

NURTURING STUDENT LEADERSHIP



To Lead; To Serve; To Excel
Felix D'Souza

NURTURING STUDENT LEADERSHIP

(GROOMING LIFELONG LEADERS)

Learning
To Lead; To Serve; To Excel

Fr. Dr. Felix D'Souza



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Fr. Dr. Felix D'Souza

PREFACE

For years, I've stood in classrooms, watched student leaders bloom, and witnessed their journeys unfold. Each one – a story of potential unlocked, impact created and futures shaped. This book distills that experience – a guide to nurturing leaders who serve, inspire and shine.

Gratitude to mentors, colleagues and those student leaders who taught me do what's possible.

Join me in exploring leaders as you read through this book. In these pages, I share insights on how you can spark leadership in every student. The world needs leaders who lead with purpose.

What if the next leader is waiting in your classroom?

Through this book, we aim to inspire and equip Student Leaders to make a positive impact in their schools and communities. By embracing the principles and practices outlined in these pages, they will become lifelong leaders who embody the values of service, empathy and excellence. It is my hope that this booklet will not only benefit our student leaders but also inspire all teenagers to develop leadership traits and qualities that will serve them well throughout their lives.

I would like to express my gratitude to the contributors and educators who have worked tirelessly to their tireless efforts in bringing this book to life.

Fr. Dr. Felix D'Souza

INTRODUCTION

As educators, we've all encountered those sparkplug students who radiate energy, empathy and a hunger to make a difference. But what if we could nurture that spark into a flame that burns bright throughout their lives? This booklet is a guide to grooming lifelong leaders who embody the values of service, excellence and humanity.

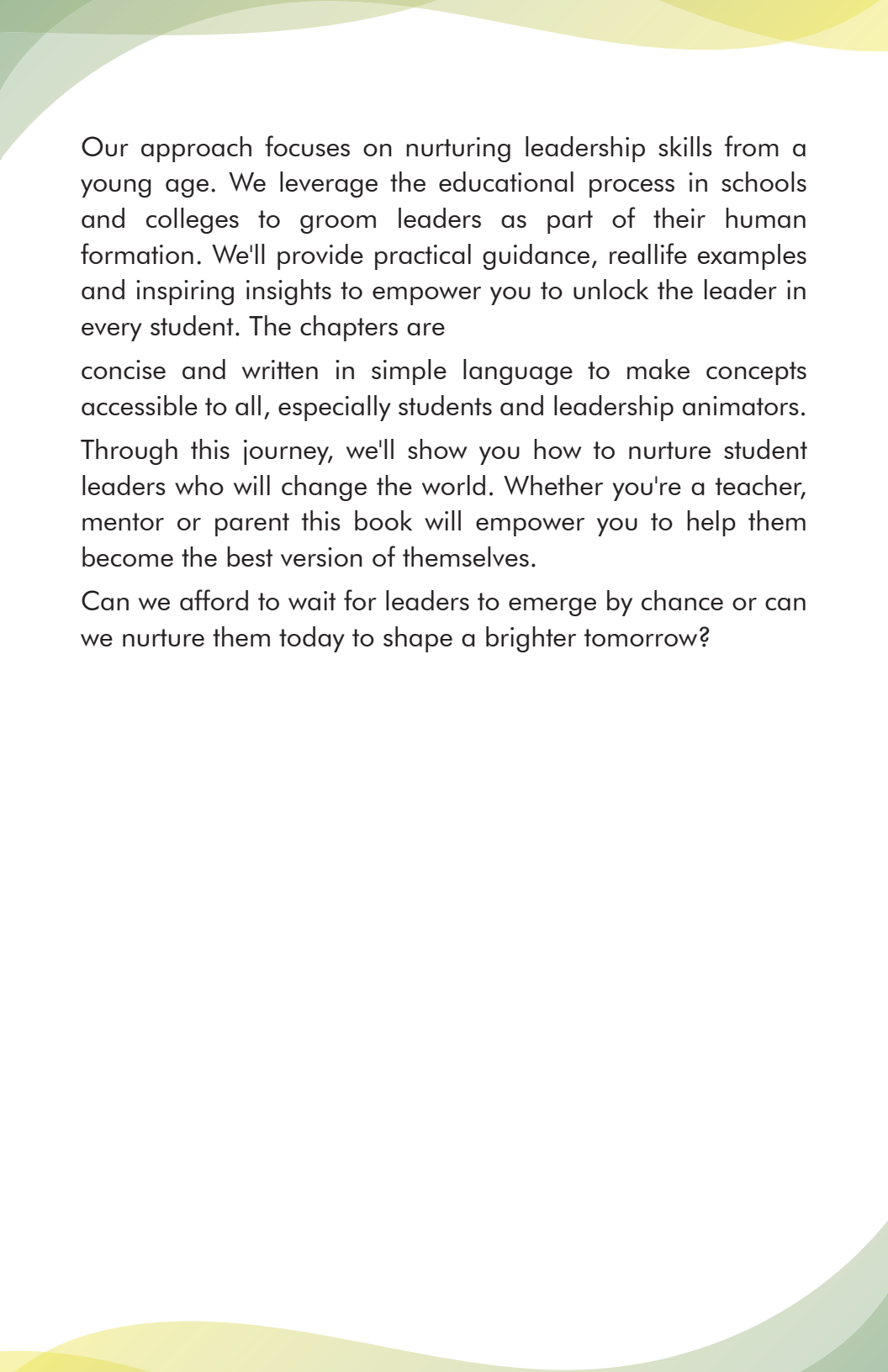
It's based on my doctoral research on student leadership development, which explores how nurturing leadership skills in students can shape their growth and unlock their potential.

Why student leaders? Because that's when they're most receptive - young, creative and bursting with energy. By nurturing leadership skills now, we help them grow into capable, compassionate leaders. It's about making leadership a part of who they are, shaping their growth and unlocking their potential - as part of their overall human formation. Our goal is to develop leaders who lead and serve with the right knowledge, right life examples and right direction.

These leaders can overcome shortcomings and derelictions in today's leadership. They embody values of service, empathy and excellence and drive positive change in their communities.

We'll explore how student leaders can:

- Develop essential life skills like communication, problem-solving and teamwork
- Inspire and motivate others to strive for excellence
- Think critically and make informed decisions
- Collaborate and build strong relationships with others
- Adapt to changing situations and challenges
- Demonstrate integrity, accountability and transparency
- Foster a culture of inclusivity, diversity and social responsibility.



Our approach focuses on nurturing leadership skills from a young age. We leverage the educational process in schools and colleges to groom leaders as part of their human formation. We'll provide practical guidance, real-life examples and inspiring insights to empower you to unlock the leader in every student. The chapters are

concise and written in simple language to make concepts accessible to all, especially students and leadership animators.

Through this journey, we'll show you how to nurture student leaders who will change the world. Whether you're a teacher, mentor or parent this book will empower you to help them become the best version of themselves.

Can we afford to wait for leaders to emerge by chance or can we nurture them today to shape a brighter tomorrow?

PART-I

FOUNDATION OF STUDENT LEADERSHIP



Chapter 1

Essence of Student Leadership

“If you want to shine like the Sun, first burn like the Sun.”

—Dr. A. P. J. Abdul Kalam

Introduction

Have you ever wondered what makes some people stand out as leaders? Do you aspire to be a school leader and then a lifelong leader?

Leadership is a vital aspect of personal and professional development. Student leadership plays a significant role in shaping individuals to become lifelong leaders.

This book, *Nurturing Student Leadership: Formation, Praxis and Reflection*, is designed to help you understand the fundamentals of leadership, develop your skills and become an effective leader.

In this chapter, we will explore the essential aspects of leadership, including vision, trust, communication, emotional intelligence and more. You will learn how to develop a leadership vision, build trust and credibility and lead by example.

As John C. Maxwell notes, “leadership is not about titles, positions or flowcharts. It is about one life influencing another.”² Whether you are a seasoned leader or just starting out, this book will provide you with practical insights and tools to enhance your leadership abilities.

Within schools, student leadership gives learners the opportunity to influence peers, contribute to school development and build skills that go far beyond academics. Contemporary scholars also view leadership as a relational and developmental process that grows through interaction and shared purpose.³

The primary purpose of student leadership is not only the good of the institution but also the holistic growth of the students who take up leadership. Research shows that leadership experiences enhance self-efficacy, ethical awareness and lifelong civic responsibility.⁴

Meaning and Purpose of Leadership in Schools:

Leadership in school is not about wearing a badge or standing on a stage. It is about responsible influence through action. A student leader is anyone who takes responsibility to make school life better for themselves and for others.

The purpose of student leadership is threefold:

- **Personal Growth:** To help students discover their strengths, build confidence and develop a sense of purpose.
- **Service to Community:** To create a school culture where everyone feels safe, respected and motivated to learn.
- **Preparation for Life:** To practice, in small ways, the teamwork, problem-solving and empathy that society will need from them tomorrow.

In short, leadership in school is learning to lead by learning to serve.

Leadership vs Authority:

Students often confuse leadership with authority but they are not the same.

Authority comes from a position or title. It says, "You must listen because I am the captain." It depends on power to control and can exist without influence.

Leadership comes from trust and example. It says, "Let us do this together." It depends on respect to inspire and cannot exist without influence.

A School Captain has authority because of the post. But he or she becomes a leader only when other students willingly follow because they feel cared for, guided and inspired. Authority can be given. Leadership must be earned, every single day.

Who is a Leader?

(Essentials of Student Leadership)
Effective leadership is grounded in three elements captured by John C. Maxwell: “A leader is one who knows the way, walks the way and shows the way”.⁵



Right Knowledge-Knowing the Way

A student leader must have vision and clarity. They understand the goals, values and direction of their team. This knowledge helps them understand contexts, stakeholders and consequences before acting.

Right Example-Walking the Way

Leadership is about behavioral integrity. A good student leader models discipline, responsibility and honesty in daily actions. Students follow what leaders do not just what they say.

Right Direction-Showing the Way

True leadership guides others. A student leader helps teammates grow, teaches them the path and inspires confidence. They turn “I” into “We” and move the group toward shared goals.

This aligns with Kouzes and Posner’s model, which emphasizes “modeling the way” and “inspiring a shared vision.”⁶ Leadership is not about power but about inspiring and empowering others to achieve greatness.

Examples of Student Leadership in Daily School Life Leadership is not limited to the investiture ceremony. It happens in small, ordinary moments:

- ***In the Classroom:*** The student who explains a math problem to a classmate without making them feel small.
- ***In the Corridor:*** The prefect who calmly reminds juniors to walk, not run and does it with a smile.
- ***In the Playground:*** The team captain who includes the shy child in the game, even if he is not the best player.
- ***In the Hostel:*** The senior who checks if everyone has eaten and shares water when it runs short.
- ***In the Morning Assembly:*** The student who volunteers to lead prayer or read the news, even when nervous.

These daily acts show that leadership is not an event. It is a habit of responsibility.

Leadership as Service

The deepest root of student leadership is service. True leaders ask, “How can I help?” before they ask, “Who will follow me?” Mother Teresa said, “Not all of us can do great things. But we can do small things with great love.” In school, a leader’s small things are: picking up litter without being told, listening to a friend’s problem, staying back to arrange chairs after a program.

When leadership is service, the badge becomes light. The leader becomes like a burning candle — spending oneself to give light to others. This is the model we hold before every School Captain: to lead is to serve, and to serve is to grow.

Leadership and Responsibility

Leadership and responsibility are two sides of the same coin. A leader without responsibility is only a title-holder.

- **Responsibility to Self:** Be punctual, complete work, and keep promises. If a leader is late, the whole team learns to be late.
- **Responsibility to Others:** Stand up when someone is bullied. Report damage instead of hiding it.
- **Responsibility to the School:** Protect school property, uphold school rules and add to the school's good name.

Responsibility turns "I want to be a leader" into "I am ready to answer for my actions." Students do not follow what leaders say. They follow what leaders do.

Leadership through Example

- If the Captain chews gum in class, no rule will stop others.
- If the Captain greets the guard at the gate, the whole school learns respect.
- If the Captain apologises after a mistake, the school learns courage.

Leadership through example means the leader's life is the first lesson. As St. Francis of Assisi put it: "Preach the Gospel at all times. Use words if necessary." For a student, the 'Gospel' is discipline, kindness and hard work — preached most strongly without words.

Importance of Values-Based Leadership:

A school can produce toppers without values, but it cannot produce leaders without them. Values are the compass of leadership.

- **Honesty:** Owns up to mistakes; does not copy in exams.

- **Respect:** Listens to teachers, support staff and classmates alike.
- **Empathy:** Notices when someone is left out and includes them.
- **Courage:** Speaks up for what is right, even if unpopular.
- **Humility:** Gives credit to the team, not just to self.
- **Self-Control:** Manages anger, uses words wisely, stays disciplined.

When leadership is rooted in values, it lasts beyond school. Posts end after Class XII. Character goes with the student for life. That is why Nurturing Student Leadership must mean nurturing values first.

Objectives of Student Leadership:

To build a strong foundation for lifelong leadership, student leaders are expected to:

- Nurture leadership qualities and a way of life that reflects the school's core values and ethos.
- Develop character, cooperation and mutual respect, enabling them to lead, serve and excel with integrity.
- Embrace selfless service, contributing meaningfully to the school community and, eventually, to humanity at large.
- Cultivate self-control, self-respect and a positive selfimage, forming the bedrock of responsible leadership from a young age.
- Demonstrate responsibility and accountability in all their actions and decisions.
- Promote compassion and collaboration, serving others with empathy and teamwork.

- Rely on and contribute to a supportive environment that helps them fulfill their leadership responsibilities effectively.
- Look intently, listen attentively, choose wisely and act prudently in every challenge they undertake as committed leaders.

The Three Basic Thrusts of Student Leadership

The operational thrusts of Student Leadership can be summarized through these interlinked actions: Leading, Serving and Excelling.

Leading with a Purpose:

To lead is to guide others with vision, confidence and responsibility, setting a clear direction for the group to follow. A good leader shows resourcefulness — finding solutions, using available tools well and turning challenges into opportunities for growth. Knowledge is another hallmark; a leader understands what needs to be done, stays informed and shares that understanding to achieve common goals. Most importantly, a leader leads by personal example — demonstrating discipline, honesty and hard work in everyday actions.

Service-Minded Attitude:

A foundational principle in forming leaders is a sustained orientation toward service. Leadership detached from the well-being of others easily becomes self-referential. Service anchors authority in contribution and responsibility.

To serve effectively, leaders must cultivate empathy—the capacity to understand experiences, needs and perspectives different from their own. Empathy widens judgment and encourages decisions that consider longterm human impact. Service also

demands accountability. Leaders recognize that their choices affect classmates, teachers and the school community. Over time, commitment to service reshapes leadership identity. Success is measured not by individual advancement but by positive influence on others.

Empowered to Excel:

A true leader recognizes the strengths of peers and provides opportunities for them to shine through teamwork, encouragement or mentorship. By sharing knowledge, offering guidance and celebrating others' achievements, a leader builds confidence and competence in those around them. Empowering others means fostering collaboration — showing that success is not a solo journey but a collective effort.

Personal excellence is the foundation of effective leadership. A leader who strives for growth —academically, morally and socially — sets a powerful example for others. By working on self-improvement, maintaining discipline and pursuing high standards, a leader earns respect and credibility. Thus, empowering to excel means lifting others while continuously striving to be the best version of oneself.

Conclusion

In conclusion, student leadership integrates knowledge, example, direction and selfless service to lead, serve and excel. When students are encouraged to influence positively, support their peers and work towards institutional betterment, leadership becomes transformative rather than symbolic. Through structured opportunities, skill development and inspiration, student leaders grow in professional, civic and social engagement — shaping not only their own futures but also strengthening their school and community.

The essence of student leadership is simple: It is the willingness to take responsibility, the courage to serve and the consistency to live by values. Not every student will become School Captain. But every student can become a leader in some corner of school life. And when many such corners light up, the whole school shines. Here what Dr. Abdul Kalam said becomes a reality: if you wish to shine like the sun, first allow yourself to be burnt.

Footnotes

- **A. P. J. Abdul Kalam**, *Wings of Fire: An Autobiography* (Hyderabad: Universities Press, 1999), p. 112. This line, often used by Dr. Kalam in his addresses to students, underscores that excellence and influence are born from discipline, sacrifice, and service — the foundation of student leadership.
- **John C. Maxwell**, *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You* (Nashville: Thomas Nelson, 2007), p. 14.
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Chapter 2

Secrets of Student Leadership

“Leadership is not about being in charge. It is about taking care of those in your charge.” —Simon Sinek

Introduction

Every school is a hub of leadership in action – in clubs, classrooms, sports teams, projects and everyday peer interactions. Leadership begins when a student chooses responsibility over indifference and contribution over comfort. As Simon Sinek reminds us, it is not about being in charge, but about taking care of those in your charge. It's about influencing others toward shared goals while building a community where everyone can grow. It involves initiative, empathy, collaboration and accountability.

As Nelson Mandela said, “the character of a society is revealed in how it treats its young people.” 1994. Student leaders help define the culture, expectations and spirit of their institution.

This chapter explores the mindsets and skills that transform students into effective leaders.

Across all 8 secrets, remember:

- i. **Lead by example:** Show others what leadership looks like
- ii. **Listen actively:** Hear what your peers are saying
- iii. **Empower others:** Share responsibilities and credit
- iv. **Stay adaptable:** Be open to feedback and change

1. Visionary Leadership:

Leadership begins with direction. A clear vision provides purpose, aligns effort and motivates participation. Without it, activity becomes scattered and energy is wasted. Vision requires students to think beyond.

Immediate tasks and ask:

- What needs improvement?
- What future are we trying to build?
- What values will guide us?

Peter Drucker said, "The best way to predict the future is to create it." 1999. Student leaders identify priorities and mobilise peers toward meaningful outcomes.

