in which milestones are commonly classified. These serve as checkpoints to ensure that when we teach, we are taking into account proper age milestones. Early childhood development milestones are significant because they inform teachers and families about how quickly their children are learning new abilities. Children gain some of these skills in different ways and at different times, but for the most part, early childhood development milestones reflect crucial aspects of growth and development. Early childhood educators are especially interested in keeping an eye out for these milestones because they provide a firm foundation for future growth and learning.

Leadership Starts Early

Tikkun Olam | Core Values | Goal Setting | Deep Reading

Tikkun Olam

The whole concept of 'Tikkun Olam' which means 'Repair the Earth' emerged in the Jewish tradition where it is believed that young children have a moral imagination. Hence right from the young age of three, children are asked to express their ideas about ways in which to repair the world through social acts of kindness. Having read about this concept extensively, it inspired us to ask our students two questions – "What is it that you would like to do when you grow up?" and "What is it that you can do now?". Making students think about the various problems that their planet faces and brainstorm solutions is indeed powerful. They have delved into practicing universal values such as love, empathy, discipline and respect which are the core values of our school. The beginning of having a global mindset in the true sense of the word.

Students across school have been conducting "Save water", " Reduce wastage of food " , "Say no to plastic", "Recycle" and "Reuse". They have been thinking of ways to repair the Earth. This is part of their "Tikkun Olam" sensibilities.

OUR CORE VALUES OF LOVE AND EMPATHY - JOY OF GIVING

Thank you to all our IELC student and staff families who contributed with generosity, commitment, empathy and love towards our food provision & Stationery drive. We represented you all as we handed over the resources to a children's home and our Community school. Spreading cheer all around. Both, Ms Ghousia of the Children's home and Ms Sujaya Lakshmi , principal - Indus Community School have expressed their gratitude and wishes for all.

Our core values of love and empathy in action is an ongoing initiative.

Goal Setting

At Koramangala, we recognise that tenacity is a critical life skill that children will employ throughout their lives. Setting goals for children is crucial because it offers them a feeling of purpose, which can boost their self-esteem and confidence. You may teach your child how to create goals, which is important for growing grit and just attaining what you want out of life. It instils in them the ability to be accountable for their own actions and learning. It fosters a "can-do" mentality and establishes a powerful lifelong habit.

From SMART-C to SMILE

Deep Reading

In the earlier days, we would pick up a book and patiently read through it, passage by passage. We would also have a dictionary or a thesaurus nearby and understand the meanings of new words or search the library for more related content. Reading was therefore a linear event. People had actual conversations and deep meaningful communication with enriched language. This also had an impact on the brain where slow reading meant deep reflections.

Deep Reading Cycle

In today's battle of plasma vs. paper, it is important for children to know when to allocate attention to those deep reading processes and when to move or skim through interesting content. 'How we read and what we read reflects how we think and the quality and nature of our thought'. In the digital age there is too much stimulation and the ability to focus is limited.

It is therefore imperative that we develop a bi-literate brain – the one that allows us to be able to switch from scattered skimming typical of screen reading to the deeper, slow reading that we associate with books on paper. This requires practice

Why exactly should one deep read? It leads to:

- Strategic and big picture thinking
- Finding a higher purpose and meaning
- Unlocking one's potential
- Questioning dogma and unlearning
- Nurturing neuroplasticity
- Mental robustness

Anybody can deep read with a little effort, by inculcating a habit through the following simple steps:

Forming the deep reading habit

We as facilitators of knowledge, have an important role to play, in inspiring our children to not just read but read deeper, for deep reading leads to deep thinking which in turn leads to deep reflection and deep learning.

Deep Reading

Deep Reading

A glimpse of books that we read this year

Deep Reading

Prep Two children read 'the word collector' by Peter H Reynolds and that marked the beginning of our journey of being 'word collectors'. Through a "vocabulary parade", children researched and presented to their peers, meanings of words and their usage in sentences, thereby enriching their vocabulary.

