10 Lessons from Nitin Sathe’s Books

A reading and reflection guide for individuals and book groups

Use these ten discussion prompts alongside Nitin Sathe’s books. They are editorial interpretations of the books’ subjects, rather than quotations or claims about what every reader must conclude. Choose one prompt, read the relevant book and test the idea against the account itself.

1 See the person beyond the setback

Born to Fly and Mann Kee Udaan. Anil Kumar’s life invites reflection on identity after profound change. What capacities, relationships and interests help a person retain agency when familiar roles become difficult?

2 Make room for support

Born to Fly. Resilience is often discussed as an individual quality. Consider the people around the central character. What kinds of practical or emotional support make a difference, and how can help preserve dignity?

3 Treat preparation as part of responsibility

Up in the Sky. Flying stories provide a setting for examining preparation and judgment. Identify one decision in the book and ask what information or preparation made it possible.

4 Listen before interpreting

1971. 1999. War Stories. Veterans’ recollections carry the perspective of particular people at particular moments. Separate what the narrator experienced from what a reader knows in hindsight.

5 Keep the human cost in view

1971. 1999. War Stories. When discussing operations, attend to uncertainty, separation and loss as well as achievement. Which personal detail changes your understanding of the wider event?

Books and reflection in practice

6 Turn recovery into concrete work

A Few Good Men and the Angry Sea. The Car Nicobar recovery account offers a basis for examining priorities and coordination. Look for a specific task, the people responsible and the obstacle they had to address.

7 Ask what conditions demand of people

The Siachen Soldier and Other Stories. Read the prose by Nitin Sathe and poetry by Suneet Madan with attention to their different forms. What does each reveal about endurance, service and the environment?

8 Use stories to examine judgment

Up in the Sky. A memorable outcome can conceal difficult choices. At one turning point, pause and consider the options available to the person then, before reading what happened next.

9 Build self knowledge through examples

SSB Simplified. Connect preparation with real experiences of learning, cooperation and responsibility. Write one example of what you did, what followed and what you would improve.

10 Carry one insight into practice

Any title. Choose a modest action within your control. Make it specific enough to review next week, and record whether it helped. A reading insight becomes useful when it changes something observable.

My chosen book and the passage or incident I want to discuss

_____

_____

One action I will try and the date I will review it

_____

_____

Explore all seven titles and publisher purchase links
https://nitinsathe.com/books/

What SSB Really Looks For

10 Things Candidates Get Wrong

This guide helps candidates review preparation habits. Its ten points are practical reflection prompts, not an official scoring system or a prediction of selection. For the relevant entry, use the current official notification and call letter for eligibility, documents, dates and instructions.

Consult the current official entry notice and call letter for the selection stages and activities that apply to you. Preparation should support consistent, thoughtful participation across activities rather than a rehearsed performance for one conversation.

1 Replacing examples with impressive labels

Instead of describing yourself only as disciplined or confident, identify a real situation, your contribution and the result. Use examples you can explain honestly.

2 Learning an ideal personality script

Review your actual habits and experiences. A memorised description can be difficult to sustain when follow-up questions ask for detail.

3 Treating group work as a contest for airtime

Practise listening, making a useful contribution and helping a group move forward. Record whether you understood and built on another person’s idea.

4 Guessing when knowledge is missing

Distinguish what you know from what you assume. Practise acknowledging a gap clearly and explaining how you would find reliable information.

5 Describing success without examining decisions

Review setbacks as well as achievements. Explain the choice you made, its consequence and what you learnt; avoid assigning all responsibility to circumstances.

A practical preparation review

6 Leaving self awareness until the final week

Maintain a short record of responsibilities, interests and feedback. Look for a recurring habit to improve through ordinary daily practice.

7 Confusing fluent speech with clear thinking

Practise explaining a familiar issue in plain language. Give a reason for your view, consider an alternative and respond to questions without rushing.

8 Using current affairs as a list of facts

Choose a topic and distinguish the event, its context and your interpretation. Check important claims against reliable sources.

9 Ignoring practical instructions

Read the current official entry notice and call letter. Check required documents, reporting details and any instructions that apply to you rather than relying on an old checklist.

10 Expecting a book or course to guarantee selection

Use learning resources to improve understanding and preparation. Selection remains with the official process; no reading guide can promise its outcome.

A real example that shows responsibility or cooperation

_____

_____

One habit to improve this week and how I will review it

_____

_____

Further reading
https://nitinsathe.com/ssb-simplified/

Official process reference and current entry notices
https://careerairforce.gov.in/nda
https://www.upsc.gov.in/examinations/active-exams

7 Leadership Challenges Facing Today's Students

A discussion guide for schools colleges and youth groups

These seven challenges are proposed discussion themes, not a ranked survey of all students. Use one theme in a group conversation, identify an ordinary situation and agree a small action to review. A facilitator should make participation respectful and allow students to avoid sharing personal experiences they prefer to keep private.