A strong vision is:

- i. Realistic yet ambitious
- ii. Rooted in shared benefits
- iii. Communicated consistently

Instance: When the school library saw fewer readers, the student council didn't just complain. They envisioned a "Reading Buddies" hour — seniors mentoring juniors. Within a term, participation doubled. That is vision creating a future.

2. Building Trust and Credibility:

Once direction is established, leadership depends on trust. Peers follow individuals who are reliable, fair and authentic. Trust grows when leaders:

- i. Communicate honestly
- ii. Keep promises
- iii. Admit mistakes
- iv. Treat everyone with respect

Without trust, authority is weak; with trust, influence expands naturally.

Instance: A house captain promised to stay back and help set up for Sports Day. When a sudden fever kept him home, he called two vice-captains, explained and they covered for him. He apologized publicly next day. His honesty didn't cost respect — it built trust.

3. Effective Communication:

Leadership lives in conversation. Ideas must be explained, feedback must be heard and collaboration must be coordinated. Strong student communicators practice active listening, express themselves clearly and adapt tone for different audiences. They remain open to criticism and recognize that dialogue strengthens decisions. When communication improves, misunderstandings reduce and teamwork accelerates.

Five traits that make a student leader's communication effective:

- i. **Clarity of Purpose:** State the why before the what. "Our goal is to raise 5,000 for flood relief by Friday" beats "maybe we should do something." Peers follow direction they can see.
- ii. **Active Listening:** Hear first, talk second. Full attention, no phone, repeat back their concern. A head girl who listens to juniors about canteen timing earns more loyalty than one who only announces rules.
- iii. **Consistency Between Words and Actions:** What you say on Monday must match what you do on Friday. If you preach punctuality but arrive late to practice, you lose
- iv. **Empathetic Tone:** Adjust how you say it based on who you're speaking to. Explaining a mistake to the Principal needs a different tone than encouraging a nervous Class

VI participant. Empathy prevents conflict and keeps morale high.

- v. **Closing the Loop:** Check if the message landed. Ask “Does that make sense?” or “What should we do first?” Feedback ensures said becomes understood. Without it, even clear words get lost.

4. Emotional Intelligence:

Academic ability alone does not make a leader. The capacity to recognize emotions, both personal and collective, determines how effectively challenges are handled. Psychologist Daniel Goleman popularized the idea that self-awareness, empathy and emotional regulation are central to leadership effectiveness. Student leaders who cultivate these capacities are better prepared to resolve conflict, encourage participation and maintain morale. Emotional intelligence turns reactions into thoughtful responses. In school, this looks like the captain who, after a lost match, names the team’s disappointment before saying, “Let’s use it to plan tomorrow’s practice.”

5. Leading by Example:

Students observe behaviour more than instructions. Leaders therefore set standards through daily conduct. Example converts intention into inspiration. A leader’s example does three things: it inspires others to start, motivates them to continue and transforms them to become leaders themselves.

What it Means to Lead by Example

i. To Inspire:

Punctuality as Priority: Arrive before time for assembly, meetings or duty. Your presence says, Academic

Honesty: Refuse to copy, cheat or resort to unfair means even when no one is watching.

Language of Respect: Say “please,” “thank you” and use names. Respect given becomes respect returned.

ii. To Motivate:

Own Your Mistakes: Apologize openly when you are wrong. It gives peers permission to be human and improve. Consistent Effort: Practice for the debate even when you’re already captain. Hard work is contagious. Care for School Property: Pick up litter without being told. Small acts teach big responsibility. Include the LeftOut: Sit with the new student at lunch. Inclusion creates belonging faster than any speech.

iii. To Transform:

Respond, Don’t React: In conflict, pause, listen and then speak. Peers learn emotional control by watching you. Share Credit, Take Blame: Say “we won” but “I missed that.” Humility builds teams that last. Finish What You Start: Complete notice-board duty even on Sports Day. Commitment transforms culture. When students see these 10, they don’t need a lecture on leadership. They see it. And what is seen is copied. That is how one example becomes a hundred.

iv. Fostering a Positive Student Culture:

Leadership is not only about achieving tasks; it is about shaping environment. A healthy student culture increases belonging, safety and motivation. Leaders contribute by:

- i. Encouraging involvement
- ii. Celebrating diversity
- iii. Recognizing achievement
- iv. Preventing exclusion

How to start: Use a “Culture Check” each week — ask, “Did someone new speak today? Did we celebrate one win?” If yes, culture is growing. When culture improves, performance follows.

v. Embracing Innovation and Change:

Schools continuously evolve. New technologies, new expectations and new challenges require flexible thinking. Effective student leaders remain curious, invite creative ideas and evaluate new approaches responsibly. Progress often demands courage to try unfamiliar solutions while learning from outcomes. Adaptability ensures relevance.

How to start: Try one small pilot — “Let’s test digital suggestion boxes for one month” — before changing the whole system.

vi. Leadership as Service:

Modern leadership theory increasingly emphasises that leadership is measured by how much others grow. Service does not weaken authority; it strengthens legitimacy. By helping peers succeed, leaders multiply impact across the community.

Meaning of Selfless Service

Selfless service means choosing “we” before “me” when no one is rewarding you for it. It is not about big sacrifices once a year. It is about small choices every day: giving your free period to help a classmate with maths, staying back to decorate for someone else’s event, carrying the projector when it’s not your turn.

A serving attitude asks: “What does this person need right now?” not “What will I get from this?” It replaces entitlement — “I’m captain, so I deserve this” — with responsibility — “I’m captain, so I serve first.”

Giving Till It Hurts, Without Expecting in Return:

Mother Teresa said, “Love, to be real, must cost.” It is giving up your lunch break to listen to a junior who failed a test. It is lending your notes before exams even when it risks your own rank. It is defending the student everyone mocks, knowing they may never thank you.

Why give till it hurts? Because that is when leadership stops being a badge and starts being a transformation. The pain is proof it was real. The moment you expect applause, it becomes a transaction. The moment you give and walk away, it becomes a testimony.

Service Test: After you serve, ask two questions:

- a. Did someone grow because of me?
- b. Would I still do it if no one ever knew?

If both answers are “yes,” you’re not just in charge. You’re taking care of those in your charge. That is leadership as service.

Conclusion

Student leadership combines vision, integrity, communication, emotional understanding and service. When these qualities operate together, leaders move beyond titles and become catalysts for progress. Every student has the capacity to influence. The decision to use that influence responsibly is what transforms potential into leadership. For as Sinek said, it is not about being in charge. It is about taking care of those in your charge. The student who creates a Reading Buddies hour, the captain who owns his mistake, and the leader who gives till it hurts — they show us that leadership is measured in care. When you choose responsibility over comfort, you don’t just wear a badge. You take charge of those in your charge

and you take care of their growth. That is the secret. Example converts intention into inspiration.

Footnotes

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Chapter 3

The Factors

Enhancing Leadership

“Leadership is not about titles, positions or flowcharts. It is about one life influencing another.” —John C. Maxwell

Introduction

Leadership is a vital aspect of personal and professional development. Student leadership plays a significant role in shaping individuals to become lifelong leaders. This chapter examines the foundational elements that contribute to the growth of effective leadership capacity. Leadership is not treated as a fixed trait possessed by a few individuals, but as a developmental process shaped through experience, reflection and disciplined practice. By identifying the drivers that influence this process, learners can approach leadership formation with intention rather than accident.

Among the central themes considered are:

- Fellowship
- Character formation
- Commitment to selfless service
- Personal and professional grooming
- The ability to respond constructively to failure
- Each represents a dimension through which competence and credibility are built.

1. The Influences that Shape a Leader

A student does not become a leader in isolation. Leadership is nurtured in the soil of daily life — at home, in the classroom, on the playground and in the hostel. These formative influences prepare the heart and mind for responsibility long before a badge is given.

1.1 Family Influence

The first school of leadership is the home. Values such as honesty, respect for elders, care for siblings and diligence in small chores are learned at the dining table and in the family prayer. A student who has seen parents keep their word, admit mistakes and serve neighbours without seeking praise already carries the seeds of trustworthiness and service. When families encourage conversation, assign responsibilities and model forgiveness, they form young people who later lead with stability and empathy.

1.2 Role of Teachers

Teachers are the second architects of leadership. Beyond textbooks, they model fairness in correction, patience in explanation and courage in standing for what is right. A teacher who listens to a shy student, who gives a second chance after failure or who entrusts a class duty to an average learner is quietly saying, “I believe you can lead.” The classroom thus becomes a laboratory where students practice speaking up, taking initiative and accepting correction — all essential habits of a leader.

1.3 Peer Influence

Peers are the daily mirrors of a student’s conduct. Friends who value cheating erode integrity; friends who value teamwork build it. Positive peer influence occurs when seniors mentor

juniors without bullying, when classmates choose study over gossip during free periods and when teams celebrate effort, not just victory. A student leader learns early that to influence peers, one must first earn their respect through consistency and kindness.

1.4 School Environment

The school offers a wider stage or platform where leadership is tested. Assemblies that begin on time teach punctuality. Clean corridors teach ownership. Houses that compete with honour teach healthy rivalry. A school that provides opportunities — clubs, councils, community service and sports — gives students real spaces to try, to fail safely and to try again. In such an environment, leadership is not a theory but a lived experience.

2. Fellowship

Fellowship is a very essential aspect of leadership as a student leader in the school. It is only through mutual fellowship and interaction that the student leaders will be able to lead their fellow students. The mutual fellowship must always be geared towards generating the School Family Spirit within the school campus. An attitude of living in mutual fellowship and concern for one another is the key for the family spirit in the school. The passage from Ecclesiastes (4:9–10) presents one of the most concise expressions of the relational foundation of leadership. Its imagery is practical rather than abstract: individuals travelling together are more productive, more resilient and less vulnerable than those acting alone. The statement that “two are better than one” underscores the performance value of cooperation. Shared effort multiplies capability, distributes workload and increases the likelihood that objectives will be achieved.

Leadership, in this sense, is not solitary heroism but coordinated contribution. The following line “if either of them falls, one can help the other up” highlights mutual responsibility. Even capable individuals experience difficulty, error or fatigue. Support from partners prevents temporary setbacks from becoming permanent failure. Within teams, this principle strengthens psychological safety, encourages persistence and reduces fear of taking initiative.

For leaders, the implication is clear:

effectiveness depends on cultivating networks of trust, encouragement and shared accountability. Authority that isolates weakens; authority that connects strengthens.

Fellowship and Teamwork:

In school life, fellowship becomes teamwork when the House Captain sits with the weakest runner and plans training, when the Class Monitor divides project work so the quiet student gets a role and when boarders clean the dorm together before inspection. No leader succeeds alone. Fellowship turns a group into a team and a team into a family.

3. Character Formation

It is well said, “If character is lost, everything is lost”. The right character of the student leaders plays a vital factor in leading the fellow students along the right path. “Be the change you wish to see” this mantra must be imbibed and put into action by every student leader in order to see a qualitative difference in themselves, in the students and overall in the school.

As Mahatma Gandhi said, “The best way to find yourself is to lose yourself in the service of others.” 1945

Personal Character Formation:

Character is not formed in a day, but day by day. It grows when a student returns a lost pen without being seen, refuses to copy in a test, apologises to a junior he has hurt and keeps his word about a small duty. These private choices become public credibility. A school can give a post, but only personal character can give a leader lasting influence.

4. Selfless Service

An attitude of servant leadership is very essential in the student leaders. Student leadership in a school is not for any personal benefit or to drive some personal favours. Rather, it is a selfless service given to bring a qualitative difference in the school. Selfless service is emptying oneself till it hurts in self-giving. The attitude of imparting life to others selflessly must be the leading criteria while selecting the student leaders.

As Mother Teresa said, "Spread love wherever you go. Let no one ever come to you without leaving happier." ¹⁹⁹⁵

5. Leadership Personality Grooming

Being fully involved and creative, student leaders need to commit themselves fully in order to give their selfless service creatively. They need to be convinced of the personal qualities of being student leaders such as availability, responsibility, punctuality, generosity, obedience, reverence, honesty, flexibility and sociability. As Nelson Mandela noted, "The greatest glory in living lies not in never falling, but in rising every time we fall."

Discipline and Responsibility:

Grooming is not about outward polish alone. True grooming is the inner discipline that makes a leader available when needed,

responsible when entrusted and punctual when others delay. A well-groomed leader greets the gardener and the guest with equal respect, listens before speaking and does ordinary duties with extraordinary care. Discipline gives freedom; responsibility gives weight to words.

6. Being Action Oriented

Student leaders need to be fully active; rather they are to be creative and action oriented. Being prompt and quick to carry out any given task is the basic quality of an active student leader.

As John C. Maxwell said, "A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be." ²⁰⁰⁷

7. Applying Prudence and Intelligence

Every student leader must be discrete, discerning and prudent while leading and serving. Being prudently intelligent is one of the fundamental requirements for being student leaders or lifelong leaders. As the Bible says, "Be wise as serpents and harmless as doves" (Matthew 10:16).

8. Capacity to Manage Failures

It is commonly said that failures are the part and parcel of the human journey and stepping stones towards success. Student leaders are well-equipped to face daily challenges and failures. However, these challenges and failures must be taken positively.

As Thomas Edison said, "I have not failed. I've just found 10,000 ways that won't work."

9. Lifelong Targets

John Maxwell has well said, “To add growth, lead followers. To multiply growth, lead leaders.” Leadership is an art of leading with “right knowledge, with right action and with right direction”.

Conclusion

In conclusion, student leadership represents a formative bridge between education and responsible participation in professional and civic life. It is during this period that habits of judgement, interaction and accountability are shaped in ways that often endure far beyond graduation.

Footnotes

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- *John C. Maxwell*, the 21 Irrefutable Laws of Leadership (Nashville: Thomas Nelson, 2007), p. 53.
- *The Holy Bible*, Matthew 10:16 (New Revised Standard Version).
- *Thomas A. Edison*, quoted in Harper’s Monthly, September 1932.
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Chapter 4

Discovering Leadership Qualities

“Leadership is not something you do to people. It’s something you discover in yourself.”

—Adapted from John C. Maxwell

Introduction

Effective school leadership forms the backbone of a thriving learning community. Leadership is not merely a position or badge of authority. It is the everyday practice of influencing situations, supporting people and improving outcomes for everyone. Each student has leadership capacity. Some discover it through formal roles. Others express it through initiative, kindness, problem-solving or courage. The purpose of this chapter is to help you recognise that potential, develop it deliberately and use it responsibly.

Leadership is a journey of becoming — understanding who you are, what you stand for and how you can contribute to others.

1. Assessing Your Aptitude

To be a successful school leader you need certain qualities and traits. If you are considering leadership now and lifelong leadership later, reflect on these questions to assess your aptitude:

- Are you committed to lifelong learning and leadership growth?

- Do you make informed, timely decisions that benefit the school community?
- Are you self-reliant yet collaborative?
- Do you demonstrate a strong sense of responsibility and accountability?
- Are your actions guided by a clear set of values and principles?

Reflection Question:

Think about a time when you demonstrated leadership aptitude. What qualities did you exhibit and how did you make a positive impact?

2. Leadership Traits

Effective leaders possess distinct traits that set them apart. Consider the following:

- Is your passion for leadership strong enough to drive personal growth and transformation?
- Do you possess the adaptability to navigate complex situations?
- Can you demonstrate mental and physical endurance in the face of challenges?
- Are you open to feedback, willing to learn and committed to self-improvement?
- Group Discussion Model Topic: Leadership Qualities in Action

Objective: To identify and discuss the essential leadership qualities required for effective school leadership.

Instructions:

Process: Divide into groups of 4-5 students.

Each group will discuss this scenario: “A new student joins the school and is struggling to fit in. The student feels lonely and isolated. What would a school leader do to support this student?”

- Ask each group to brainstorm and list the leadership qualities that would be essential in this situation.
- After 10-15 minutes, ask each group to present their list and explain why they chose those particular qualities.

Reflection Question:

What did you learn about leadership qualities from this group discussion? How can you apply these qualities in your own life?

3. Personality and Influence

School leaders with certain personality traits can inspire and motivate others. Ask yourself:

- Do you possess the emotional intelligence to understand and support your team?
- Are you truthful, sincere and transparent in your interactions?
- Do you have sufficient practical knowledge and experience to inform your decisions?
- Can you communicate effectively with diverse stakeholders?

4. Values-Based Leadership

As a leader it is essential to hold sound moral, spiritual and social values. Reflect on:

- How do you demonstrate integrity, honesty and fairness in your actions?
- How do you handle difficult decisions, especially when they involve discipline and accountability?

- Are you accountable for your actions and do you take responsibility for your mistakes?

5. Inspirational Quotes

“Leadership is not about titles, positions or flowcharts. It is about one life influencing another.” -John C. Maxwell 2007¹

- “A leader is one who sees more than others see, who sees farther than others see and who sees before others see. A leader must be a seer.” - Leroy Eimes²
- “The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.” - Ronald Reagan 1986³

Conclusion

Becoming an effective school leader is not a single achievement. It is a continuing journey shaped by reflection, disciplined practice and steady refinement of character and competence.

Growth occurs as you examine your motivations, recognise strengths and limitations and intentionally work to improve your impact on others.

Self-understanding provides the starting point. Awareness of your values, habits, emotional patterns and aspirations allows you to act with authenticity rather than imitation. Essential traits like integrity, resilience, empathy and clarity of communication can be cultivated through experience and feedback.

Leadership development accelerates through collaborative learning, interaction with mentors and community engagement. Grounding decisions in enduring principles builds trust and legitimacy.

Leadership is a sustained effort to grow so that others may grow as well. As your capability matures, your influence becomes constructive, communities strengthen and collective flourishing expands.

"Leadership is not something done to others. It is something discovered within — and when that discovery begins, so does the journey of becoming the leader you were meant to be".

Footnotes

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PART-II

ESSENTIAL QUALITIES FOR STUDENT LEADERSHIP



Chapter 5

Essential Qualities For Student Leadership

“Leadership is not about titles, positions, or flowcharts. It is about one life influencing another.”