The vocabulary parade

Biliterate Brain

Digital Fluency | Multilingualism

Digital fluency

Given the electronic character of our world, high-quality early-childhood technology education is critical if our children are to grow up to be 'digitally literate' citizens capable of contributing actively and successfully to society. Children must learn about daily technology and information communication technologies (ICT) and use the latter to enhance and assist their learning as a result of the fast adoption of online and blended learning methods. While learning with and about technology helps children develop a variety of skills, it's also critical to teach them about the internet's potential disadvantages and how to stay safe online while filtering out fake news. For early years navigating their tech savvy skills is also developing a bi-literate thought process.

The apps we used this year

Multilingualism

Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages.

Advantages related to learning different languages in childhood are many, for example: Growing up with multiple languages is the easiest and fastest way to learn a foreign language. This learning process develops naturally and in parallel with the acquisition of the mother tongue. Multilingualism has been shown to help develop superior reading and writing skills, as well as facilitate the subsequent learning of languages with similarities in rhythm, intonation or grammatical structures among other aspects.

Acquiring knowledge of foreign languages, contributes to the knowledge of cultural diversity, facilitates social adaptability and has also been known to have a favourable impact on self-esteem and self-confidence. When you first incorporate the learning of a foreign language, the greater the possibility of acquiring a high level of competence in it.

In conclusion, it is advisable to acquire a second language at the earliest ages. This process can be carried out in parallel with the learning of the mother tongue.

Collaboration

Parent Workshops | Sharing Best Practices | Parent Testimonials

Parent Workshops

When all stakeholders - parents and teachers partner to better a child's education, all involved feel more valued, respected and confident.

When caregivers come together to help a child achieve his or her childhood milestones, it creates an environment where they not just grow and learn, but thrive. When children see positive interactions between parents and educators, they begin to understand the importance of building healthy relationships.

Parent Workshops

Sharing Best Practices

Teacher Development at Indus begins with self-development aided by a unique Leadership Track Program. With their strong educational backgrounds, our teachers are continuously trained to deepen their international pedagogical practices, to better support student learning.

The Indus Training and Research Institute (ITARI) offers diverse opportunities such as certificate programmes, diploma programmes and workshops to augment teacher development.

Parent Testimonials

"The last 4 years of our daughter at Indus have been exceptional — thanks to the amazing teachers at this school.

With good infrastructure that enables much-needed outdoor activities, strong academic foundation, and emphasis on skills and values beyond core academics, Indus has helped build a strong foundation for an early years programme.
This is all possible because of the teachers at Indus who help kids grow not only in terms of academic learning but also as responsible and empathetic humans.

We convey our best wishes to the Indus early years family and thank them for the amazing 4 years."

Ms.Ruchika and Mr.Amal
Parents of Antara Tiwari , Prep Two

"Rudra started Indus ELC 2 years back in their prep-1 program and we have seen a marked improvement in his confidence and knowledge. He enjoys school to the point that he never wants to miss going, he loves his teachers and has grown not only in academics but also in leadership, confidence as well as self esteem.
We are impressed with the IELC curriculum and how the leadership has evolved the program to include modern day skills relevant to our kids in these different times. We highly recommend IELC for any parent who is looking for holistic learning and development for their child. We especially value the focus the school places on self esteem development and emotional health. "

Ms. Amrita Vaswani
Parent Of Rudra Kumaramangalam , Prep Two

"As a parent I feel Indus Early learning centre is best school I have ever come across.. The school provides a unique platform for children to prepare them for Future and life. Teachers at Indus are totally amazing .There is this spark i see among students and such confidence, maybe because of the leadership curriculum that they follow along with the academics. Not to forget the sports facilities and coaches who are all inhouse and excellent. Overall the Journey of Indus is really Excellent.. I highly recommend everyone to go for this School."

Ms.Ashwini
Parent of Jashvika G, Prep Two

"Our son joined Indus at a time when there was only an online option. Being a child who likes interaction, we were skeptical of whether he would sit in the online classes. We had tried this before and it was very difficult for us. Upon starting the classes, Ms.Meera and Ms.Piyali made him so comfortable, that within a month he was accustomed to the online mode.
Once the physical school started, our son was quite overwhelmed (specially not having interacted with other children for so long). All the teachers provided a wonderful one-to-one customized plan for our son and continue to work on other essential skills with patience and diligence. We are seeing great results and continue to do so.
We thank Ms.Meera, Ms. Piyali and all the other teachers for their support."

