

Inter-SLA Regional Seminar of South Indian States on School Leadership

Theme: Leadership Pathways for School Improvement

4-6 November 2025

Hotel Dimora, Thiruvananthapuram,Kerala

REPORT

Organised by:
School Leadership Academy-Kerala(SLA-K)
Under the aegis of SIEMAT-Kerala
In collaboration with NCSL-NIEPA,New Delhi

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REPORT ON INTER-SLA REGIONAL SEMINAR OF SOUTH INDIAN STATES ON SCHOOL LEADERSHIP



INAUGURAL SESSION

Date and Time: November 4, 2025 & 10:20 AM

Venue: Hotel Dimora, Trivandrum

Organized by: School Leadership Academy - Kerala (SLA-K) under the aegis of SIEMAT-Kerala in collaboration with NCSL-NIEPA, New Delhi

The Inter-SLA Regional Seminar of South Indian States on the School Leadership Programme was held from November 4 to 6, 2025, organized by School Leadership Academy - Kerala (SLA-K) under the aegis of SIEMAT-Kerala in collaboration with NCSL-NIEPA, New Delhi. The three-day seminar aims to highlight effective leadership practices, challenges and contextual innovations that contribute to the school improvement across of the South Indian states - Kerala, Tamil Nadu, Karnataka, Telangana, Andhra Pradesh and Lakshadweep, creating a vibrant platform for dialogue, reflection, and knowledge exchange on leadership that drives school transformation. The theme of the seminar: *"Leadership Pathways for School Improvement"*.

The programme was efficiently compered by Ms. Aneeta.L, Project Manager – STARS, SSK, who briefed about the seminar and introduced the objectives of the seminar and guided the proceedings with clarity and professionalism. The seminar aimed to enhance understanding of school leadership in the contemporary educational context, focusing on excellence in governance, leadership transformation, and the evolving roles of school heads as pedagogical leaders.



Inaugural Session Compered by Ms. Aneeta.L

The inaugural session began with a warm welcome address delivered by **Dr. Jayaprakash R.K., Director, SIEMAT - Kerala**. In his address, Dr. Jayaprakash highlighted the diverse issues and challenges surrounding school leadership and educational governance. He appreciated the various initiatives undertaken by the General Education Department and acknowledged the remarkable contribution of the National Institute of Educational Planning and Administration (NIEPA), which he referred to as the *"think tank of education."* He emphasized the significance of strengthening leadership excellence and the continuous support needed for improving educational management systems. Dr. Jayaprakash mentioned the recognition of outstanding school leadership through two national awards up to the year 2020, and the achievement of 597 missions within two and a half years as part of the curriculum revision process in the state.



Dr. Jayaprakash R.K.,
Director, SIEMAT - Kerala

Dr. Jayaprakash also discussed the principal's evolving role as a pedagogical leader, the transformation of leadership styles, emphasizing the need for visionary, efficient, and adaptable leaders in today's education system. By comparing the present education system with earlier models, he pointed out the progress achieved through reforms and innovation. Concluding his address, he warmly welcomed all dignitaries and participants present on the dais, setting a positive and reflective tone for the seminar sessions that followed.

Following the welcome address, the presidential address was delivered by **Dr. Supriya A.R., State Project Director, SSK**, who spoke on the importance and relevance of the School Leadership Programme in the context of educational transformation. Dr. Supriya compared schools to an ecosystem - an interconnected and holistic entity where every component, from students and teachers to administrators and parents, plays a vital role in shaping the institution's success. She explained that each stage of education, from school to college, contributes significantly to the overall development of children, preparing them to evolve as future leaders. Emphasizing the need for a strong leadership framework, she stated that the School Leadership Programme serves as a crucial platform for equipping educators with the skills, mindset, and vision necessary for guiding holistic growth within schools. Her address underscored the idea that effective school leadership is central to nurturing an environment where innovation, collaboration, and inclusivity thrive.



Dr. Supriya A.R., State Project Director, SSK

The formal inauguration of the seminar was carried out by **Shri. Umesh N.S.K., IAS, Director of General Education, Government of Kerala**, whose address deeply resonated with the audience. In his inaugural speech, Shri. Umesh emphasized the importance of nurturing leadership among educators and students to meet the demands of the new era. He spoke passionately about the students of the modern generation, describing them as dynamic individuals shaped by a rapidly changing world, who therefore



Shri. Umesh N.S.K., IAS, Director of General Education, Government of Kerala

need guidance rooted in values and empathy. His address focused on the theme of leadership for equity and the welfare of the student community, underlining the moral and social responsibility of school leaders to ensure that every learner has equal opportunities to grow and excel.