—John C. Maxwell (2007)

Introduction

As student leaders, it's essential to develop the qualities that will enable them to inspire, motivate and guide their peers. In this chapter, we'll explore essential qualities for effective student leadership: positive self-image, self-respect, self-control, integrity, responsibility, patience, courage, compassion, team spirit, accountability and adaptability.

1. Positive Self-Image

A positive self-image refers to a student's overall sense of self-worth, confidence and acceptance of themselves. This quality is crucial for student leaders as it enables them to:

- Inspire confidence in others
- Make informed decisions
- Take calculated risks

Characteristics:

- Self-acceptance
- Self-confidence
- Resilience
- Positive attitude

Benefits for Student Leaders:

- Inspires trust and confidence in others
- Enhances decision-making skills
- Fosters creativity and innovation
- Builds resilience and adaptability

Ways to Obtain:

- Practice self-reflection and self-awareness
- Focus on strengths and accomplishments
- Develop a growth mindset
- Surround yourself with positive influences

2. Self-Respect

Self-respect refers to a student's sense of worth, dignity and self-value. This quality is essential for student leaders as it enables them to:

- Make decisions that align with their values
- Set boundaries
- Prioritize their well-being

Characteristics:

- Self-awareness
- Self-value
- Integrity
- Assertiveness

Benefits for Student Leaders:

- Enhances decision-making skills
- Fosters healthy relationships

- Builds confidence and self-trust
- Encourages personal growth and development

Ways to Obtain:

- Practice self-reflection and self-awareness
- Set boundaries and prioritize self-care
- Develop assertiveness skills
- Cultivate integrity and authenticity

3. Self-Control

Self-control refers to the ability to regulate one's emotions, thoughts and behaviors. This quality is crucial for student leaders as it enables them to:

- Manage stress
- Make informed decisions
- Maintain a level head in challenging situations

Characteristics:

- Emotional regulation
- Impulse control
- Self-discipline
- Mindfulness

Benefits for Student Leaders:

- Enhances decision-making skills
- Builds trust and credibility
- Fosters resilience and adaptability
- Encourages personal growth and development

Ways to Obtain:

- Practice mindfulness and meditation
- Develop self-awareness and self-regulation skills
- Set goals and prioritize tasks
- Cultivate self-discipline and responsibility

4. Integrity

Meaning: Integrity is the quality of being honest and having strong moral principles. It means doing what is right, even when no one is watching.

Importance: For student leaders, integrity builds trust. Peers and teachers follow leaders whose words and actions match.

Practical Example: The class test papers are returned. You notice the teacher added 5 extra marks by mistake. A leader with integrity points out the error, even if it lowers the score.

Leadership Application: A School Captain who practices integrity sets a standard for the whole batch. When decisions are transparent and honest, the school culture becomes fair and safe.

5. Responsibility

Meaning: Responsibility is the willingness to take ownership of duties, tasks, and outcomes — both good and bad.

Importance: Schools run on shared responsibility. A responsible leader ensures work is done, deadlines are met and others can depend on them.

Practical Example: You are in charge of the House notice board. If it remains empty before Sports Day, a responsible leader does not blame others but stays back after class to

update it.

Leadership Application: Responsibility turns “I want to be a leader” into “I am ready to answer for my team.” It earns respect from juniors and trust from teachers.

6. Patience

Meaning: Patience is the ability to wait calmly, to tolerate delay or difficulty without anger or frustration.

Importance: Leadership involves people and people grow at different speeds. Patience allows a leader to teach, guide and correct without breaking others. A junior in your House team keeps forgetting the drill steps before Annual Day. A patient leader repeats the steps, encourages him and pairs him with a senior buddy instead of shouting.

Leadership Application: Patient leaders build confidence in weak members. Teams stay united because no one feels left behind.

7. Courage

Meaning: Courage is the mental or moral strength to face difficulty, fear, or opposition and do what is right. Student leaders must often stand-alone — to stop bullying, to admit a mistake or to propose a new idea.

Practical Example: Friends ask you to let them copy during prep because “you’re Captain.” A courageous leader says no, explains why and offers to help them study instead.

Leadership Application: Courage protects school values. One brave decision by a leader gives courage to ten others watching.

8. Compassion

Meaning: Compassion is the concern for the sufferings or misfortunes of others, with a desire to help. Schools are not just about marks. Leaders who notice loneliness, fear or sadness create a humane community.

Practical Example: A new Class VI student sits alone during lunch. A compassionate House Prefect sits with him, introduces him to others and checks on him the next day.

Leadership Application: Compassion turns a group of students into a family. When leaders care, the school becomes safe for everyone.

9. Team Spirit

Meaning: Team spirit is the feeling of pride and loyalty that exists among members of a team, making them want the team to do well.

Importance: No leader succeeds alone. Student leaders must turn “I” into “We” so that every victory and defeat is shared.

Practical Example: Your House loses the cricket final. A leader with team spirit thanks every player, carries the water bottles, and says, “We played as one. We’ll train as one.”

Leadership Application: Team spirit multiplies strength. It ensures that the best players lift the weakest, and the team rises together.

10. Accountability

Meaning: Accountability is the obligation to explain, justify, and take responsibility for one’s actions and their consequences.

Importance: Without accountability, trust dies. Student leaders must answer for their decisions to peers, teachers and themselves.

Practical Example: You forgot to submit the House list for the debate, and your team missed the event. An accountable leader tells the House Master, “It was my fault. I’ll set a reminder and make it up to the team.”

Leadership Application: Accountability keeps leadership real. It teaches juniors that mistakes are not hidden, they are owned and corrected.

11. Adaptability

Meaning: Adaptability is the ability to adjust to new conditions, challenges, or environments quickly and calmly.

Importance: School life changes fast — sudden rain cancels the match, a guest arrives early, exam dates shift. Leaders who adapt keep the team steady.

Practical Example: The Annual Day chief guest is delayed by an hour. An adaptable Captain reorganizes the program, adds a house song and keeps the audience engaged without panic.

Leadership Application: Adaptable leaders reduce stress for everyone. They turn problems into chances to show creativity and calm.

Inspirational Quotes

- “Believe you can and you're halfway there.”
—Theodore Roosevelt (1917)
- “Respect yourself and others will respect you.”
—Confucius
- “Self-control is strength; self-control is calmness; self-control is power.”
—Unknown
- “Integrity is doing the right thing, even when no one is watching.”
—C. S. Lewis

- “Courage is not the absence of fear, but the triumph over it.”
—Nelson Mandela

Conclusion

Developing positive self-image, self-respect and self-control, integrity, responsibility, patience, courage, compassion, team spirit, accountability and adaptability are essential for effective student leadership. By cultivating these qualities, student leaders can become more inspiring, resilient and effective, making a positive impact in their communities. Each quality is not a separate badge but a thread in the same fabric. When woven together, they form the character of a leader who others choose to follow — not because they must but because they want to.

Footnotes

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PART-III

EFFECTIVE LEADERSHIP TRAITS



Chapter 6

Effective Leadership Traits

"Leadership is the capacity to translate vision into reality."
—Warren Bennis

Introduction

Effective leadership is crucial for achieving success in any organization. Leaders who possess certain traits and characteristics are more likely to inspire and motivate their teams to achieve their goals.

This chapter explores some of the key traits and characteristics of effective leaders including the seven habits of highly effective people, SMART objectives, time management, situational leadership and the role of IQ and EQ.

Seven Habits of Highly Effective People:

Personal effectiveness is summarized well by Stephen Covey in his best-selling book, "The 7 Habits of Highly Effective People."¹ these habits move people through three stages of dependence, independence and interdependence.

As Covey notes, "Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character; sow a character, reap a destiny."

1. Habit 1: Be Proactive

Highly effective people change themselves rather than reacting to external forces. As Mahatma Gandhi said, "Be the change you wish to see in the world."

2. Habit 2: Begin with the End in Mind

Highly effective people have long-term goals based on personal principles. As Nelson Mandela noted, "The greatest glory in living lies not in never falling but in rising every time we fall."

3. Habit 3: Put First Things First

Make time for the things that matter in line with habit 2. As John C. Maxwell said, "You don't have to be great to start but you have to start to be great."

4. Habit 4: Think Win-Win

Cooperate with others; avoid confrontation or win-lose approach. As Stephen Covey said, "Think win-win is based on the paradigm that there is plenty for everybody."

5. Habit 5: Seek First to Understand and Then to Be Understood

The most important aspect of positive personal relationships. As the Bible says, "Do unto others as you would have them do unto you" (Matthew 7:12).

6. Habit 6: Synergies

See potential in other people's contribution based upon the whole being greater than the sum of the parts. As Henry Ford said, "Coming together is a beginning; keeping together is progress; working together is success."



7. Habit 7: Sharpen the Saw

Keep in mind the need for personal renewal: spiritual, physical and social/emotional. As Aristotle said, "We are what we repeatedly do. Excellence, then, is not an act but a habit."

Smart Objectives

A simple, effective and proven way uses the acronym SMART. S.M.A.R.T. stands for:

- **Specific:** be specific about what is to be achieved
- **Measurable:** state the desired outcome as a number that can be measured
- **Achievable:** set reasonable expectations so that people buy into achieving objectives that are possible – not impossible.
- **Relevant:** the objective is relevant given factors such as market conditions and available skills, not inspirational
- **Timely:** set a clear timeframe for the objective so that people are clear about when it should be achieved

Practical Illustrations for Time Management for Student Leaders–

1. **Vague Goal:** “Improve discipline in our House.”

SMART Goal: “Reduce late-comers to morning assembly in Blue House from 8 per day to 2 per day by 15 October through a roll-call buddy system.”

Specific: late-comers to assembly;

Measurable: 8 to 2; **Achievable:** buddy system;

Relevant: House discipline; **Timely:** by 15 October.

2. **Vague Goal:** “Do well in the Annual Day.”

SMART Goal: “Complete all dance practice for the Annual Day by 10 November with 12 full run-throughs and hold 2 dress rehearsals with costumes.”

Specific: dance practice;

Measurable: 12 run-throughs + 2 rehearsals;

Achievable: scheduled practices;

Relevant: Annual Day; **Timely:** by 10 November.

Time Management

It is commonly accepted that there are never enough hours during the day and yet everyone has the same 24 hours. But the issue is not the time itself but rather a manager's workload and how he uses his time effectively to get through it.

As Benjamin Franklin said, "Time is money."¹⁰ Effective leaders think of time as a valuable resource.

Examples of Time Management for Students:

1. **The 2-Minute Rule:** If a task takes less than 2 minutes — like pinning a notice, returning a book or messaging a teammate — do it now. Small delays become big burdens.
2. **Eisenhower Box for School:** Divide tasks: Urgent + Important = Submit House report today. Important, Not Urgent = Plan Sports Day. Urgent, Not Important = Answer friend's repeat question. Not Urgent, Not Important = Scrolling. Do in that order.
3. **Prep-Plan Sunday:** Every Sunday, a House Captain writes 3 goals: "Monday: Finalise quiz team. Wednesday: Check juniors' study hour. Friday: Clean notice board." Planning prevents panic.

Situational Leadership

Situational Leadership was developed by Paul Hersey and Ken Blanchard.¹ It requires managers to change their leadership style based on the maturity of the people involved and details of the task.

Four leadership styles are split between Task-oriented and People-oriented.

Table: Four Styles of Situational Leadership

Leadership Style	Best Used When	Practical Example for Student Leaders
Directing	Followers are new, low skill and low confidence.	Teaching Class VI how to salute and stand at attention for the first time.
Coaching	Followers have some skill, need direction + support.	Helping a new anchor prepare for assembly — write script together and rehearse.
Supporting	Followers are skilled but need motivation	Encouraging the football team after losing first match — they know the game.
Delegating	Followers are skilled, confident and motivated.	Asking the House Secretary to handle the inter-house poster competition end-to-end.

Role of IQ and EQ

A high degree of intelligence measured by the intelligence quotient (IQ) is a prerequisite for a leader because of the large scale and scope of issues and information. But organisations are concerned not only with what leaders do but also with how they do it, so they also want leaders with a high degree of emotional quotient (EQ).¹² As Daniel Goleman notes, EQ involves several distinct competencies including self-awareness, self-regulation, motivation, empathy and social skill.

Suggested Table:

Leadership Trait	Leadership Trait in Action	Practical Example
Communication	Conducting assembly	Briefing the team before an event and listening to complaints.
Responsibility	Managing school duties	Returning borrowed equipment and admitting when wrong.
Teamwork	Organising events	Making sure shy students get roles and celebrating together.

Conclusion

In conclusion, effective leadership requires a combination of traits and characteristics including the seven habits of highly effective people, SMART objectives, time management, situational leadership and a high degree of IQ and EQ. By developing these traits and characteristics, leaders can inspire and motivate their teams to achieve their goals and make a positive impact in their organisations.

Footnotes

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- **Paul Hersey and Kenneth H. Blanchard**, *Management of Organizational Behavior: Utilizing Human Resources*, 3rd ed. (Englewood Cliffs, NJ: Prentice Hall, 1977).
- **Daniel Goleman**, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam Books, 1995).

Chapter 7

Inspiration To Make A Difference

“The greatest use of a life is to spend it for something that will outlast it.”
—William James

Introduction

Leaders who have made a difference share their wisdom. Their lives are textbooks written not with ink but with action, sacrifice and service.

Let's explore the insights of **Mahatma Gandhi**, **Saint Mother Teresa of Kolkata**, **Dr. Abdul Kalam** and **Nelson Mandela** — and see how their journey lights the path for student leaders today.

1. Mahatma Gandhi

Brief Introduction

Mohandas Karamchand Gandhi, born on 2 October 1869 in Porbandar, Gujarat, trained as a lawyer in London and first



practiced in South Africa, where he developed Satyagraha — the force of truth and nonviolent resistance. Returning to India in 1915, he led nationwide movements like the Dandi March and Quit India, uniting millions through simplicity, fasting and civil disobedience. Known as Mahatma — “Great Soul” — and Bapu — “Father,” he was assassinated on 30 January 1948. The Father of Our Nation Gandhi's leadership was rooted in moral values and dignity. His philosophy of nonviolence and truth inspires leaders worldwide.

Leadership Qualities:

Moral courage, authenticity, self-discipline, empathy, perseverance

Main Contribution:

Gandhi led India to freedom through Satyagraha — the force of truth and nonviolent resistance. He proved that moral power is greater than military power and that a leader's greatest weapon is character.

Key Quotes:

"Be the change you want to see." (1913)

"The best way to find yourself is to lose yourself in the service of others." (n.d.)

"Live as if you were to die tomorrow. Learn as if you were to live forever." (n.d.)

Leadership Lessons:

Lead with moral values and dignity

Empower others through selfless service

Bapuji's Lessons for Student Leaders:

Embody integrity & authenticity: Lead by example with honesty, transparency and ethical actions & decisions.

Inspire positive change: Motivate others to work toward a common goal, fostering community & social responsibility.

Practice self-reflection & self-improvement: Continuously evaluate your actions & decisions to seek growth & development.

Foster a sense of community: Build strong relationships with peers, promoting mutual respect & support.

Develop resilience & perseverance: Cultivate the ability to bounce back from setbacks.

2. Saint Mother Teresa of Kolkata

Brief Introduction:

Born Anjezë Gonxhe Bojaxhiu on 26 August 1910 in Skopje, now North Macedonia, she left home at 18 to join the Sisters of Loreto in Ireland, then came to India in 1929. After teaching at St. Mary's School in Kolkata for 17 years, she heard a "call within a call" in 1946 to serve the poorest of the poor. In 1950 she founded the Missionaries of Charity and spent the next 47 years caring for lepers, orphans and the dying in Kolkata's streets. Canonized as Saint Teresa of Calcutta in 2016, she received the Nobel Peace Prize in 1979. Mother Teresa's selfless service and compassion touched countless lives. Her leadership shows the power of kindness and humility.



Leadership Qualities:

Compassion, humility, faithfulness, servant heart, attention to the individual

Main Contribution:

Mother Teresa served the “poorest of the poor” through the Missionaries of Charity. She showed the world that leadership is not about platforms but about kneeling beside the suffering — that every small act of love counts.

Key Quotes:

"Give until it hurts."

"We are called upon not to be successful but to be faithful."

"Every time you smile at someone, it is an action of love."

Leadership Lessons:

Servant leadership with compassion and humility

The power of small acts of kindness

Mother's Lessons to the Student Leaders:

Prioritize service and empathy: Focus on meeting the needs of others, demonstrating compassion and understanding in your actions and decisions.

Recognize the value of small acts: Understand that even small acts of kindness and service can have a significant impact on others.

Cultivate humility and modesty: Lead with humility, recognizing the value of others' contributions and perspectives.

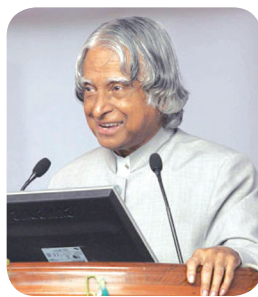
Foster a sense of gratitude: Encourage others to appreciate the blessings and opportunities they have, promoting a culture of gratitude and appreciation.

Develop a sense of responsibility: Take ownership of your actions and decisions, recognizing the impact they have on others. These lessons are inspired by Mother Teresa of Kolkata, who is seen as a unique leader serving the poorest of the poor. She is an inspiration and her life itself is a lesson to all the upcoming leaders, especially those students who aspire to be lifelong leaders who wish to lead by serving.

3. Dr. Abdul Kalam

Brief Introduction:

Avul Pakir Jainulabdeen Abdul Kalam was born on 15 October 1931 in Rameswaram, Tamil Nadu, to a humble boat-owner's family. He sold newspapers as a boy, studied aeronautical engineering in Madras and joined DRDO and ISRO, where he became the chief architect of India's satellite launch vehicles and ballistic missile program — earning the name “Missile Man of India.” Elected the 11th President of India from 2002–2007, he remained a teacher at heart, spending his later years with students across the country until his final lecture at IIM Shillong in 2015. Dr. Kalam's leadership and vision inspire students and professionals. His emphasis on innovation and hard work is a valuable lesson.