Ms.Archana Easwaran
Parent of Reyansh Kalyan, Prep Two

"As Prep 2 is wrapping up for our son , Pranav , I wanted to share with you our experience at the Indus early learning centre, Koramangala. Our first interaction with Ms .Sonali , the head of centre, convinced us that our child was in the right hands , she is a warm , passionate and understanding person.
Pranav started in Nursery , and the teachers have been such a positive influence . They are highly educated, thoughtful, and nurturing. They provide rigorous academic challenges, as well as the tools and strategies needed to meet those challenges. Right from Ms Archana to Ms Meera in prep-2 , were nothing but Excellent . We are so happy with the way Pranav has grown into an independent, self conscious and considerate little human . The teacher's give individual attention and support to a child who needs that special attention , sometimes even after school hours .
The school provides a perfect balance between academics , personal development and physical well-being. Overall we are so happy with the school that we've joined our little daughters to the Indus Koramangala family, for their pre-schooling ."

Ms.Shravya G.Reddy
Parent of Pranav Reddy, Prep Two

Parent Testimonials

"Our son joined IELCK during the C-19 Pandemic. This situation exposed how students learn things in IELCK. Put simply, we are continually impressed witnessing IELCK Faculties put their humble efforts in individually constructing behavior and positive habit formation during a Child's early days. All these goes a long way in pushing the children to their best limits, and beyond just academics!"

Ms.Nayana and Mr. Soumya Mandal
Parents of Sagnik Mandal , Prep Two

"IELC K provides a fun early learning environment with loving and caring teachers . Teachers are putting in their sincere efforts and taking a keen interest in teaching the kids. The style of teaching is phenomenal.

I would really thank Ms Meera for being such a wonderful approachable person as she is always there for our help."

Ms.Raji
Parent of Himanish M G , Prep Two

"My daughter has been in IELC- Koramangala for the past 3 years now and she has enjoyed every moment of it. For her, the school has been synonymous with fun, friendship, and interesting activities.

During the lockdown when many schools struggled to keep going, the teachers here managed to transition seamlessly to an online mode. They were able to keep these little children engaged even through a screen, ensuring the learning continues. The effort the teachers have put in to bring different learning activities into the virtual classrooms keeping in mind the needs of each child was commendable. These activities enabled the children to participate actively in the learning process, establish connections between concepts, and taught them to apply these concepts appropriately.

When I told my daughter that I was writing this testimonial and asked her what she wanted me to say about her school, she said that in school they were always learning- they were experimenting, figuring things out by trial and error, and discussing important things like taking care of the environment. The point to note here is that the school has taught her the true meaning of learning. She has realized learning does not merely involve reading, writing, and numbers and is able to appreciate the learning process. All credit is due here to the curriculum of inquiry, leadership, and wholesome education that is followed in Indus which enables them to not only reflect on what they are learning but also on how they are learning."

Ms.Biji Jose
Parent of Miyaara Ranjit, Prep Two

"It's an early morning online class and Mitakshara joins Teams crying and says - Ms Meera, my mum ruined(sic) my expeeeeeeriment(sic)!! Ms Meera says "so what if she has ruined your experiment, you can do that again". She makes her breathe in and breathe out a few times and Mitakshara settles in seconds!! This is just one of of the many comforting moments that made me realise that my daughter has found the best teacher that she could have, the teacher that understands my daughter probably more than me! The connect that Ms Meera established with Mitakshara despite all the interactions being online was unbelievable. Initially, I was completely doubtful about the efficacy of online classes, but now I realise that a good teacher can still bring about the desired outcomes irrespective of the medium. From being a really sensitive kid - who used to get disturbed by the tiniest of failures to becoming a self dependent confident child, all the credit goes to Ms Meera. She has just raised the bar and we just hope that Mitakshara gets such teachers in her further classes as well."