Shri. Umesh highlighted that the foundation of great leadership lies in moral integrity and character formation, remarking that *"Good values can be great leaders."* He urged the school heads and teachers to instill these core values in children from a young age, shaping them into responsible and compassionate citizens. Further, he encouraged school leaders to teach the kids to be humble, stressing that humility is an essential quality that sustains true leadership. He explained that leadership is not just about authority or position but about service, empathy, and ethical conduct.

In his motivational remarks, Shri. Umesh outlined a simple yet powerful formula for success - *"Aim, Plan, Hard work."* He asserted that setting a clear aim, making a proper plan, and working diligently toward it can transform individuals into effective leaders. According to him, education should go beyond academic achievement and focus on preparing students to take on real-life challenges with wisdom and perseverance. He concluded by emphasizing that a well-structured action plan is essential for reforming and developing leaders who can inspire change within their schools and communities.

The keynote address delivered by **Prof. Shashikala Wanjari, Vice Chancellor, NIEPA, New Delhi**, warmly appreciated the alliance and active participation of SIEMAT - Kerala and the National Centre for School Leadership (NCSL) in strengthening educational leadership across the region. In her keynote address, she offered a profound and scientific perspective on leadership. She defined a leader as *"a catalyst which cannot be created or destroyed, but only accelerates the reaction."*Prof. Shashikala Wanjari



Prof. Shashikala Wanjari, Vice Chancellor, NIEPA, New Delhi

also took a moment to appreciate the Government of Kerala for its commendable initiatives, specifically mentioning the Kerala State School Sports 2025, which integrates participation of both general students and those who are differently-abled, reflecting the state's commitment to equitable opportunities for all learners. In addition, she praised the implementation of the PM SHRI Scheme, recognizing it as a significant step toward improving school infrastructure, teaching-learning environments, and overall educational quality across the country.

Referring to the seminar itself, Prof. Shashikala Wanjari described the Inter-SLA Regional Seminar of South Indian States on School Leadership as an embodiment of *"inclusivity beyond geographical borders."* She applauded the collaboration and synergy demonstrated by the participating states, noting that such partnerships reflect a spirit of unity and shared purpose in advancing educational leadership. She emphasized the importance of reflective practices, mentoring, purposeful collaboration, and capacity building in nurturing effective school leaders.

The distinguished speakers was **Shri. B. Aburaj, Director, SIET**, who delivered the felicitation address during the inaugural session. He began his address by posing two reflective questions: *"What is education?"* and *"Whether a school is managed or administrated?"* These questions invited the audience to think critically about the true function of schools and the role of leadership within them. Shri. Aburaj explained that education goes far beyond the traditional notions of management and administration - it is about nurturing human potential and developing responsible citizens. He mentioned that school is not merely an institution of learning but a place to develop the labour force of the future, preparing individuals to contribute meaningfully to society. He emphasized that schools serve as a

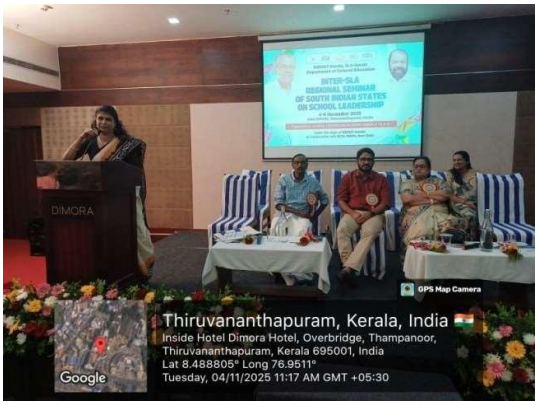


Shri. B. Aburaj, Director, SIET

centre for developing good citizens, where values, skills, and attitudes are shaped through meaningful learning experiences.

In his felicitation, Shri. B. Aburaj further elaborated on the changing dynamics of education in the digital era. He described the *"school as a technology-driven educational ecosystem",* where technology is not just a tool but an integral part of the learning environment that enhances both teaching and leadership. One of the key highlights of his speech was his call for student participation in school management and leadership practices. Encouraging collaborative understanding and participatory leadership, he suggested that involving students in decision-making processes can build confidence, accountability, and a sense of belonging among them.