Leadership Qualities:

Vision, simplicity, scientific temper, optimism, student-centric thinking.

Main Contribution:

As the “Missile Man of India” and 11th President, Dr. Kalam turned laboratories into classrooms and Rashtrapati Bhavan

into a house for children. He ignited young minds to dream, innovate, and serve the nation through science and character.

Key Quotes:

"Dream is not that which you see while sleeping. It is something that does not let you sleep."

"Man needs difficulties in life because they are necessary to enjoy the successes."

"All of us do not have equal talents. But all of us have an equal opportunity to develop our talents."

Dr. Kalam's Lessons to Student Leaders:

Dream big & set clear goals: Encourage fellow students to envision ambitious dreams, break them into achievable targets and work relentlessly toward them—just as Dr. Kalam urged youth to aim high.

Ignite innovation & creativity: Inspire fellow students to think inventively, turning ideas into practical solutions that benefit society, reflecting Dr. Kalam's emphasis on scientific imagination.

Embrace hard work & discipline: Teach fellow students that consistent effort and self-discipline are the foundations of success, echoing Dr. Kalam's belief in dedication to learning.

Serve society with responsibility: Motivate student leaders to use their skills for community betterment and nation building, aligning with Dr. Kalam's vision of youth as societal catalysts.

Cultivate positive attitude & perseverance: Guide students to maintain optimism and resilience in the face of obstacles, fostering the "never give up" spirit Dr. Kalam championed.

4. Nelson Mandela

Brief Introduction:

Nelson Rolihlahla Mandela was born on 18 July 1918 in the village of Mvezo, Transkei, South Africa. A lawyer by training, he joined the African National Congress in 1944 and led the struggle against apartheid. Arrested in 1962, he spent 27 years in prison, including 18 years on Robben Island. Released in 1990, he negotiated the end of apartheid, became South Africa's first Black President in 1994 and received the Nobel Peace Prize in 1993. He died on 5 December 2013. Nelson Mandela's courageous leadership and commitment to justice leave a lasting impact. His words offer valuable insights.



Leadership Qualities:

Courage, forgiveness, resilience, humility, team-building

Main Contribution:

After 27 years in prison, Mandela chose reconciliation over revenge and led South Africa from apartheid to democracy. He proved that leadership is the triumph of hope over hate, and that a free nation begins with a free mind.

Key Quotes:

"Courage is not the absence of fear but the triumph over it."
(1994)

"It always seems impossible until it's done." (n.d.)

"The greatest glory in living lies not in ever falling, but in rising every time we fall." (n.d.)

Leadership Lessons:

Courage and resilience Empowering others through humility and teamwork

Nelson Mandela's Lesson for Student Leaders: Cultivate a growth mindset: Inspire fellow students to love learning and embrace continuous personal and academic growth, recognizing that development is a lifelong journey.

Foster innovation and creativity: Encourage students to think outside the box, nurturing a vibrant culture of experimentation and fresh ideas that drive positive change.

Develop resilience and perseverance: Teach students to bounce back from setbacks, staying steadfast in pursuing their goals while upholding their values and commitments.

Promote equal opportunities: Instill respect for diversity and inclusivity, ensuring every student gets fair chances to contribute and succeed in leadership roles.

Lead with passion and enthusiasm: Model genuine excitement for your work, motivating peers to follow your energy and dedication in their own leadership journeys.

Core message: Embody a sense of purpose by understanding how your actions influence others, keeping your leadership focused on meaningful goals and values—principles Nelson Mandela championed for inspiring student leaders.

Inspirations to Make a Difference:

A leader is the one who knows the way, goes the way and shows the way.

- The best leader is one who has enough sense to pick good people to do what he wants done and enough self-restraint to keep from meddling with them while they are carrying it out. (Theodore Roosevelt)

- The real art of leadership is to attract, retain and to motivate individuals.
- A leader has two important characteristics: first, he/she is going somewhere; second, he/she is able to persuade other people to go with him/her.
- A committed leader is the one who takes a little more than his share of blame and a little less than his share of credit.
- A good leader is the one who gets the average people to do superior work.
- A leader must see the vision, state the mission and set the tone.
- Leaders must possess two things: a righteous heart and a rhinoceros skin.
- Leadership is calculated risk-taking.

Good leaders:

- Observe with application. They look at everything as though it's the first and last time they'll ever see it.
- Know how to listen; really listen. Listening is wanting to hear.
- Welcome ideas.
- Are open, responsive, sensitive, aware and encouraging.
- Always value time highly.
- Good leaders use not only their own brains, but also try to borrow all they can.

Table:

A Boss	A Leader
A boss drives his men	A leader coaches them
A boss depends on authority	A leader on goodwill
A boss inspires fear	A leader generates enthusiasm
A boss says, "I"	A leader says, "We"
A boss uses people	A leader develops people
A boss knows how it's done	A leader shows how it's to be done
A boss fixes blame for the breakdown	A leader fixes the breakdown
A Boss says, "Go"	A leader says, "Let's go"

The Boss says:

1. I am always right
2. Even if I am wrong
3. See rule no. 1.

A leader:

1. Motivates to lead
2. Inspires to serve
3. Encourages to shine
4. Then excels

Good leaders must avoid:

1. Being aggressive
2. Being apprehensive
3. Being fanatic
4. Being inflexible

5. Being impulsive
6. Being prejudiced

Conclusion

These leaders continue to live and inspire us to empower communities and make a positive impact. Their words guide us to become leaders who shape a brighter future. As we have seen, “The greatest use of a life is to spend it for something that will outlast it.” When students choose to serve, to dream, to forgive, and to rise — they too begin to make a difference.

Footnotes:

- **Gandhi**, M. The Collected Works of Mahatma Gandhi. Government of India, 1958–1994.
- **Teresa**, Mother. Mother Teresa: Come Be My Light (ed. Brian Kolodiejchuk). Doubleday, 2007.
- **Kalam**, A. P. J. Wings of Fire. Universities Press, 1999.
- **Mandela**, N. Long Walk to Freedom. Little, Brown & Co., 1994.

Chapter 8

Inspiring Selflessness In School Leaders

“You are the salt of the earth... let your light shine before others, that they may see your good deeds.”

—Matthew 5:13,16

Introduction

Selfless leadership is a vital aspect of school leadership, where leaders prioritize the needs of others, creating a positive and supportive environment that fosters growth and excellence. Like salt, a selfless student leader may not always be seen, but their presence preserves what is good, adds flavor to school life and prevents decay in the community.

In this chapter, we will explore the characteristics of selfless leaders, the benefits of servant leadership and the importance of striving for excellence in schools.

Defining Leadership

Leadership in schools is about inspiring and motivating teachers, students and the community to work towards a common goal. Selfless leaders prioritize the needs of others, creating a positive and supportive environment that fosters growth and excellence.



Characteristics of Selfless Leaders

Selfless leaders include empathy, kindness and compassion. They prioritize the needs of others, listen actively and empower others to take ownership of their work. Selfless leaders include empathy, kindness and compassion. They prioritize the needs of others, listen actively and empower others to take ownership of their work. As Peter Senge notes, "Leaders are designers, teachers and stewards" (Senge, 2006).¹

To Lead:

Leadership is to lead and for student leaders, it means embodying qualities that inspire and motivate others to work towards a common goal. They're not just about taking charge but about taking initiative to solve problems, address issues and make a positive impact on their community. Whether it's organizing an event, starting a new club or simply being a supportive voice, student leaders set the tone and lead by example.

By doing so, they empower others, help their peers develop new skills and create a ripple effect of positivity. It's about growth, inspiration and making a difference – not just for themselves, but for those around them. That's what leadership means for student leaders.

To Serve:

"The best way to find yourself is to lose yourself in the service of others." - Mahatma Gandhi (Gandhi, 1925) Servant Leadership
Servant leadership is a philosophy that prioritizes the needs of others. School leaders who adopt this approach create a culture of service, empathy and kindness. They recognize that their role is not to seek power or prestige but to support and enable others to succeed.

Benefits of Servant Leadership:

Servant leadership has numerous benefits, including increased job satisfaction, improved morale and enhanced student outcomes. As Robert Greenleaf notes, "The servant-leader is servant first" (Greenleaf, 1970)³, emphasizing the importance of prioritizing the needs of others.

To Excel:

"Excellence is not a destination; it is a continuous journey that never ends." - Brian Tracy (Tracy, 2007)⁴ Selfless leaders strive for excellence not for personal gain but to benefit others. They create a culture of continuous improvement, encouraging teachers and students to strive for their best.



Characteristics of Excellence

Characteristics of excellence include a commitment to quality, a focus on results and a willingness to learn and improve. As Jim Collins notes, "Good is the enemy of great" (Collins, 2001)⁵, emphasizing the importance of striving for excellence in all aspects of school leadership.

Challenges and Opportunities

Selfless leadership in schools is not without its challenges. Leaders may face resistance to change, limited resources and conflicting priorities. However, these challenges also present opportunities for growth, innovation and collaboration.

Conclusion

In conclusion, selfless leadership is essential for nurturing school leadership. By prioritizing service, empowerment and excellence, school leaders can create a positive and supportive environment that fosters growth and success. As leaders, it is crucial to recognize the importance of selfless leadership and strive to create a culture of service, empathy and kindness in our schools.

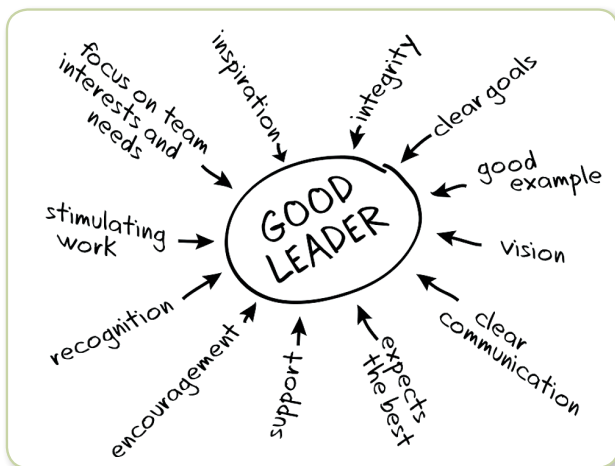
Like salt, a true student leader does not seek the spotlight. They preserve integrity when standards slip, add flavor to dull routines, and heal divisions quietly. When they “lose themselves in the service of others”, they become the salt of the earth — ordinary students whose unseen influence makes the whole school better.

Footnotes

- **Senge**, P.M. (2006). The fifth discipline: The art & practice of the learning organization. Doubleday.
- **Gandhi**, M. (1925). Young India.
- **Greenleaf**, R. K. (1970). The servant as leader. Greenleaf Center.
- **Tracy**, B. (2007). Goals! How to get everything you want--faster than you ever thought possible. BerrettKoehler.
- **Collins**, J. (2001). Good to great: Why some companies make the leap...and others don't. HarperCollins.
- **The Holy Bible**, Matthew 5:13, 16, New International Version.

PART-IV

LEADERSHIP FORMATION AND DEVELOPMENT



Chapter 9

Making of The School Leaders

(Select | Form | Commission)

“Leaders aren’t born, they are made. And they are made just like anything else, through hard work.” —Vince Lombardi

Introduction

The identification and preparation of school leaders constitute a central responsibility in the cultivation of a healthy and forward-looking institutional culture. Leadership roles entrusted to students are not merely ceremonial; they function as channels through which values are modeled, expectations are reinforced and collective identity is shaped. The influence exercised by those who hold responsibility often extends beyond immediate duties, affecting attitudes, relationships and aspirations across the school community. Because of this impact, the process of selecting and forming leaders requires deliberation and care.

Selection Procedure:

The school authority needs to make a very discrete as well as a well-discerned selection of the candidates for the school leadership. These candidates will set a pattern of being exemplary students in the school. Their personal examples must be emulated by the rest of the students in the school.

Criteria for Selection

The following criteria help in making a good selection:

- Willingness and readiness from the candidates themselves to lead, serve and excel.
- Personal integrity, self-respect, self-control and selfimage of the candidate.
- Obedience and reverence to the school authority and teachers.
- Service-minded attitude, reaching out in selfless service and ability to form fellowship among all the students.
- Qualities of honesty, sincerity, transparency and humility.
- Love and dedication for the given work.
- Willingness to act promptly in a given situation.
- Willingness to give extra time and energy without hampering or neglecting regular personal studies.
- Academic excellence with creativity and hardworking spirit.
- Written consent of the parents.
- Approval of the teaching staff.
- Candidates are screened by the school Discipline committee.
- They are interviewed individually based on their school past record, discipline record, personality, availability, commitment and dedication

Table: Leadership Selection Criteria at a Glance

Criteria Area	What the School Looks for	How It Is Verified
Character	Integrity, honesty, humility, self control	Past discipline record, teacher feedback, peer input
Attitude	Service-minded, reverence to authority, fellowship Participation in service	Conduct with staff & juniors

Commitment	Willingness to give time, act promptly, not neglect studies	Interview, timetable check, class teacher report
Competence	Report cards, project work	Co-curricular record
Approval	Parental consent, staff approval	Written consent form, staff council meeting minutes

Number and Nature of the School Leadership

Number: School leaders' number should be in equal number of boys and girls in a co-ed school. For a high school or higher secondary school, the school leaders' number can be 20 to 24 candidates.

Nature: The nature of the school leaders may differ from school to school.

Examples of Leadership Responsibilities

1. **School Captain:** Leads assembly, represents students in staff meetings, coordinates House events, maintains overall discipline.
2. **House Captain:** Manages House notice board, organizes House competitions, monitors punctuality and turnout of House members.
3. **Discipline Prefect:** Assists teachers during dispersal, checks uniform, helps juniors follow school rules with dignity.
4. **Sports Captain:** Maintains sports equipment, assists PET, and prepares teams for inter-house and inter-school matches.

5. **Cultural Secretary:** Coordinates practice for Annual Day, ensures participation, maintains costumes and props register.
6. **Cleanliness Monitor:** Checks classroom cleanliness, leads “5-minute clean” after lunch, reports issues to Class Teacher.
7. **Library Prefect:** Helps in issuing/returning books, maintains silence, and arranges reading week activities.

Formation:

Preparation of the Candidates to be Committed School Leaders. Once the candidates for the school leadership are selected, an orientation program for at least three days must be organized. The program is based on qualities of leadership and the school leaders' activities in the school for the forthcoming academic year.

Sample Orientation Schedule: 3-Day Leadership Formation Camp

Day 1	Day 2	Day 3
Know Yourself	Know Your Team	Know Your School

Time	Activities
9:00–10:00	Inauguration & Prayer Morning Assembly Drill Role-Play: Handling Situations
10:00–11:30	Talk: What is Leadership? Workshop: Team Building Game Session: School Rules & Procedures
11:30–11:45	Tea Break
11:45–1:00	Self-Assessment: SWOT Talk: Servant Leadership Planning: House Calendar
1:00–2:00	Lunch

2:00–3:30	Group Sharing: My Model Leader Case Study: Conflict in Class Task: Write Your Action Plan
3:30–4:00	Reflection & Journal Reflection & Journal Commissioning Rehearsal

School Leaders' Investiture Ceremony

This is an important event both for the entire school, as well as for the school leaders themselves. The main objectives of the investiture ceremony are:

- To be a public recognition of the position of the school leaders in the school
- To be a solemn commitment by the school leaders in public of their faithfulness, obedience, personal integrity and selfless service through a public oath
- To install the school leaders into their various ministries as school leaders
- To solemnly empower them to act as school leaders officially within the given parameters by the school authority
- To provide them with school leader badges

Order of the Ceremony

- All the students, teachers and invitees are gathered in the place arranged for the ceremony.
- The ceremony must be arranged in a spacious place so that all present should be able to witness the entire ceremony clearly
- An appropriate place is reserved for the school leaders

- The school leader candidates are solemnly welcomed to the ceremony
- A solemn prayer service needs to be conducted before the investiture ceremony begins
- A prayer service must be well-prepared and conducted with devotion
- There should be a prayerful environment created in the entire venue and everybody present for the ceremony must take full, active and devotional participation in the prayer service
- Welcome address by the school principal or headmaster
- Introduction of the school leaders and their roles
- Oath-taking ceremony by the school leaders
- Investiture of badges and certificates to the school leaders
- Address by the chief guest or special invitee
- Vote of thanks by a school leader
- Closing prayer or benediction

Sample Oath for Student Leaders:

“I,, (name.....) having been chosen as a student leader of (School Name) do solemnly promise before God and in the presence of this assembly:

- To uphold the values and rules of my school with personal integrity;
- To obey and respect my Principal, teachers, and school authorities;
- To serve my fellow students with humility, fairness, and selfless love;
- To give my time and energy without neglecting my studies;

- To be a model in word, conduct, and service;
- And to return this badge with honor when my term ends.

Conclusion

In conclusion, the formation of school leaders is a deliberate and consequential undertaking. It requires thoughtful identification of suitable candidates, systematic preparation for responsibility and formal commissioning into service. When approached with seriousness, the process becomes a powerful instrument for shaping institutional culture and future citizenship.

As Vince Lombardi said, leaders are made through hard work. Select them well, form them with care and commission them with trust — and the school will reap leaders who lead, serve and excel.

Footnotes

- ¹ **Covey**, S. R. (2004). The 7 habits of highly effective people: Restoring the character ethic. Simon & Schuster.
- ² **Maxwell**, J.C. (2007). The 21 irrefutable laws of leadership. Thomas Nelson.

Chapter 10

Animators of Student Leaders

“An animator takes a hand, opens a mind, and touches a heart.”
—Unknown, adapted

Section-I

Introduction

Animators play a vital role in the leadership formation programme for School Leaders. They are the interface between the school and the world of School Leaders and their role is indispensable in shaping the leaders of tomorrow. In this chapter, we will explore the qualities.



An animator is a life giver and soul activator. They take a hand when a student hesitates to lead — giving courage, giving life to confidence. They open a mind to vision, duty and service — activating thought beyond self. And they touch a heart — awakening compassion, integrity, and the will to serve others

first. This is not instruction; it is animation — breathing life into leadership and characteristics of effective Animators and the gifts they can give to School Leaders.