Ms.Anjali Vishwanath
Parent of Mitakshara Jha, Prep Two

Parent Testimonials

"While we are exceptionally happy with the all -round development of our kid at the Indus family, it is the subtler parts we are even more thankful for. When our 5 - year old shifted to Indus during the pandemic, and it was all virtual classes, the Indus Whitefield teachers helped with a super smooth integration. And mid way through the year, when we had to shift him to the Koramangala branch, we were amazed with the seamless transition. The personal attention of the teachers in handing off from Whitefield and onboarding at Koramangala, everything from his skills level, interests, food habits! Teachers are extremely approachable, demonstrate how vested they are in the child's well being. It feels like a true partnership. Thank you, IELCW, IELCK!"

Ms.Samata
Parent of Aryan Shiva Avinash, Prep Two

"We have been with IELC Kormangala since 2016. Initially when we were looking out for schools we narrowed down on IELC Koramangala based on the knowledgeable teachers and the hygiene. Out of the 9 pre schools we visited IELC Koramangala definitely had a different charm about it. Their approach till date is different as they attend to each child's individual needs, they let the kids do the thinking. We were concerned about the online classes, but IELC Koramangala did more than what we expected. The curriculum was completed even when kids were online. Everything was handled so smoothly, it was so very well catered that we did not feel the hassle of shifting the learning medium. The teachers are exceptional, they listen to each child's thoughts, they recognise what change can be done to make them better, my kids still feel so connected to the school and the teachers. Basics are very important that's the reason why IELC Koramangala is the best choice as I feel my kids are ready to face any different task given to them.

Our special thanks to Ms.Meera, Vipusha will be moving to the main school, she's already upset she will not be able to see Ms.Meera everyday. Thank you to the entire faculty including the help staff for guiding our kids for all these years."

Mr.Vishnu and Ms.Padmini
Parents of Vipusha Vishnu, Prep Two

" We have just joined Indus and am actually speechless. This is by the far the best experience of a school I have had. Iam very impressed with Ms Meera as she has exceeded a parent's expectation of handling a new admission. She gave so much time on calls to understand our daughter Myra's current understanding of where she is in the curriculum. She also explained how things are done in the school normally and how they will be done online. I have had constant support form her with not just the lessons but overall co- ordination online. She is super patient with the kids (and the parents.) My daughter has taken an instant liking to her. Despite of the pandemic anxieties and apprehensions of online education, I feel so happy confident about my child's education in this school under Ms Meera's guidance. She wasn't reading words till 2 weeks ago and now she is reading sentences! That too, with no involvement from me.

My gratitude to her, all the staff and the coordinators for doing such a fantastic job given the difficult circumstances. Looking forward to the new academic session. Thanks again "

Ms. Ruchi Agrawal-Jain
Parent of Myra Jain, ex-student of IELC K

Parent Testimonials

"Adhyaan joined Indus, Koramangla in reception. As we moved from UK, it was all new for him and he was absolutely shy and he hesitated to try anything new. Now he is in Prep 2 and just in three years I see a confident, risk taker, who has an extremly positive attitude towards trying new things. He enjoys doing his homework and loves to go to school. Seeing this shift in his attitude and the growth he has attained, I really think Indus has an excellent curriculum and fantastic teachers and staff. Each and everyone in the school is empathetic, hands-on and work with pure passion and love.

The exclusive parents advisory committee has a very strong presence. Each and every suggestion by the parents are taken up by the school.

With Indus, one knows that the child is not brought up alone but a whole village. The Indus community shares a beautiful bond. Every year every child's overall development is considered. Goals are set and I have seen that it has been fulfilled. This is probably the only school where one can hear a teacher say "We are the ones responsible for the child's development and we will make sure each child will achieve the goals they set".

Adhyaan loves his school and I wish I had gotten the opportunity to study in a school like Indus. When all your friends and family praise your child, you know you have done something right. I know I have chosen the best school and it shows!

Thank you to all the teachers. I am extremely excited about his new journey into the primary school as a 1st grader but we will miss the Koramangla branch."