The Programme concluded its inaugural session with the Vote of Thanks delivered by **Smt. Aneesa Iqbal, Administrative Officer, SIEMAT - Kerala**. In her concluding address, Smt. Aneesa expressed heartfelt gratitude to all the dignitaries, delegates, and participants who contributed to the success of the event.



Smt. Aneesa Iqbal, Administrative Officer, SIEMAT - Kerala

TECHNICAL SESSION : 1

Time : 11:15 AM - 12:45 PM

Chair : Dr. Renjith S, Research Officer, SCERT-Kerala

The technical session : 1 was chaired by **Dr. Renjith S.**, currently serving as a **Research Officer, SCERT-Kerala**, is a distinguished educationist dedicated to advancing teacher performance and educational research in the state. With an unwavering commitment to academic excellence, he has been instrumental in coordinating flagship initiatives such as the Higher Secondary School Teacher Transformation Programme (HSSTTP), a comprehensive effort aimed at empowering teachers with modern pedagogical skills and reflective practices. His leadership extends beyond teacher training, as he plays a pivotal role in mentoring the Work Integrated Education Programme that bridges the gap between theory and practice, fostering experiential learning among both primary and secondary school students as well as teachers. Dr. Renjith Subhash's work is deeply rooted in the belief that education must evolve to meet the dynamic needs of learners, and he continuously strives to integrate career development into the school curriculum. By promoting both soft and hard skill development, he ensures that students are equipped not only for academic success but also for personal and professional growth in an ever-changing world. His visionary approach and dedication make him a driving force in shaping the future of education in Kerala.

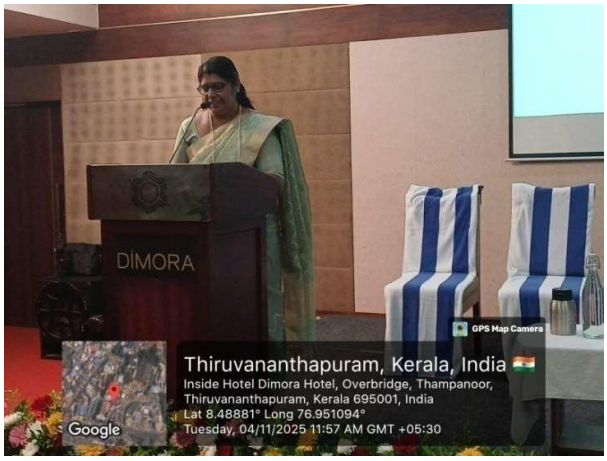
The session by **Mr. Jiji Kuriakose, Headmaster, GHSS Pattuvam, Kannur**, on "Talent Talks - A Case Study" at Government VHSS Karthikapuram, was an inspiring presentation on innovative educational practices introduced during the COVID-19 pandemic to promote resilience and student engagement. He explained that Talent Talks was launched as an online motivational series featuring 8- 10 minute video sessions by former students, shared through social media, to help current students improve their communication and presentation skills in English while remaining connected to



Mr. Jiji Kuriakose, Headmaster, GHSS Pattuvam, Kannur

their school community during lockdown. Initially, students showed hesitation as the programme required them to speak in English, but with encouragement, they overcame their inhibitions and participated actively. A total of 32 episodes were conducted, with the 25th episode graced by the Education Minister, Sri. C. Ravindranath, which brought public recognition and appreciation to the initiative. Mr. Jiji highlighted several leadership principles - delegation, clarity in mission and vision, role and responsibility, teamwork, and creative transformation of adversity into opportunity - which guided the success of the project. The outcomes of Talent Talks were remarkable: students gained confidence in public speaking, improved their language proficiency, and reduced the stress of isolation during confinement. They also learned to organize programmes, deliver speeches, and manage responsibilities effectively. The initiative allowed former students to reconnect with their alma mater, strengthened the school's support base, and showcased the vitality of government schools to the public, thus contributing to the protection of the public education system. The programme made extensive use of ICT and online platforms, serving as a model of how pedagogical leadership and community partnership can sustain education during crises. Concluding his talk, Mr. Jiji Kuriakose emphasized that true leaders must learn to find opportunities in every calamity, and Talent Talks stands as a shining example of how creative leadership and teamwork can transform challenges into meaningful educational opportunities.