Right Knowledge, Right Example, Right Direction

Animators believe in the three leading factors of right leadership:

- Right knowledge (knows the way)
- Right example (goes the way)
- Right direction (shows the way)

Through interactive fellowship, creative formation and selfless service, Animators guide School Leaders to become effective leaders.

Qualities of Effective Animators

Effective Animators are individuals who:

- Are convinced that accompanying School Leaders is a vocation—a response and a way of using the gifts freely received from God. Are committed to nurturing leaders in the School Leaders chosen for the task within the given ambit of the school.
- Are persons of deep spiritual and personal integrity, manifesting a continuous relationship with God, right ethos and moral values for human growth in society.
- Know, accept and apply the rules, regulations and management policies of the school with the right spirit of service.
- Are mature persons aware of their unique goodness and vulnerability?
- Are persons who respect the insights and experiences of School Leaders and are willing to learn from their creativity

and initiatives?

- Are team persons who easily recognize the gifts of the group and build on them?
- Are persons who upgrade themselves and are confident enough to engage in respectful dialogue with School Leaders?

Animators' Gifts to School Leaders

Animators can give the following gifts to School Leaders:

- **Gift of Listening:** Listening is a vital aspect of communication. Animators should listen with care, concern, and interest in the school leaders. As the Bible says, "Listen carefully to what I am saying" (Proverbs 18:13).
- **Gift of Time:** Time is a precious gift. Animators should be willing to spare time for School Leaders when they need it.
- **Gift of Courtesy:** Courtesy is about showing good manners and kindness. Animators should be courteous to School Leaders and make them feel important and recognized.
- **Gift of Appreciation:** Appreciation is about acknowledging and recognizing the efforts and achievements of others. Animators should appreciate School Leaders and encourage them to grow and develop.

Conclusion

Animators occupy a position of profound influence in the development of emerging leaders. Beyond coordination or supervision, the role involves accompaniment— walking with students as they discover responsibility, confront challenges and refine their capacity to guide others. Through steady presence and thoughtful engagement, Animators help translate youthful potential into dependable leadership.

The animator's work is invisible yet indelible. Long after the badges are returned, the hand they took still reaches out to help, the mind they opened still seeks truth and the heart they touched still beats for others. For an animator does not create followers — they create leaders. They are life givers who start the journey and soul activators who ensure it never ends.

Footnotes:

- **Maxwell**, J.C. (2007). The 21 irrefutable laws of leadership. Thomas Nelson.
- **Greenleaf**, R. K. (2002). Servant leadership: A journey into the nature of legitimate power and greatness. Paulist Press

Section-II

Testimony by Miss Abishak Lepcha:

Contributions as an Animator of Student Leaders



Miss Abishak Lepcha, a dedicated teacher at St. Stephen's Academy, Kaffer, has been an exemplary Animator for Student Leaders over the past six years. Her tireless efforts have groomed over 180 Student Leaders, empowering them to become confident, capable and compassionate leaders.

Key Strengths:

- **Daily Animation:** Miss Abishak leads the Captains Circle time daily at 8 am, guiding Student Leaders in their daily responsibilities and activities.
- **Personalized Guidance:** She remains with the captains throughout the day, providing guidance and support to ensure effective leadership.

- **Comprehensive Leadership Development:** Under her mentorship, Student Leaders manage various aspects of school life, including safety, discipline, language rules and common activities.

Interview with Miss Abishak:

Animator of Student Leaders in St. Stephen's, Kaffer

Question 1: What inspired you to become an Animator for Student Leaders and what motivates you to continue in this role?

Animator Abishak: I myself am very passionate about leadership. As a youth leader, I have imbibed qualities of leadership and these qualities have helped me shape my own leadership qualities with self-control and selfrespect.

Question 2: Can you describe your approach to animating Student Leaders and how do you tailor your guidance to meet their individual needs?

Animator Abishak: My approach focuses on personalized guidance, empowerment and support. I tailor my guidance by understanding each student's strengths, weaknesses and interests.

Question 3: How do you measure the success of your animation efforts and what indicators do you use to assess the impact on Student Leaders?

Animator Abishak: I measure success by observing improvements in leadership skills, teamwork and communication.

Question 4: What challenges have you faced in your role as an Animator and how have you overcome them?

Animator Abishak: Challenges include managing diverse student needs, balancing guidance and autonomy and addressing conflicts.

Question 5: What advice would you give to other educators who want to develop leadership skills in their students and how can they effectively animate Student Leaders?

Animator Abishak: My advice is to prioritize building relationships, trust and empowerment. Provide guidance, support and autonomy and lead by example.

PART-V

PUTTING LEADERSHIP INTO PRACTICE “CAPTAIN MORNING CIRCLE TIME”



SCHOOL LEADERS COMMISSIONED TO BE LIFELONG LEADERS



Chapter 11

School Leaders: Parameters

(Leader is the One who walks the Way)

"Example is not the main thing in influencing others. It is the only thing."
— Albert Schweitzer

Introduction:

School leaders play a pivotal role in shaping the values, attitudes and behaviors of their peers. To ensure they are effective and responsible, it's essential to establish clear parameters for their behavior and conduct. By following these DOs and DON'Ts, school leaders can lead by example and "walk the way". In this chapter, we'll outline the guidelines for school leaders, providing guidance on how to lead with integrity, responsibility and selflessness.



DOs

1. **Punctuality:** School leaders are always to be punctual. Being present before the allotted time for any activity must be their topmost priority. As Benjamin Franklin said, "Time is money."
2. **Prescribed Dress code:** School leaders should always be in the prescribed Dress code by the school. They should never violate this rule.

3. **Fellowship:** School leaders should maintain fellowship among themselves and their fellow students in the school. They should never get involved in any sort of animosity, controversy or fighting.
4. **Communication:** School leaders should adhere to the school's campus language policy, speaking in English at all times to develop fluency in thinking, speaking and reading.
5. **Respect for the school:** School leaders must have immense respect for the school and contribute towards its success and growth.
6. **Self-Control:** School leaders should always be in selfcontrol, having a right self-image and self-respect.
7. **Responsibility:** School leaders should conduct themselves with great responsibility and dignity.
8. **Consultation:** School leaders must consult the school leaders' in-charges for any major issues.
9. **Coordination:** School leaders are to coordinate well between the school authority, students and teachers.
10. **Service Mindedness:** School leaders should have a mind to serve. Selfless service must be a leading factor in being a leader.
11. **Character and Behavior:** School leaders must always be mindful of their character and behavior in the school.
12. **Openness to Correction:** School leaders should always be open for any correction and self-formation.
13. **Passion for the School:** School leaders must have a great passion for the school and for its sound growth.
14. **Availability:** School leaders should be available whenever they are required.

15. **Regularity:** School leaders should be regular to school and attend all meetings, prayer services and orientation programme.

DON'Ts



1. **Bossing over Others:** School leaders should not boss over anyone. Instead, they should guide fellow students as directed by the school and under the supervision of appointed teachers and school authority.
2. **Taking Advantage:** School leaders must not take advantage of their position. Rather, they should use it to empower fellow students and the school.
3. **Individualism:** School leaders should strive to work as a team with other leaders and avoid being individualistic in any area of their duties.
4. **Abuse:** School leaders are not allowed to abuse any child or student in the school.
5. **Physical Fighting:** School leaders are not allowed to hit any child, whatever the reason may be.
6. **Bullying:** School leaders are not allowed to bully any child.

7. **Imposing Punishments:** School leaders are not allowed to impose any type of punishment on any student. Instead, they should refer defaulting students to the animators.
8. **Making Own Laws:** School leaders are not allowed to make their own laws or rules for any student.
9. **Speaking Ill:** School leaders are not allowed to speak ill of any student to anyone else.
10. **Groupism:** School leaders are not allowed to promote groupism.
11. **Unauthorized Notices:** School leaders are not allowed to issue notices to students without the Principal's approval.
12. **Unauthorized Meetings:** School leaders are not allowed to organize meetings without the Principal's approval.
13. **Unauthorized Programmes:** School leaders are not allowed to organize entertainment or other programmes without explicit permission from the Principal.
14. **Collecting Money:** School leaders are not allowed to collect money from students for any purpose without the Principal's approval.

Conclusion:

School leaders play a vital role in shaping the values, attitude and behavioral patterns of their peers. By following the DOs and DON'Ts outlined in this chapter, school leaders can lead with integrity, responsibility and selflessness, becoming lifelong leaders.

Footnotes:

- **Franklin**, B. (1748). Advice to a Young Tradesman
- **Gandhi**, M. (1925). Young India.

Chapter 12

Testimonies: Student Leaders

(Leader is the One who walks the Way)

“The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on.”

— Walter Lippmann

Introduction

The school leadership programme is a unique and transformative experience that shapes the lives of students in profound ways. In this chapter, we will hear from two school leaders: Adesh Anand and Sheetal Tamang, who share their testimonies about their experiences as school leaders.

A. Adesh Anand's Testimony



Introductory Note: Adesh Anand Software engineer (Cybersecurity and Agentic AI) @ EY GDS is a distinguished alumnus of St. Stephen's Academy, Kaffir, where he demonstrated exceptional leadership skills as a school leader for three consecutive years. After passing the ICSE examination in

2013, Adesh has carved a successful career in the corporate world, leveraging his leadership abilities to excel in his profession. With a strong foundation built during his school days, Adesh continues to inspire and motivate others with his work and achievements.

Interview Questions:

Question 1. Can you share some key experiences that shaped your leadership style during your time at St Stephen's Academy and how they have influenced your corporate career ?

Adesh: One of the most defining experiences during my time at St. Stephen's Academy was being entrusted with roles and responsibilities as a leader for three consecutive years. Leading peers, managing events and balancing academics helped me develop discipline, communication and empathy. I learned early that leadership is not just about authority; it is about being approachable, solving problems and being able to motivate others to do their best. As I transitioned into the corporate world, I carried the values I learned at St. Stephen's Academy. These lifelong values helped me develop a clear approach, align my vision with my employer and maintain balance when leading teams and delivering results.

Question 2. School to Corporate Transition: How did your school days prepare you for the challenges of the corporate world and what skills do you think were most valuable in your transition?

Adesh: It is a fact that the corporate environment is very competitive. I had an edge because my school years helped build a strong foundation and served as a training ground for me. I developed skills like public speaking, coordinating school event and navigating management challenges during my school years. I was able to build confidence, make decisions under pressure and work as part of a team to tackle real-life problems. Another key skill that made the corporate transition easy was adaptability, which I learned through diverse perspectives and challenges during my school years. I still remember how we were all exposed to diverse events where

there was a lot of planning, execution and individual attention to each of our skills, talents and interests.

Question 3. Success Factors: What do you attribute your success in the corporate world to, and how do you stay updated with the latest trends and developments in your field?

Adesh: My success is based on consistency, building strong relationships and continuous learning—all of which is a part of the curriculum at St. Stephen's Academy. Being consistent in efforts has always ensured that there is a result. Building strong relationships helps us have a network we can use for driving growth, both personally and professionally. I have been able to leverage my networking skills to build trust, rapport and grab opportunities and advance in my career. Being a continuous learner helped me remain updated with trends and relevant in all the aspects that are important to me.

Question 4. Mentorship and Guidance: As a successful leader, have you had any mentors or role models who have guided you in your career? If so, how have they impacted your professional growth?

Adesh: If we talk about the leadership skills that I possess, I was guided and mentored from early years in my school. I was in second grade when I started getting leadership roles in my school. My principal, Fr. Felix D'Souza, played a big role along with my teachers in shaping my sense of responsibility and my confidence. In the corporate world, I have senior leaders like Mr. Niraj Kumar (Global leadership at Ernst &Young), who guide me and help me understand how integrity and balanced leadership can drive my success further. St. Stephen's Academy taught me to see challenges as opportunities, and the trust placed on me during school years motivated me to push myself beyond my comfort zone. Having strong mentorship throughout

my education and in my professional life has enabled me to extend similar support to others.

Question 5. Advice for Young Leaders: What advice would you give to students who aspire to follow in my footsteps and become leaders in their chosen fields and what qualities do you believe are essential for effective leadership?

Adesh: My advice to the Young Leaders would be that you should understand that leadership is not about titles. It is more about accountability, taking initiatives and being able to inspire everyone around you. As a leader, you must stay curious, become lifelong learners and overcome the fear of failure. Consider setbacks as an opportunity and grow back stronger and better. If you persevere, dream big and uplift people around you, leadership will come naturally. If you think leadership is being the best in the room, it is a wrong concept. Leadership is being able to bring out the best in others around you and being able to lead your life with integrity, resilience, vision and empathy.

B. Sheetal Tamang's Testimony

SSA Head Girl 2016

Current Designation: Senior Executive Construction Mechanical Engineer at Linde Engineering India.

Animator: Sheetal, can you share with us some of your unforgettable memories as the main School Leader of SSA?



Sheetal: There are many fond memories which I have had as the main School Leader of SSA which are very vivid. I will never forget the privilege which I got to work with the most talented, knowledgeable and hardworking principal and the teachers.

Without their constant support and guidance, I would not have been able to be a good captain. Besides this, I too have great memories of working with my co-School-Captains. Working as a team is one of them which personally helped me to grow. There were times when we (the School-Leaders) argued with each other. But those arguments also have their own beauty. Such arguments would end up giving us the best result. The same happened during Teacher's Day celebration in 2015, which turned out to be the most successful one and lastly, not to forget—the timely scolding which was a nice dose for us to perform well as School-Leaders.

Animator: What inspired you so much that you became the Head Girl of SSA?

Sheetal: To be truthful, I wanted to be the Head Girl of SSA from the very beginning. I always dreamt of wearing the grey coat with a black badge on it which read, "Head Girl". Well, my source of inspiration is not a big one. I simply got inspired from the way the former SchoolLeaders worked, their way of handling the situations and in case they failed, then I would just guess how those situations were to be handled. Another source of inspiration was the simple and qualitative motto of our school, "Excellence through Perseverance," which also had a real impact on my life. These were the sources of my inspiration until I was exposed to the so-called "School-Leaders Orientations." It is a path which, if followed, will bring out the best in you. After attending orientations for three years, it really boosted me and gave me a feeling of confidence that I can be the Head Girl. So the first dream of mine as a student was fulfilled when I finally succeeded in being Head Girl in the year 2015. I can never forget the contribution given by Mr. Bryan Beaton and Mrs. Renee Beaton, our leadership resource persons, in this journey of becoming a leader with a difference.

Animator: How do you value leadership orientations given by SSA for the School-Leadership?

Sheetal: SSA is unique in many fields. Leadership orientation is one of its rarest uniqueness. Leadership orientation can be compared to a Potter and the SchoolLeaders to the Clay. So it is the leadership orientation that moulds and shapes the School-Leaders to be as perfect as a pot made by the potter; the orientation equips students with all the necessities to become a captain. To be one of the School-Leaders of SSA is life-transforming. SchoolLeaders get all the privileges which other students don't. Being the captain just for a year or two is not the goal of School-Leaders' orientation. School-Leaders are oriented to be lifelong learners and ultimately leaders. So, once you get admitted in SSA, never miss the opportunity of being a Leader.

Animator: Can you tell us how, being a Leader, makes one a lifelong leader?

Sheetal: Firstly, SSA School-Leaders are given special training. They are trained to carry out various ministries in school (short-term goal) and in their lives (long-term goal). Being a leader makes one a lifelong leader because all those orientations and trainings help them to view things differently, act differently and analyze differently. The values which we inculcate throughout our journey as School-Leaders will certainly help us to be lifelong leaders. School-Leaders are those who have already undergone different and difficult situations and have managed those situations well. They become quite experienced. So they can handle life-related situations much easier and so these all experiences will automatically lead them to be lifelong leaders.

Animator: Are you convinced that school leadership has made you a competent leader today?

Sheetal: I am more than convinced that the SSA School Leadership programme has made me a leader today. I am different now. I am no more the old shy and timid Sheetal. Whatever I am today, all credit goes to the school which gave me such wonderful opportunities in becoming a leader today. I can handle my problems without any inhibition. I can face the world confidently. The school has done so much for me, and I guess I will never be able to repay it. I will be indebted indeed for my lifelong. I wish to suggest the students to grab all the opportunities that come their way at SSA if they want to become better human beings. If you miss them, you will never get them anywhere.

Group Interview with Student Leaders:

ST. JOSEPH'S SCHOOL, GITDUBLING

“To Lead, to serve and to Excel through mutual fellowship and human formation.”

Q1. How do you balance leading and serving your peers and what strategies do you use to ensure that your leadership is effective and servant-hearted?

Group Ans: Balancing leading and serving our peers is very important. As a leader, we try to set a good example by being responsible, honest and helpful. At the same time, we always listen carefully to the needs of our peers and help them whenever they face difficulties. We believe that a good leader is also a good servant. So, we make sure to support my peers, work together with them and encourage everyone to do their best.



Ninama Rai, Palzor Tamang, Calvin Lepcha, Jigsel Rai & Pragyan Thakuri

Strategies used:

Listening Well: We pay attention when others share their ideas or problems.

Helping others: We offer help without expecting anything in return.

Being fair and Kind: We treat everyone with respect and try to be patient.

Encouraging teamwork: We make sure everyone feels included and works together as a team.

Q2. Can you describe a situation where you had to put the needs of others before your own? What did you learn from the experiences?

Group Ans: During a school event, our house was practicing for a group performance. We were feeling tired because we had many other responsibilities to complete, but we saw some of our house members were having troubles and feeling nervous. As captains, we chose to help them first; we spent extra time helping them and encouraging them, even though we couldn't finish our work on time. From this, we learned that a good leader cares for others first. Helping our house members made us realize that when we work together and support each other, we all succeed and feel happy.

Q3. How do you foster a sense of mutual fellowship and support among your fellow students and what role do you play in building a positive school community?