1 Choosing priorities amid competing demands

Classes, activities and personal responsibilities can compete for attention. Ask what must be done, what can wait and who needs to know when a commitment is at risk. Practice: Choose one upcoming week. Identify three commitments and a realistic time for each.

2 Taking responsibility without formal authority

A student can help a team organise work without holding a title. Discuss how to clarify a shared goal, make a useful contribution and follow through. Practice: Choose one group task. Agree a named owner and a review time for each part.

3 Disagreeing without weakening the group

People may differ about both goals and methods. Practise describing a disagreement accurately before proposing a solution. Practice: Summarise another view in terms its holder recognises, then explain your own reasoning.

4 Making decisions with incomplete information

Group decisions often begin with assumptions. Identify what is known, what remains uncertain and which question matters most before committing. Practice: List the evidence for a proposed activity, then write one fact that still needs checking.

From discussion to a shared action

5 Responding constructively to setbacks

A poor result can provide information about preparation, choices or support needs. Review what happened without turning the outcome into a fixed label for a person. Practice: Identify one change within your control and one person who could offer useful feedback.

6 Maintaining integrity under peer pressure

A group may reward speed, agreement or appearances. Discuss how a person can express a concern respectfully and seek help through the institution's established channels. Practice: Use a fictional scenario. Identify the concern, the available options and an appropriate person to consult.

7 Making participation accessible

Students differ in confidence, language, experience and access needs. A team should ask whose contribution is missing and what would help people participate. Practice: Change one meeting or activity so more members can contribute, then ask whether the change helped.

A 30 minute discussion

Spend five minutes choosing a challenge and describing an example. Use ten minutes to examine the choices and the people affected. Spend ten minutes agreeing one feasible action, an owner and a review date. Use the final five minutes to check that everyone understands the next step.

Challenge and example chosen by the group

_____

_____

Action owner review date and evidence of progress

_____

_____

Related reading and institutional discussion themes
https://nitinsathe.com/leadership-human-performance/
https://nitinsathe.com/speaking/

Crisis Readiness Checklist for Institutions

A planning conversation for institutional leaders and designated coordinators

Use this checklist to identify gaps in your institution's existing arrangements. It is a discussion aid, not a safety audit, certification or operational emergency plan. Follow current local authority guidance and obtain qualified advice for site-specific, fire, engineering, medical and other specialist decisions. During an actual incident, follow the approved plan and instructions from the responsible authorities.

For each item, record evidence and a named action owner. Mark it Ready only when the arrangement has been checked; use Needs action or Not reviewed when evidence is incomplete. Do not circulate personal contact lists or sensitive site information in a public version.

1 Authority and decision making

Is there a current plan, an authorised coordinator and an alternate? Can staff identify who makes decisions and how the arrangement works outside normal hours? Status _____

2 Likely disruptions and people affected

Has the institution identified relevant hazards and disruptions for its location and activities? Does planning consider students, staff, visitors and people who may need assistance? Status _____

3 Warnings and communication

Are official warning sources identified? Have internal messages, contact details and a backup communication route been checked through an authorised process? Status _____

4 Accounting for people

Are responsibilities clear for accounting for staff, students and visitors? Are assistance arrangements discussed with affected people while protecting their privacy? Status _____

5 Movement and safe locations

Have the appropriate qualified people reviewed the institution's movement, assembly and shelter arrangements? Are local authority instructions and access requirements reflected in the plan? Status _____

Readiness actions and follow through

6 Resources and specialist support

Are required resources maintained and checked by responsible personnel? Are arrangements for emergency services and other specialist support current and known to authorised staff? Status _____

7 Continuity of essential work

Which functions must continue or restart first? Are responsible teams, alternate arrangements and dependencies documented in the approved continuity plan? Status _____

8 Records and information

Are essential records protected and backed up under the institution's policy? Can authorised staff retrieve what they need while restricting sensitive information? Status _____

9 Practice and learning

Have exercises been planned with suitable supervision? Are observations recorded and changes assigned rather than treating attendance as proof of readiness? Status _____

10 Review and accountability

Is there a named owner for each unresolved gap and a review date? Are plans reconsidered after changes in buildings, activities, people or official guidance? Status _____

Priority gap evidence required responsible person and review date

_____

_____

Second priority gap evidence required responsible person and review date

_____

_____

Official learning resources
https://www.nidm.gov.in/modules.asp
https://ssp.nidm.gov.in/

Historical case study and related reading
https://nitinsathe.com/a-few-good-men-and-the-angry-sea/
https://nitinsathe.com/disaster-crisis-management/