Ms. Shreya Shetty
Parent of Adhyaan Alva , ex – student of IELC K

" The school environment is clean and provides lots of reading place for kids. Teachers are very patient and gentle, they take really good care of the kids and kids love them a lot as well. Teaching materials are systematized and target is very clear. We are also very impressed by the goal Setting between teachers and parents. Communications with parents are frequent and transparent. Indus is also willing to take the feedback from the parents and reply on time. Overall, we are very happy with Indus based on the above mentioned aspects "

Mr. William Chen
Parent of Jiaying Chen, ex-student of IELC K

"IELC teaches children to cope with every changing environment, the best example is the virtual classes. Since it's been only 2 months for my child with this school, and I was like "WOW" by looking at the overall development of her too through online classes..
I would commend the effort put in by the teachers in giving timely & valuable suggestions whenever needed, this helps our kids to bring out the best in them.

At last now she enjoys her schooling and a big thanks to the faculty who has encouraged and supported her a lot…thank you!!"

Vajresh & Pallavi
Parents of Sharvi, ex-student of IELC K

Gallery

Appreciation Day | Graduation Day | Indus Day & Leadership Summit | Celebrations

Appreciation Day

Celebrating learner profiles -Who we have become

Our International Baccalaureate (IB) inspired programmes create a unique set of characteristics encapsulated in the Learner profile that are informed by the mission of the program to build engaged, compassionate, and lifelong learners. Appreciation Day was held to honour our students who demonstrated these qualities via a variety of actionable experiences and talents.

Nursery

Reception

Prep One

Graduation Day

This event marked the culmination of an enriching phase of learning. This past year saw us navigate through various modes of learning and our learners have been resilient, adaptable and open-minded through it all . **Prep Two** children displayed poise, performed with great flair , spoke about their superpowers, nostalgic memories of school and their dreams for the future.

Graduation Day

Graduation Day

Prep Two Batch of 2021-22

Graduation Day

Photo BOOTH

Prep Two Batch of 2021-22

We conducted our own unique **7th Annual Day & Leadership Summit 2021-2022** – Our Innovative Canvas – Myriad colours of leadership and learning and sought to spiritually and philosophically harness our potential. Our presentation showcased a diverse spectrum of creative abilities and capabilities. In a variety of ways, students demonstrated their musical, logical, interpersonal, verbal, and kinaesthetic intelligence.

Knowledge is no longer about memorization or memorising information. The new definition emphasises application and critical thinking, as well as asking questions, developing an imagination, broadening our viewpoints, and improving our talent and presenting abilities.

Socio- Emotional Learning

Goal Setting – SMART-C to SMILE

Design Thinking Process

" Case of the mixed bags"

INDUS
EARLY LEARNING CENTRE
KORAMANGALA
BENGALURU
Mitakshara Jha
"Art from my heart"

IN OMNIA PARATUS
INDUS
EARLY LEARNING CENTRE
KORAMANGALA
BENGALURU
"Money heist" tune by El Profesor and Hugel

Joy of Reading
We Love Reading

INDUS
EARLY LEARNING CENTRE
KORAMANGALA
BENGALURU
This little light of mine

INDUS
I Have a Dream

INDUS
EARLY LEARNING CENTRE
KORAMANGALA
BENGALURU
Aaheli Sanskrit Saxena
" You are my Sunshine" (Johnny Cash)

INDUS
EARLY LEARNING CENTRE
KORAMANGALA
BENGALURU
Bhuvika Satyapal
"Lavendar blues" (Tim Hart and Friends)

Celebrations

Prep One Talent day

Theme : Twins

Celebrations

“ The strength of the team is each individual member.
The strength of each member is the team ”

- Phil Jackson

Front row(l-r) : Ms.Meera Vishal, Ms.Roopa Harikumar, Ms.Sonali Malhotra, Ms. Navita Kishan, Ms. Shivani Sharma, Ms. Nidhi Das, Ms.Chinnu Kuriakose, Ms. Piyali Chakrabarti, Mr. S. Bhowmik

Back row (l-r) : Ms. Wendy Rodrigues, Ms. Padmini Priyadharshini

IN OMNIA PARATUS

INDUS

EARLY LEARNING CENTRE

KORAMANGALA, BANGALORE

Contact us : +91 9986023013, +91 80 25535666,
Website : http://www.indusschool.com/ielc-bangalore-koramangala/