Group Ans: We always try to be kind and friendly towards everyone in our school. We listen when they have problems and help them without expecting anything in return. We encourage everyone to work together and respect each other's ideas. As captains, we try to create a happy and positive atmosphere by organizing small group activities where we help and learn from one another. This way, we all feel like one big family in school.



Rev. Sr. Victoria (Headmistress), Punujong Lepcha,
Kevin Rebom Lepcha, Somia Rai, Zeryong Lepcha & Subarna Rai

Q4. In what ways do you think human formation (personal growth and development) is essential for effective leadership and how do you prioritize your own personal growth and development?

Group Ans: We believe human formation is very important for good leadership because a leader should be kind, responsible, patient and fair. Personal growth helps us understand ourselves better and treat others with respect and care. We always try to improve ourselves by listening carefully to others, reading books that teach us good values and practicing honesty and discipline every day. When we make mistakes, we don't feel bad but learn from them and try to do better next time.

Q5. How do you strive for excellence in your role as a school Captain and what motivates you to excel in serving others?



Ruben Lepcha, Nandani Prasad,
Anuska Chettri & Nurzong Lepcha

Group Ans: As school captains, we always try our best to be responsible, kind, and fair in everything we do. We plan our duties carefully, help our fellow Captains when they need support, and set a good example by working hard and being honest. What motivates us most is seeing our friends smile and knowing that we are making a positive difference in their lives.

Q6. Can you share an experience where you had to work with someone who had a different perspective? How did you handle the situation and what did you learn from it?

Group Ans: During a program at school, one of our team members had a very different idea about how we should plan out the programme. At first, we both thought our way was the best and it caused a little misunderstanding. Instead of arguing, We decided to listen carefully to his ideas. Then we discussed both of our approaches calmly and found a solution that combined the best parts of each plan. From this experience, we learned that respecting others' opinions helps us work better as a team.

ST. STEPHEN'S ACADEMY:

Student Leaders: Group Discussions



Group 1: Impact of Training

The leadership and animation training at SSA has been truly transformative. We learned that a leader is not someone who commands, but someone who serves with purpose. Key Skills developed: Flexibility, Communication, Empathy, Confidence and Time Management.

Members:

- Divyadarshi Khanal
- Afsana Bajgai
- Moisang Dolma Lama
- Apphia Kamu Mangar
- Priyanshi Pudasaini Chettri



Group 2: The Teachers' Day Challenge

Managing the entire school in the absence of teachers during Teachers' Day was a test of our discipline. It taught us management skills and deepened our respect for the teaching profession.

Members:

- Salwin Chemjong Subba
- Ngawang Tshering Sherpa
- Nawang Sherap Sherpa
- Surya Tamang
- Tenzing Namdul Bhutia
- Pass Lama



Group 3: Embodying the Motto

To us, leadership is not just a badge; it is a responsibility to be role models. We lead with fairness, serve selflessly and strive for personal excellence through accountability.

Members:

- Kripal Sharma
- Aryan Pradhan
- Priyanshu Kumar
- Anuj Kumar
- Shaurya Kumar Singh



Group 4: The Legacy of Batch 2025

What sets our batch apart is our strong emphasis on communication paired with cooperation. We aim to lead by example and inspire juniors to keep the legacy alive.

Members:

- Leerip Lepcha
- Sunong Lepcha
- Yangki Sherpa
- Fongfing Lepcha
- Sonika Rai



Group 5: Balancing Academics and Leadership

We prioritize tasks and maintain a clear routine to ensure studies don't suffer. We utilize free periods productively and view leadership demands as a chance to develop discipline.



Members:

- Torsha Chettri
- Florencia Lepcha
- Tshering Choden
- Anushreya Khannal

Group 6: Advice to juniors

Leadership is about collaboration, not individualism. Our advice is to plan ahead, treat everyone with equality, and focus on leaving a positive legacy rather than just a title.

Members:

- Saanvi Tamang
- Paril Lepcha
- Yeshe W. Thongchi
- Ashree Chettri
- Alphonsa Lepcha



Conclusion

The testimonies of Adesh Anand and Sheetal Tamang provide valuable insights into the impact of the school leadership program on students' lives. The program is a unique and transformative experience that shapes students into confident, capable and compassionate leaders.

PART-VI



SSA STUDENT LEADERS ARE IN ACTION



Chapter 13

SSA, Student Leaders Being Full Active And Creative

“Alone we can do so little; together we can do so much.”
— Helen Keller



Section-I

Case Study of student Leadership:

ST. STEPHEN'S ACADEMY, KAFFER

Background: St. Stephen's Academy, Kaffer, emphasizes the development of student leaders who embody the values of service, leadership and character formation. The school's vision and mission are centered on fostering a culture of fellowship, selfless service and academic excellence.

Selection and Commissioning:

Each year, a group of 33 senior students are meticulously chosen and thoroughly trained to take on leadership roles.

These students are selected based on their potential to lead, serve, and excel, and are commissioned to embody the values of leadership, service and character formation. They are publicly installed as SSA School Captains in a solemn investiture ceremony, where their importance as leaders for the academic year is emphasized to the rest of the students.

How do these student Leaders in St. Stephen's practice their leadership skills?



Daily Activities of Student Leaders:

Student Leaders at St. Stephen's Academy, Kaffer, are entrusted with various responsibilities that enable them to serve, lead and shine forth as exemplary students. Their daily activities include:

1. **Captains' Morning Circle time:** (All the 33 captains come in circle in the morning along with their animators on a daily basis without fail).
2. **Morning Worship:** Leading daily prayer meetings, focusing on thanking and praising God, and seeking guidance and grace for the day's work. After their roll call, they discuss day's activities; allot fresh responsibilities for

the day. The highlights of the day are spelt out and then they move on to their allotted duties.

3. **Morning Assembly:** Ensuring the assembly runs smoothly, supervising students to come into the Assembly in proper order and then move back to their classroom in the same order in line after the Assembly is completed, they also maintain discipline during this time.



4. **Duty Allocation:** Carrying out assigned morning duties, such as welcoming students, maintaining silence, and directing students to their respective classes.
5. **Short Break Time Animation:** Supervising students during short breaks, encouraging constructive activities and maintaining discipline and ensuring the safety of every single child.
6. **Lunch Break Animation:** Monitoring students during lunch breaks, promoting English language practice, and enforcing discipline through various fun activities, competitions and games.
7. **Guiding Manual Work:** Animating students to participate fully, actively, and intelligently in manual work, promoting

a sense of responsibility and teamwork, learning work culture and getting fully equipped to take any task given to them.

The fundamental concept that motivates these young minds is: SSA School Captains are committed to lead, serve, and excel through mutual fellowship, human formation, and selfless service; being fully dedicated, diligently active, and creatively commissioned to serve, with the aim of growing to be fully human and fully alive.

Impact:

By embracing these responsibilities, Student Leaders at St. Stephen's Academy, Kaffer, can make a positive impact on their peers and contribute to the school's mission and values. This case study highlights the importance of student leadership development and the role of Student Leaders in promoting a culture of service, leadership and character formation.

Lessons Learned:

1. **Effective Leadership:** Student Leaders learn to lead by example, demonstrating responsibility and accountability with self-control and self-respect.
2. **Teamwork and Collaboration:** Student Leaders work together to achieve common goals, promoting teamwork and collaboration.
3. **Character Formation:** Student Leaders develop essential character traits, such as punctuality, devotion, and respect.

This case study provides a snapshot of the daily activities of Student Leaders at St. Stephen's Academy, Kaffer, and highlights the impact of student leadership development on the school community.

STUDENT LEADER VOICE ON SSA LEADERSHIP

Introduction:

The SSA Leadership scheme has been a transformative experience for SSA students, fostering essential qualities like discipline, accountability, confidence, and perseverance. In this chapter, we share the voices of SSA student leaders, highlighting their experiences, challenges and growth.

Student Testimonials:

DIVYA DHARSHI KHANAL, SSA, Main Captain

What motivated you to be the SSA captain?

Narrate some of your experiences as SSA Captain. Becoming a Leader: "I am honored to be the Main Captain of the school for the academic year 2025. Our school has a legacy of grooming student leaders for 20 years, and it's a privilege to be part of this tradition. The past captains have set a high standard, and I'm motivated to continue this legacy." Experiences as Main Captain: "My experience as Main Captain has been filled with fun, adventure, and challenges. Working with a team of 30 captains has been incredible. I've received immense support, and teamwork has brought me joy. I've learned to lead effectively with the knowledge and guidance of my fellow captains and animators."



Leadership Lessons: "Leadership in SSA has taught me valuable skills such as time management, active listening and communication. I've gained self-control and self-respect. I've also learned to guide my younger peers with patience and

empathy." Transformation: "Overall, I've experienced a great transformation within myself. I'm grateful for the opportunity to lead and serve others. SSA leadership has helped me grow as a person and develop this life skill."

PERIL LEPCA, Wall Magazine Captain

Embodying Values: "As the Wall Magazine Captain, I embody the values of authenticity, selflessness and excellence in my daily leadership activities. These qualities have been essential in building strong relationships with my fellow students, based on honesty and transparency."



Impact of Authenticity and Selflessness: "Being authentic and selfless has brought about a transformation within me.

I've realized that these qualities are key to excelling in every aspect of life. They've helped me become a more effective leader and a changed person." Gratitude: "I'm grateful for the opportunity to be an SSA Leader. The experience has been invaluable and I'm thankful for the growth and development I've undergone."

SAANVI TAMANG, Games Captain

A Difficult Decision: "As a Games Captain, I faced a challenging situation where I had to make a tough decision. I had to take disciplinary action against fellow students to ensure they adhered to school parameters. It was a tough decision but I prioritized fairness and responsibility."



Approach and Outcome: "I approached the situation with careful consideration and sought guidance from my Main

Captain. Their timely support helped me navigate the challenge and make an informed decision. This experience taught me the importance of teamwork, mutual fellowship and effective decision-making."

Personal Growth: "The SSA leadership experience has brought about significant positive changes in me. I've learned valuable skills, such as teamwork, leadership and decision-making. These skills will benefit me throughout my life."

AFSANA BAJGAI, Alps House Captain

Balancing Responsibilities: "As a House Captain, I balance academic responsibilities with leadership duties by prioritizing tasks and managing time effectively. SSA leadership has taught me to create schedules and allocate time wisely, ensuring I meet both academic and leadership commitments."



Time Management Strategies: "I make a timetable that allows me to work smoothly on leadership tasks, academics and other activities. This helps me stay organized and focused. I'm also willing to sacrifice some leisure time to accomplish important tasks." **Benefits of Leadership:** "Being an SSA leader has been a great experience, teaching me valuable skills like time management, leadership and teamwork. It's a joy to work as a leader and I've learned a lot while having fun."

Annanya Chettri, an aspiring Student Leader

SSA Leadership Scheme: "SSA Leadership Scheme is a foundation for success with discipline, accountability, confidence and perseverance. An important priority had been given to SSA Leadership by the entire school family beginning with our beloved



Principal, teachers and fellow students. "Impact of Leadership Scheme: "It is a feast of help provided to the students of SSA to build up their concept on the importance of leadership not only in the school but in the world at large. This leadership has inspired me to overcome my immaturity, mistakes and flaws but being with the captains constantly I have overcome them."

Value of SSA Leadership: "The SSA Leadership scheme is a valuable experience that prepares students for future challenges. It teaches us to take responsibility and be accountable, work collaboratively and build strong teams, develop problem-solving and decision-making skills and lead with integrity and compassion."

Conclusion:

The SSA Leadership scheme has had a profound impact on our students, helping them develop leadership skills, build strong relationships, and grow into responsible individuals. These testimonials demonstrate the transformative power of leadership and the value of SSA's approach.

Section-II

FELLOWSHIP: STUDENT LEADERS

Definition:

Fellowship among student leaders is the bond of unity, collaboration, and mutual support that empowers them to lead with purpose, compassion, mutual unity, teamwork and collaboration.

Reasons:

1. Builds strong relationships, team spirit and trust.
2. Encourages shared learning and mutual growth.

3. Promotes empathy and collective responsibility, accountability with mutual respect.
4. Strengthens teamwork and collaboration

Benefits:

1. Enhances leadership effectiveness
2. Fosters emotional intelligence and humility
3. Creates a supportive leadership community
4. Develops leaders focused on collective success

Fostering Leadership Skills: "Fellowship nurtures lifelong leadership skills like collaboration, teamwork, empathy and shared decision-making, shaping leaders who lead with purpose and unity

STUDENT LEADERS CREATING A HAPPY HOUR

Animation songs for fellowship:

My Life

My life is in You, Lord;

My hope is in You, Lord;

My strength is in You, Lord;

In You, it's in You.

I will praise You with all of my life,

I will praise You with all of my strength,

With all of my life,

with all of my strength,

All of my hope is in You.

The Lord is my Tower

The Lord is my Tower

And He gives me the power;

To tear down the works of the enemy;

in a difficult hour;

He will crush and devour;

And bring the powers of darkness under my feet

Blessed be the name of the Lord (3) }
The most high } 2

Let's Build Community

Its I(3) who build community (3)

Its I who build community, Tra la la...

Roll over the ocean Roll over the sea (2) }
Go and do your part to build community } 2
It's you, it's we

Little Peter Rabbit

Little Peter Rabbit had a fly upon his nose (3)

And he flipped and it flew away.

Drop nose, flu, rabbit, Peter, finally only actions.

Put your right hand in

Put your right hand in, Put your right hand out, Put your right hand in, and Shake it all around'

Do the boogie, boogie (2) and turn yourself around,

That's what it's all about; Put your left hand in etc, etc...

Do the boogie

Put your right leg

Put your left leg
Put your whole-self

Making Melody in my heart

Making Melody in my heart - 3
To the king of kings
Thumbs up, Elbows out, Knees bent,
Feet apart, Hip bent, Tongue out,
Turn around

Cast your Burden

Cast your Burden, Unto the Lord
For He cares for you-2
Higher (7)
Lift the Lord higher-2
Lower (7)
Stamp the Evil Lower

If you're happy

If you're happy and you know it Clap your hands (2)
If you're happy and you know it and
you really want to show it, If you're happy and you
know it Clap your hands
If you are happy and you know it
Snap your fingers
Stamp your feet
Bang your thigh
Say Hello
Do all five

Section-III

FELLOWSHIP: FUN AND GAMES

Game No. 1: CHINESE WHISPERS GAME:

Formation: Form Two groups

Group 1: Message: "The school is organizing a talent show next Friday."

Group 2: Message: "The principal is awarding prizes to the top students tomorrow."

Instructions:

1. Divide the students into two groups.
2. Give the first person in each group the respective message on a piece of paper.
3. Have them read the message and then whisper it to the next person in their group without showing the paper and hand over the paper back to the Animator.
4. Allows the message passed on to the last person in each group.
5. Ask the last persons in each group to write down the message they received.

Debriefing:

- Compare the original message with the final message shouted out by each group.
- Discuss how the messages may have changed or been distorted during the process.
- Emphasize the importance of listening carefully and verifying information before passing it on.
- **Leadership Skills:** Proper Communication, accountability, apt listening skills.

Leadership Lesson:

- Never pass on a message without listening to it properly.
- Be cautious when spreading information to avoid rumors or miscommunication.
- Verify facts before sharing them with others.

This activity can help students understand the potential consequences of miscommunication and the importance of being mindful when sharing information.

Game No. 2 : CHARADES

Things Required: Slips of paper with words or phrases, timer (optional)

Formation: Divide players into two teams, each team member takes a turn drawing a slip and acting out the word/phrase

Execution: Acting team member conveys the word/phrase to teammates through gestures, teammates guess the word/phrase

Leadership Skills:

- Non- verbal communication,
- Teamwork,
- Problem-Solving

Leadership Lesson:

1. Effective communication is key to success.
2. Teamwork and collaboration can lead to better outcomes.

Game No. 3 : Pictionary

Things Required: Paper, pencils/markers, drawing surface, word /phrase cards

Formation: Divide players into two teams, choose a player from each team to draw

Execution: Drawer illustrates the word/phrase without writing letters/numbers; teammates guess the word/phrase

Leadership Skills:

- Creativity,
- Communication,
- Teamwork

Leadership Lesson:

1. Creative thinking can help solve problems.
2. Clear communication is essential for teamwork.

Game No. 4: KARAOKE

Things Required: Karaoke machine app, microphone, song selections.

Formation: Players take turns singing along to a chosen song.

Execution: Each player sings their chosen song, audience participation and cheering encouraged.

Leadership Skills:

- Confidence,
- Public Speaking,
- Risk-Taking skill

Leadership Lesson:

1. Confidence and self-expression are important for personal growth.
2. Taking risks can lead to new experiences and learning opportunities.

Game No. 5. MUSICAL CHAIRS

Things Required: Chairs (one fewer than players), music player/musician.

Formation: Arrange chairs in a circle/line, players walk around chairs while music plays.

Execution: When music stops, players scramble for chairs, one player eliminated in each round as a chair is removed.

Leadership Skills:

- Adaptability,
- Quick Thinking,
- Strategic Planning.

Leadership Lesson:

1. Being adaptable and flexible is crucial in changing situations.
2. Strategic planning can help achieve goals.

Game No. 6. TRUTH OR DARE

Things Required: None.

Formation: Players sit in a circle.

Execution: Each player chooses “Truth” or “Dare” answers a question truthfully or performs a task.

Leadership Skills:

- Trust,
- Vulnerability,
- Decision-Making.

Leadership Lesson:

1. Trust and vulnerability can build strong relationships.
2. Decision-making requires careful consideration.

Game No. 7. WOULD YOU RATHER

Things Required: None

Formation: Players sit in a circle/group

Execution: One player presents two difficult choices, each player discusses and decides their preference

Leadership Skills: Critical Thinking, Decision-Making, Communication

Leadership Lesson:

1. Weighing options and considering consequences is important.
2. Effective communication helps in understanding different perspectives.

Game No. 8: TWO TRUTHS AND A LIE

Things Required: None

Formation: Players sit in a circle/group

Execution: Each player shares two true statements and one false statement, others guess which the lie is

Leadership Skills: Authenticity, Storytelling, Critical Thinking

Leadership Lesson:

1. Authenticity and honesty build trust.
2. Critical thinking helps in evaluating information.

Game No. 9. SCAVENGER HUNT

Things Required: List of items/challenges, Timer (optional)

Formation: Divide players into teams, give each team a copy of the list

Execution: Teams search for items/complete challenges on the list, first team to complete wins

Leadership Skills:

- Teamwork,
- Problem-Solving,
- Time Management

Leadership Lesson:

1. Teamwork and collaboration lead to success.
2. Effective time management is crucial for achieving goals.

Game No. 10: DANCE-OFF

Here is the complete, transcribed version of the "Dance-Off" game description from the image:

Things Required: Music player, dance floor/open space

Formation: Players gather in a designated dance area

Execution: Players take turns showing off their best dance moves, audience votes/judges determine the winner

Leadership Skills:

- Creativity,
- Confidence,
- Risk-Taking skill

Leadership Lesson:

1. Confidence and self-expression are essential for personal growth.
2. Taking risks can lead to new experiences and learning opportunities.

Chapter 14

Leadership: A Divine Calling (Spiritually Led Leadership)

"We are not human beings having a spiritual experience. We are spiritual beings having a human experience."

— Pierre Teilhard de Chardin

Introduction

As leaders, we begin by recognizing this truth: our leadership is first a spiritual calling. When we grasp that we are spiritual beings called to serve, our decisions, relationships and service flow from God's love rather than from position or pride.

God's divine presence in our lives is a miracle. We are created in His image and loved with an everlasting and unconditional love. As leaders, experiencing His love is essential in leading and serving others. When we grasp the depth of God's love, we're empowered to lead with compassion, humility and purpose. We are created to know God, love Him and serve Him, and in doing so, we experience life to the fullest. God's presence is the most transformative and empowering gift for humanity, igniting inner strength and positivity to lead and serve with purpose.

Divine Presence: An Eternal Gift

As Carol Crouch's poem beautifully puts it, our lives are like ripples in a pond, spreading love and making an impact. When we live with love, God's love shines through us.

Leo Buscaglia says, "Your talent is God's gift to you. What you

do with it is your gift back to God." God has given us all that we need to love Him and one another. In fact, to love God with our whole heart, mind and soul and love one another is our gift to Him.

Therefore, it's crucial for leaders to understand God's unconditional love within themselves. It is only by experiencing God's true love that we will be able to lead and serve others authentically and selflessly as leaders.

Prayer is connecting with God, who loves us and protects us at every moment of our life. Prayer sustains us and humbles us to understand God's ways for us. As leaders, it's essential for us to learn to pray and also to teach others to pray. It's through prayer that we can remain connected with God.

Let's lead and serve with the understanding that we are loved unconditionally and let this love guide our actions and decisions. Be a praying leader. The prayers and hymns included here will empower you to journey being a leader along with God and cherish the Spiritually Led Leadership. We hope you find this chapter inspiring and helpful in your leadership journey.

As the author, I'm confident this chapter will be a turning point in your leadership journey, empowering you to lead now and reign eternally in His Kingdom.

Prayers For Spiritual Depth

Prayers: A Live Connectivity with God

"Prayer is the heartbeat of a leader, a direct line to divine guidance, strength and wisdom."

Prayer fosters a leader's:

Closeness to God: Deepening faith and reliance on divine support.

Discernment and Wisdom: Seeking guidance in decisions and challenges.

Humility and Gratitude: Acknowledging higher power and expressing thanks.

Inner Peace and Focus: Staying grounded amid pressures of leadership.

Resilience and compassion: Leaders who pray cultivate resilience, clarity and compassion.

- “Some of God’s greatest gifts are unanswered prayers.”
- “God is not only a present help”
- “In time of trouble, but also a great help in keeping us out of trouble.”

SSA Spiritual Leaders

At St. Stephen's Academy, Kaffer, we believe that true leadership is rooted in spiritual depth. Our student leaders are encouraged to cultivate a deep sense of reverence for God and to understand God's unconditional love for them. This chapter explores the importance of spiritual grooming in student leaders and how it shapes their character, values and leadership style.

Understanding God's Unconditional Love

God's presence in our lives is a miracle. We are created in God's own image and likeness and God loves us with an everlasting and unconditional love. This love is the foundation of our spirituality and guides our actions, decisions and relationships.

Spiritual Practices

Our student leaders engage in various spiritual practices, including prayer, reflection and self-offering. These practices help them develop a deeper sense of connection with God and with others.

PRAYERS: DRAWING INSPIRATION TO LOVE

Prayer before the Meeting:

Heavenly Father, as we gather in your name,
We want to be in your presence.
Grant us a spirit of dialogue
Illumine our minds with the light of truth
And strengthen our fraternal spirit
That we may always seek and do your will.

Prayer before the Closing of the Meeting:

Father of goodness,
We thank you for this encounter in which we have shared
Our dreams and doubts
Our projects and our difficulties
Make us always respond efficaciously to our
Vision and Mission and to your Holy Will.

Prayer for Generosity:

O Lord, teach me to be generous
Teach me to serve you as you deserve
To give and not to count the cost
To fight and not to seek for rest;
To labour and not to ask for reward
Save that of knowing
That I am doing your Holy Will.

Self-Offering:

Heavenly Father,

We offer you all of our prayers, works, joys,
And our duties of this day,
In union with all our saints
We offer them unto you, Heavenly Father
With all the intentions for the day.

Fill us all with your spirit and grace That we may commit
ourselves to be full, active and intelligent
In order to lead; to serve and to excel
According to your Holy will.

Prayer for Peace:

Lord, make me an instrument
Of your peace;
Where there is hatred; let me sow love
Where there is injury, pardon
Where there is doubt, faith,
Where there is despair, hope;
Where there is darkness, light;
Where there is sadness, joy.
O Divine Master,
Grant that I may not so much
Seek to be consoled, as to console
To be understood as to understand;
To be loved, as to love.
For it is in giving that we receive;
It is in pardoning that we are pardoned;
And it is in dying that we are born
To eternal life.

Prayer for contrition

My God, I am sorry for my sins with all my heart.
In choosing to do wrong and failing to do good,
I have sinned against you.
Whom I should love above all things.
I firmly intend with your help to do penance to sin no
more, And to avoid whatever leads me to sin and always
to abide by your holy word.

The Lord is my Shepherd:

The Lord is my shepherd, I shall not want.
He makes me lie down in green pastures; He leads me
besides still waters; He restores my soul.
He leads me in right paths for his name's sake.
Even though I walk through the darkest valley,
I fear no evil; for you are with me;
Your rod and your staff-they comfort me.
You prepare a table before me In the presence of my enemies;
You anoint my head with oil; my cup overflows.
Surely goodness and mercy shall follow me all the days of my
life,
And I shall dwell in the house of the LORD my whole lifelong.

Hymns for morning worship; meetings and other occasions;

FATHER WE ADORE THEE,

Father we adore thee, lay our lives before thee, how we
love thee; Jesus, we adore Thee, Lay our lives before

thee, how we love thee; Spirit, we adore thee, lay our
lives before thee, how we love thee.

TIMRO ARADHANA

Pita Parmeshwar, Mo gardachu, timro aradhana, timro
stuti, Timi mero Jeewan, sarvaswa mero, timro aradhana,
timro stuti,

Isu Parmeshwar, Mo gardachu, timro aradhana, timro
stuti, Timi mero jeewan, Sarvaswa mero, timro aradhana,
timro stuti; Atma Parmeshwar mo gardachu timro
Aradhana timro stuti, timi mero jeewan

Sarvaswa mero timro aradhana timro stuti.

HE IS MY EVERYTHING

He is my everything, He is my all; He is my everything,
both great and small, He gave His life for me, made
everything new, He is my everything, now how about you.
Like honey in the rock, sweet honey in the rock, for He
tastes like honey in the rock, O taste and see, that the Lord
is good, for He tastes like honey in the rock. He is my everything...

OM SHANTI

Asatho ma Satgmaya, tamaso ma jyotir gamaya, mritur
ma amritham gamaya. Om shanti, shanti, shanti.

Buddham sharanam gacchaami,
sangam sharanam gacchaami,
dharmam sharanam gacchaami...

Impact on Student Leaders in SSA:

The spiritual grooming programme at St. Stephen's Academy, Kaffer, has a profound impact on our student leaders. It helps them develop:

1. A deeper sense of purpose and meaning
2. Greater empathy and compassion for others
3. Stronger relationships with peers and mentors
4. A leadership style rooted in kindness, humility and service

Conclusion:

Nurturing spiritual depth in student leaders is essential for developing leaders who are not only effective but also compassionate, empathetic and kind. At St. Stephen's Academy, Kaffer, we are committed to fostering this spiritual growth in our students, empowering them to make a positive impact in their communities and beyond. As spiritual beings having a human experience, our SSA leaders lead from the inside out — rooted in God's love, sustained by prayer and sent to serve. When leadership is a divine calling, it does not end with a badge or a school term; it echoes into eternity.

Chapter 15

Being Shepherd Leaders (Forming Student Leaders with Spiritual Depth)

“A good shepherd lays down his life for the sheep.”

— John 10:11

Introduction

This call to lay down comfort for the sake of others is the heart of shepherd leadership. It is not about titles or stages but about a depth of being that guards, guides and gives life to the flock entrusted to us.

In every school, we find students who are articulate, confident and capable of organising others. These are the ones we quickly call “leaders.” They are nominated, groomed, chosen to captain teams and called to speak on stage. Yet schools that endure beyond trends and buildings know another truth: skills alone do not make a shepherd. Without depth, leadership becomes mere performance - noisy gongs that echo and fade. With depth, it becomes shepherding that lasts.

Parker J. Palmer, educator and author, puts it sharply, “Leadership is a matter of how to be, not how to do.”¹ Spiritual depth is that “how to be.” It is not about one religion or ritual. It is the inner life of a student — habits of reflection, a sense of purpose, the compass of conscience and the capacity to see others as persons to be guarded, not projects to be managed. When we nurture student leaders with spiritual depth, we are not adding another period to the timetable. We are forming shepherds who can carry responsibility without being crushed by it and who can use influence without being corrupted by it.

1. Why Shepherds, Not Just Captains? :

Adolescence is noisy. Between marks, phones, peer pressure and family expectations, students live in a storm of voices. A captain without an inner anchor is easily swept away. We see it when a head boy becomes a bully, when a prefect uses rules to humiliate, when a team leader blames others after a loss. The badge is there but the shepherd's heart is missing.

A shepherd leader needs three things that only depth can give:

- a. **Identity beyond achievement:** As Henri Nouwen wrote _ "You are the beloved... before you do anything." _² A student who knows this does not need to dominate to feel worthy. He can guard others because he is already secure.
- b. **Moral courage:** Depth gives a shepherd the quiet strength to stand between the wolf and the lamb - to do what is right when no one is watching.
- c. **Compassionate vision:** Mother Teresa told her young volunteers 'it is not how much we do, but how much we put in love in doing, it is not how much we give but how much we put in while giving'. A shepherd asks not just "Did we win?" but "Is the whole flock safe and growing?" A shepherd with depth does not collapse in crisis. As Viktor Frankl, Holocaust survivor and psychiatrist, observed: _ "Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom." _⁴ Depth widens that space. Leaders with depth first kneel to discern. They spend time before God, surrendering themselves completely and only then do they stand to act. She listens first and then speaks. He forgives first, then corrects. The shepherd smells like the sheep because he walks with them.

2. The Marks of a Shepherd Leader in School:

How do we recognise a shepherd at fourteen or seventeen? It is rarely loud. Look for these signs:

- a. **They practise silence:** Before big decisions, they pause. Silence is where a shepherd hears both God and the cry of the flock.
- b. **They take responsibility for their shadows:** When they are harsh, they apologise without excuse. A shepherd knows he can wound the sheep he is meant to guard. They protect the dignity of the weak: In a residential hall or classroom, watch how they treat the slowest, the newest and the least confident. The shepherd leaves the ninety-nine to find the one.
- c. **They find meaning in service:** They do not lead only for certificates. Rabindranath Tagore wrote, “I slept and dreamt that life was joy. I awoke and saw that life was service. I acted and behold, service was joy.”⁵ Shepherds have awakened.
- d. **They ask deeper questions:** Not just “How do we win the match?” but “How do we play so that no teammate is left behind?”

These students are not perfect. But they are aware. And as Socrates taught, “The unexamined life is not worth living.”⁶ A shepherd examines himself daily, because the flock depends on it.

3. How Schools Form Shepherds: Not Just Prefects

Spiritual depth cannot be forced, but it can be cultivated. John Dewey, 'Father of Progressive Education' insisted _ “We do not learn from experience... we learn from reflecting on experience.”⁷ Here are practices that form shepherds, especially in residential settings:

- a) Rhythm of Reflection: Build ten minutes of silence into the daily schedule. Just before morning assembly or before night study, let student leaders sit without phones, without talking. Prompt: "Which person in my care is hurting today? What is one way I can guard them tomorrow?" Over months, this builds a shepherd's eye.
- b) Mentorship with Soul: Pair each student leader with a staff mentor who asks about more than duties. "How is your heart this week? Who in your group needs you most?" Shepherds are formed by being shepherded.
- c) Service before Status: Before giving a badge, give a broom. Let every prefect spend a week serving in the dining hall, cleaning classrooms or helping the sick. A shepherd knows the smell of the pasture. Leadership that has not touched the ground will not last.
- d) Stories of Good Shepherds: Fill your training with stories of leaders who laid down comfort for others — from village elders who walk miles for a neighbour, to students who protected juniors during bullying. Stories form imagination.
- e) Rituals of Gratitude and Reconciliation: Once a term, gather student leaders to write thank-you notes to Housekeeping staff, cooks and gardeners. Hold circles where leaders can say "I was wrong" and "I forgive you." Shepherds keep the flock undivided.
- f) Nature as Teacher: Taking student leaders on silent walks - under the pines in Kaffer or wherever nature speaks in your context. Leaders are shaped in the bosom of God's amazing creation, the wonderful universe. The serenity, inner depth and generosity of being Shepherd Leaders are cultivated from God's amazing creation where we just see and experience Divine presence.

Each day, as we walk the school corridors, our eyes are drawn to the peak of Kanchenjunga and the layers of mountains leading toward it. We are mesmerised by this beauty. It lifts our minds and souls to the Creator, the Almighty. Like the hymn, “O Lord my God, when I in awesome wonder consider all the works Thy hand hath made,” our souls rise in praise, wondering how great God is.

Here, like the psalmist, we learn that the Lord is our shepherd. He leads us beside still waters to revive our drooping spirit, so that we may rest in the Lord’s own house with peace and serenity. It is with this restored spirit that we are sent — to lead and to serve selflessly.

This is where shepherd leaders are formed. In Kaffer, student leaders are shaped amidst this natural beauty and wonder. Wandering with high spirituality through creation, they hear a deeper call — the Divine call to lead and to serve for His glory, according to His Holy Will.

The same God who carved the peaks and holds the pine trees upright is the One who calls young men and women to shepherd His people. The mountains teach endurance without pride. A pine stands tall because its roots go deep, even in rocky soil. The forest is strong because it grows together. Nature here preaches without words: be rooted, be still, be for others. That law holds from the Himalayas to the Highlands. A shepherd formed in such beauty learns to guard beauty — in people and in creation — because all beauty points back to the Shepherd of our souls.

4. The Fruit of Shepherding: What Changes in Your

School. When you form shepherds, the tone of the whole school shifts. Senior students stop being feared and start being trusted. Bullying drops because shepherds intervene early, not

to punish but to heal and restore.

And years later, your alumni return. Your alumni will say, “Father, it was in that daily silence — under the pines for us, but wherever your school finds stillness — that I learned to kneel before I lead.”

5. A Word to Student Leaders Reading This If you are a student leader, remember:

Your badge is borrowed. Your shepherd’s heart is yours. Do three things daily:

- a. Be still — “Be still, and know that I am God,” says the Psalmist.⁸ A shepherd listens for the Owner’s voice before the flock’s noise.
- b. Be small — Walk at the back of the line sometimes. Carry the bag of the weakest.
- c. Be sincere — Say sorry fast, say thank you often, say truth always. The sheep know your voice. A hired hand runs when the wolf comes. A shepherd stays. Be a shepherd.

Conclusion:

At St. Stephen’s Academy, Kaffer, we are building more than classrooms and hostels. We are building shepherds. As in other years, right now, a batch of 30 young, motivated boys and girls are being formed day after day to be lifelong leaders with self-respect, self-control and a positive self-image. This chapter is written as a tribute to their dedication — and to every student leader who chooses service over status.

Education is not the filling of a pail, but the lighting of a fire. Spiritual depth is that fire.

This chapter will be shared online so that universal aspirants may be inspired to become lifelong, selfless leaders. For this is

how leaders must be formed: to lead this wonderful world as God intended - to shepherd the universe. We are called to be shepherds of this universe, empowering and recreating rather than polluting or manipulating it for selfish ends.

Let us not be content with producing school captains who can speak. Let us form shepherd leaders who can love, correct and lay down their comfort for the flock — leaders worthy of the place that formed them, whether that be mountains, cities, villages or coastlines. Leaders who guard the beauty entrusted to them. That is leadership with depth. That is the kind of leader the world is waiting for.

The Good Shepherd lays down His life; our student shepherds begin by laying down their pride, their time and their comfort — day by day — for the sheep in their care.

Footnotes :

- ¹ **Palmer**, Parker J. Let Your Life Speak: Listening for the Voice of Vocation. Jossey-Bass, 2000.
- ² **Nouwen**, Henri J.M. Life of the Beloved: Spiritual Living in a Secular World. Crossroad, 1992.
- ³ **Mother Teresa**. Attributed widely in testimonies of Missionaries of Charity volunteers; see Kolodiejchuk, Brian. Mother Teresa: Come Be My Light. Doubleday, 2007.
- ⁴ **Frankl**, Viktor E. Man's Search for Meaning. Beacon Press, 2006.
- ⁵ **Tagore**, Rabindranath. Sadhana: The Realisation of Life. Macmillan, 1913.
- ⁶ **Plato**. *Apology*, 38a. Trans. G.M.A. Grube.
- ⁷ **Dewey**, John. Experience and Education. Kappa Delta Pi, 1938.
- ⁸ **The Holy Bible**, Psalm 46:10.

Chapter 16

Situational Leadership: Skills in Action

"It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change."

— Charles Darwin

Introduction:

Leadership, like life, demands we adapt. This chapter is about that response — putting our formation into action when situations shift, challenges rise and people need us most. As we've explored throughout *Nurturing Student Leadership*: to lead, serve and excel through Fellowship, Human formation and selfless service, effective leadership is about adapting to different situations and challenges. In this chapter, we've put our skills to the test through real-world tasks and reflective discussions. From cleaning up the school to supporting peers and addressing bullying, we've demonstrated the power of situational leadership and collaboration. Now, let's reflect on what we've learned and how it shapes our leadership journey.

Situational Leadership:

We've explored the fundamentals of leadership and now it's time to put them into action. In this section, we'll take on real-world challenges that test our leadership skills in different situations. From school cleanliness campaigns to addressing bullying, we'll navigate diverse scenarios that require adaptability, empathy

and courage. Through these experiences, we'll develop the skills and confidence to lead effectively in any situation.

Task 1: School Cleanliness Campaign

Organise a campaign to clean up a neglected area of the school. Develop a plan, assign tasks and work together to make the area clean and safe. Reflect on the experience and discuss ways to maintain the cleanliness.

Post-Task Evaluation:

Gather the team in a circle and discuss the following questions:

1. How effectively did the leader mobilise team members to participate in the campaign? (1-5)
2. How well did the leader communicate with teachers and school administration? (1-5)
3. How effectively did the leader plan and execute the campaign? (1-5)

Task 2: Supporting a Peer's Struggle

A classmate is struggling to keep up with their schoolwork due to personal issues. Develop a plan to support them, including offering tutoring, emotional support or connecting them with resources. Reflect on the experience and discuss ways to build a supportive community.

Post-Task Evaluation:

Gather the team in a circle and discuss the following questions:

1. How empathetic was the leader towards the peer's challenges? (1-5)
2. How effectively did the leader collaborate with teachers or counsellors? (1-5)

3. How well did the leader manage tutoring sessions and track progress? (1-5)

Task 3: Addressing Bullying a group of students is

being bullied in the school hallway. Develop a plan to address the situation, including reporting it to authorities, supporting the victims and promoting a positive school culture. Reflect on the experience and discuss ways to prevent bullying.

Post-Task Evaluation:

Gather the team in a circle and discuss the following questions: How courageously did the leader address the bullying incident? (1-5)

1. How effectively did the leader work with authorities and stakeholders? (1-5)
2. How well did the leader promote a positive school culture? (1-5)

Task 4:

Environmental Initiative organise a campaign to reduce waste in the school cafeteria. Develop a plan to reduce plastic use, increase recycling and promote sustainable practices. Reflect on the experience and discuss ways to make the initiative sustainable.

Post-Task Evaluation:

Gather the team in a circle and discuss the following questions:

1. How innovative were the leader's solutions to reduce waste? (1-5)
2. How effectively did the leader engage stakeholders in the initiative? (1-5)
3. How well did the leader plan and implement the campaign? (1-5)

Task 5: Mentorship Programme develop a mentorship

programme to support new students in the school. Assign mentors, develop a plan for support and reflect on the experience. Discuss ways to improve the programme and make it more effective.

Post-Task Evaluation:

Gather the team in a circle and discuss the following questions:

1. How effectively did the leader guide and support new students? (1-5)
2. How well did the leader collaborate with teachers and mentors? (1-5)
3. How effectively did the leader manage mentorship sessions and track progress? (1-5)

Collaborative Leadership with Reflections

To further develop leadership skills, consider the following group discussions:

Leadership in Crisis:

- Discuss how to lead effectively in a crisis situation, such as a natural disaster or school emergency.
- Share experiences and reflect on effective strategies for leadership in crisis.

Building a Positive School Culture

Explore ways to build a positive school culture, including promoting inclusivity, respect and empathy. Share experiences and reflect on effective strategies for creating a positive school environment.

Conflict Resolution

Role-play different conflict scenarios and effective conflict resolution strategies. Reflect on the importance of empathy, active listening and problem-solving in resolving conflicts.

Teamwork and Collaboration

Discuss the importance of teamwork and collaboration in achieving common goals. Share experiences and reflect on effective

Self-Reflection Questions

- How do I prioritize the needs of others in my leadership role and what strategies do I use to make a positive impact?
- What are some challenges I've faced as a leader and how have I overcome them?
- How do I build trust with my team members and what strategies do I use to maintain it?
- What role does empathy play in my leadership style and how can I develop it further?
- How do I handle conflict or disagreements with others and what do I learn from these experiences?
- What are some ways I can use my leadership skills to make a positive impact in my community?

Key Takeaways

- **Context matters:** Effective leaders adapt their approach to the situation, taking into account the unique needs and challenges of each task.
- **Collaboration is key:** Working with others, including peers, teachers and stakeholders, leads to better outcomes and stronger relationships.

- **Empathy and courage drive impact:** Leaders who understand others' challenges and take bold action create positive change.
- **Reflection fuels growth:** Regular reflection on experiences and feedback helps leaders refine their skills and build resilience.
- **Leadership is a journey, not a destination:** Every experience, success and setback shapes us into stronger, more compassionate leaders.

Conclusion

As we close this chapter, remember that situational leadership is about being flexible, empathetic and courageous. The experiences we've had, from campaigns to mentorship programmes, have prepared us to lead in diverse contexts. As we continue on our leadership journey, we carry these lessons with us: adaptability, collaboration and leading with purpose. Our growth as student leaders is a foundation for a lifetime of making a positive impact through fellowship, human formation and selfless service. Like Darwin observed, it is not the loudest or strongest who shape the future but those most responsive to change — leaders who adapt with empathy, act with courage and serve with purpose.

CONCLUDING NOTE

As we conclude our exploration of 'Nurturing School Leaders', it's clear that leadership is about empowering others to achieve their best. The Threefold Path of Leadership - to lead authentically, serve selflessly and excel naturally - is a guiding principle for school leaders. By embracing this path, leaders inspire trust, foster growth and achieve greatness.

Having accompanied students for years, I'm convinced that every student is filled with immense potential and abilities, waiting to emerge as leaders. They have a cry within themselves, asking for guidance and direction to lead, serve and excel. My passion is to nurture young leaders, equipping them to become energetic, committed and farsighted leaders who shape the future. To teachers and school principals, I urge: shouldn't we listen to this cry and respond to their abilities and aspirations?

Let's create an environment where students can discover their leadership potential and grow into confident, compassionate leaders. Leading authentically means being true to oneself and one's values, transparent, honest, and zealous. Serving selflessly means putting others' needs before one's own, sacrificing time, energy and resources for their benefit. When leaders lead Authentically and serve selflessly, they naturally excel, inspiring others to follow their example.

As John C. Maxwell said, "Leadership is not about titles, positions or flowcharts. It is about one life influencing another." I'm happy to share my book, 'Nurturing Student Leadership', which distills my experience and passion for developing leaders. Let's work together to create a better tomorrow. As Mahatma Gandhi inspired, "Be the change you want to see."

To all aspiring leaders, I say: believe in yourself, take the first step and lead with purpose. Your journey will be filled with challenges but with authenticity, service and passion, you'll make a lasting impact.

Let us nurture school leaders who lead authentically, serve selflessly and excel naturally, creating a positive and supportive environment that fosters growth and development.

THIS LEADERSHIP ENSURES THAT THE FUTURE IS IN
CAPABLE AND COMPETENT HANDS.

APPENDIX: 1

LETTER OF REFERENCE

BRYAN BEATON

The SSA & SJS Student-Leadership Program

My Deepest Admiration & Endorsement Background



At 72 years of age, I am a career educator having worked in schools in Canada, Nigeria, mainland China, Hong Kong, India and globally (online), with students from Class 1 (Primary) to university and in corporate settings. For more than 20 years, I have served as an Education Consultant, providing teacher- training and student leadership workshops in India (West Bengal, Punjab, Haryana, Himachal Pradesh, Karnataka and Kerala). Since 2012, it has been an honour to collaborate with **Fr. Felix D'Souza**, Principal of both ST. STEPHEN'S ACADEMY, Kaffer and ST. JOSEPH'S SCHOOL, Gitdabling.

SCOPE OF INVOLVEMENT

Fr. Felix D' Souza's SSA & SJS Student-Leadership Program is possibly the most significant single educational initiative I have had the opportunity to collaborate with.

I whole heartedly endorse every word of the Nurturing Student Leadership (Grooming Lifelong Leaders) over view of Fr. Felix D'Souza's SSA & SJS Student-Leadership Program.

From the outset, each year Fr. Felix D'Souza has engaged

arrange of resource people (including myself) in offering SSA & SJS student leaders:

1. A full four-day residential leadership orientation before the school year begins,
2. A series of focused short leadership workshops as the school year gets underway,
3. Dedicated mentors from SSA and SJS teaching teams,
4. Guidance before, during and after school each day,
5. Occasional special' Happy Hour 'celebrations honoring and supporting these students leaders, along with (of course) entrusting them with many opportunities to develop leadership—in assemblies, in sports, in language-enhancement and much more.

In recent years, as the reputation of his **SSA & SJS Student-Leadership Program** has spread, at the request of several local area schools I have collaborated with Fr. Felix D'Souza in offering short student-leadership workshops for their student leaders.

Any new initiative to offer other schools opportunities to learn from the strengths of the **SSA & SJS StudentLeadership Program** could expand its benefits across India, and possibly beyond.

Observations:

I can directly attest to the powerful positive impacts on young lives of the **SSA & SJS Student- Leadership Program** which Fr. Felix D'Souza has refined over the decades.

Many Good Examples

In this short letter, space does not permit me to expand adequately on the many examples I have seen of the power

of the **SSA & SJS Student-Leadership Program** to positively impact lives.

It is thrilling to know that you have access to articulate testimonials from many of the (now) young professionals whom I have had the great joy of working with (alongside Fr. Felix) over the past 13 years.

To comment on only **one**, it is wonderful to now collaborate extensively with Mr. Barsing Lepcha – knowing that he is but one shining ‘product’ of Fr. Felix D’Souza’s **SSA & SJS Student Leadership Program**. He wholly exemplifies the general statement I will make below about the ‘scale of impact’ of Fr. Felix D’Souza’s long-standing initiative.

Scale of Impact

I have often been delighted to state that “any one school can only hope to turn out a very limited number of ‘academic toppers’ in any one school year. **However, every year SSA & SJS each empower and send out into society 25 to 35 confident young leaders**”.

Five, ten, twenty or more years from now, these students’ ICSE Class X exam results will be completely forgotten. However, the ability of these young leaders to **lead**, to **serve** and to **excel** will stay with them, and will deepen over the decades ahead.

All of their adult lives, their families, their communities, their work places and their nation will benefit from the involvement of citizens who learned (at these two schools) to take initiative, to look beyond their own personal benefit and to work collaboratively in building a better future.

Hearty Recommendation

Given Fr. Felix D’Souza’s passion as an educator and the exemplary success of his **SSA& SJS Student-Leadership**

Program, I believe he is uniquely qualified (1) to further broaden contemporary research into the development of student leadership in schools, (2) to empower and encourage other dedicated educators, and (3) to contribute significantly to the enhancement of Indian and of international educational management.

Sincerely,

A handwritten signature in blue ink, appearing to read 'BA Beaton', with a stylized, cursive script.

Bryan A Beaton—OWLS Global (Director)
MA(TESOL),Professional
Certificate(Teacher), BSc (UBC)
bryan@owlsglobal.com

APPENDIX: 2



CHRIST INSTITUTE OF NURSING

Ashraf Nagar, Masjid Road, Haidar Para, Near Iskon Mandir, Siliguri, West Bengal - 734004

Ref:

Date:

TESTIMONY FROM ROSELINE LEPCHA

Principal of Christ Institute of Nursing, Siliguri

I, Roseline Lepcha, Principal of Christ Institute of Nursing, Siliguri, am honoured to share my reflections on Fr. Felix D'Souza's seminal work, *Nurturing School Leadership, Grooming Tomorrow's Leaders*. His philosophy resonates deeply with my own transformative journey as a student leader at St. Joseph's School under his mentorship.

Key Aspects of My Journey

Authentic Leadership Roots: Coming from a very rural background, I had little to no prior exposure to leadership. Yet, at St. Joseph's, under Fr. Felix D'Souza's guidance, I learned the essence of authentic leadership—leading without expecting favour, serving selflessly, and realising that true leadership is not about personal glory or mere excellence, but about rightly leading and genuinely serving. **Mutual Fellowship and Human Formation:** My leadership journey was nurtured through fellowship with peers, where cooperation and mutual growth were pivotal. The focus on right human formation shaped my inner conscience, cultivating honesty, dedication, and a passion for making a meaningful impact.

Transformative Impact: Fr. Felix D'Souza's approach to leadership development emphasized Leading, Serving, and Excelling—not as a hierarchy but as interconnected aspects of true leadership. This shaped my perspective on leadership as a pathway to empower others and foster positive change.

Application in My Role as Principal

Leading Christ Institute of Nursing: As Principal, I strive to embody the authentic leadership ethos imbibed during my school days. I focus on nurturing students to be compassionate, competent healthcare professionals.

Empowering Students: I believe in empowering young nurses to bring transformative change in human health and societal well-being.

Holistic Growth: Leadership, to me, intertwines with fostering holistic well-being—mentally, physically, spiritually, and socially—cultivated through leading and serving.



Roseline Lepcha
Principal,
Christ Institute of Nursing,
Silliguri



APPENDIX: 3



St. Joseph's School

Gitdabbling – 734314

Kalimpong, Dist. Kalimpong,

Minority Commission (Reg. No. F.No.1698 OF 2006)

Reg. Under: W.B. Society Act. No. S/91762 OF 98/99 (BCP/EDU/227)

The Headmistress speaks on Students Leaders in SJS, Gitdabbling

"Nurturing students' leadership: Grooming lifelong leaders"

St. Joseph's, Gitdubbling has been a beacon of excellence in nurturing students' leadership for the past 20 years. Each year, a group of 25-30 students is selected to lead their peers, developing valuable skills, qualities, and character.

The Power of Nurturing Student Leadership:

Nurturing students' leadership is an essential part of education that extends beyond academic achievements. It focuses on shaping lifelong leaders who live by the principles of:

To Lead: Developing leadership skills, vision, and decisionmaking abilities.

To Serve: Instilling a sense of responsibility, empathy, and selflessness.

To Excel: Encouraging personal growth, innovation, and continuous improvement.

Outcomes of Nurturing Student Leadership:

Students who are empowered to lead become:

Confident: Learning to speak and take responsibility without fear.

Lifelong learners: Maintaining a mindset of growth and selfimprovement.

Positive Contributors: Inspiring others through actions and character.

Problem Solvers: Learning to handle challenges patiently and find fair solutions.



Head Mistress

St. Joseph's School

Gitdabbling



APPENDIX: 4



St. Augustine's School

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WEST BENGAL, INDIA

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Letter of Reference

I have known **Fr. D'Souza** ever since 1984 since my student days. I have observed his engagement and contribution in the Education field since 1997. As a student he had been always involving in various activities, leading the groups and exhibiting good academic acumen.

After 1997 his contribution to the education has been immense. He has transformed the Educational map of Kaffer and Gitdabbling area. The students from this area at one time were deprived of quality primary education, and for secondary education they had migrate to the nearby towns. With his effort, Fr. Felix had started small cluster schools, and had improved drastically the quality of education provided at **St. Joseph's School, Gitdabbling**.

With the establishment of **St. Stephen's Academy, Kaffer**, he has ventured into a new system of education where each child has an opportunity not just to pass academically but also to flourish. His way of involvement with the students, their grooming into better human persons and as leaders is commendable. His never tiring attitude mixed with creative ideas has borne positive results in the students.

Fr. Felix D'Souza has been conducting **Student-Leadership Program** not just for his school but also at other schools including at St. Augustine's School, Kalimpong. The input in these sessions has our students as leaders and shed their narrow outlook. As he embarks on further research in this area of student Leadership program, I find him worthy and wish him all the best.


Fr. (Dr.) Victor George Fernandes
Principal



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17th September 2025

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Fr. Dr. Felix D'Souza is a passionate educationist with over **30 years of experience** in shaping young minds. For the last **25 years**, he has served as Principal and currently leads two schools in the Catholic Diocese of Darjeeling: **St. Stephen's Academy, Kaffer and St. Joseph's School, Gitdabling, Kalimpong.**

Fr. Felix's academic journey began in his hometown, Mangalore and continued in West Bengal. He holds **dual Master's degrees in English and History, a B.Ed., and an MBA in Human Resource Management.** His lifelong commitment to leadership was recognized with a Doctorate for his remarkable work, "Nurturing Student Leadership" — a vision he has lived out practically for years across multiple schools.

Every year, Fr. Dr. Felix D'Souza personally mentors **a band of 30 student leaders in each of his schools**, journeying with them to build character, confidence, and service. He doesn't just create school captains. He shapes lifelong leaders who go on to lead, serve, and excel in society. His passion for leadership was forged as the Youth Director of ICYM in the Diocese of Darjeeling from 1998 to 2007 and deepened it through his years as a vibrant principal. Having travelled extensively across several countries, Fr. Dr. Felix D'Souza saw one urgent truth: **we must nurture leaders while they are young.** Catch them young. This conviction drives his mission in every classroom and corridor.

Guided by his life motto, **“Live and Let Live,”** Fr. Dr. Felix D'Souza empowers young people to discover their voice, own their values, and lead with compassion. His work is not just about leadership training. It is about formation for life.