The session titled "Inclusivity in Schools: A Case Study on ASD Students" was conducted by **Mrs. Bindu K. P. (Headmistress) G.U.P.S., Malam**, **Kottayam**, focusing on the classroom experiences and inclusion of children with Autism Spectrum Disorder (ASD). The session aimed to analyze teaching - learning strategies, teacher reflections, parental involvement, and the challenges encountered in creating an inclusive environment for all learners. It emphasized the growing need for awareness and training among teachers and parents to handle ASD students effectively, as public schools often face mixed outcomes while implementing inclusive education. The study, based on classroom observations, behavioural logs, and parent feedback involving six ASD students



Mrs. Bindu K. P. HM, GUPS, Malam

from pre-primary to class seven, identified behavioural issues such as aggression, crying, and fear of sounds as major hurdles to inclusion. Innovative classroom practices such as calm and structured routines, firm voice commands, songs, outdoor play, peer-bonding activities, and parent counselling were adopted to address these challenges. Gradual improvements were observed in students' behavior, participation, and learning consistency, highlighting the significance of patience, structure, and empathy. The case study concluded that inclusion is a right, not a privilege, and that true inclusion can be achieved through the combined efforts of therapy, care, and education. However, the study also noted limitations such as inadequate training resources, limited parental awareness, and lack of assessment tools, stressing the need for long-term funding, professional development, and a collaborative approach to ensure sustained inclusion. The session, held during the pandemic period, served as an inspiring example of how small but consistent efforts by teachers and schools can bring about transformative change in the lives of children with special needs.

The session on "School Leadership - Multiple Roles and Responsibilities" was conducted by **Mr. Saji T.G., Headmaster, Government High School Beenachi, Wayanad**, as part of the leadership development series for educators. In his presentation, Mr. Saji highlighted how a school leader's role extends far beyond administrative duties, encompassing vision-building, community engagement, academic excellence, and holistic student development. Drawing from his own school's remarkable growth from 940 students in 2019-20 to 1112 in 2025-26, he illustrated how effective leadership can transform an institution. His talk showcased various innovative initiatives implemented under his leadership, such as "Garden@School", paddy cultivation, sweet corn and vegetable gardens, and banana diversity projects, all of which integrated experiential learning with environmental awareness. He also shared inspiring examples of social responsibility and community outreach, including the school's active role in providing relief to victims of the Mundakkai landslide disaster, with funds handed over to the Chief Minister's Relief Fund. Mr. Saji emphasized that true leadership lies in fostering comprehensive quality education through inclusivity, co-curricular



Mr. Saji T.G., Headmaster, Government High School Beenachi, Wayanad

enrichment, and moral values. Under his guidance, the school achieved consistent 100% results in public examinations and gained recognition in platforms such as the National Children's Science Congress, District Science Club, and Little Kites initiatives. The session further high lighted his commitment to ST student empowerment, house construction for students, anti-drug campaigns, digital literacy, and infrastructure development, with over ₹5 crores mobilized through plan funds, MLA and KIIFB projects. Mr. Saji also underlined the importance of recognizing teacher contributions, promoting sports, honouring national heroes, and nurturing social responsibility among students. Through his diverse leadership experiences, he demonstrated that a headmaster must play multiple roles - as an administrator, mentor, innovator, social reformer, and community builder. The session concluded with a powerful message that effective school leadership is about creating a culture of collaboration, compassion, and continuous growth, proving that with vision and dedication, a school can become a true model of excellence and social transformation.

The session by **Mr. Suresha, Vice Principal, Karnataka Public School, Kalasa**, on "Talent Talks - A Case Study on Creating a Culture of Innovation and Experiential Learning through ATL" was an inspiring and comprehensive account of how a rural government school transformed itself into a vibrant hub of creativity, innovation, and community-centered education.Situated in Kalasa Taluk, Chikkamagaluru District, the school caters to around 464 students with 25 dedicated teachers, mostly serving children from middle- and low-income agricultural families. Despite its modest rural background, the school has developed strong infrastructure including an Atal Tinkering Lab (ATL), Smart Interactive Boards, a Computer Lab, and an Auditorium, all of which support modern and experiential learning experiences. Mr. Suresha began by describing the initial challenges - learning was once largely exam-oriented with little exposure to real-world problem-solving or technology. Recognizing this gap, the school leadership initiated a major transformation by establishing the ATL, Science Lab, and Language Lab, while creating innovation corners that encouraged students to think creatively and engage in hands-on exploration. Teachers were trained through programs conducted by UNICEF, Vigyan



Mr. Suresha, Vice Principal,
Karnataka Public School, Kalasa

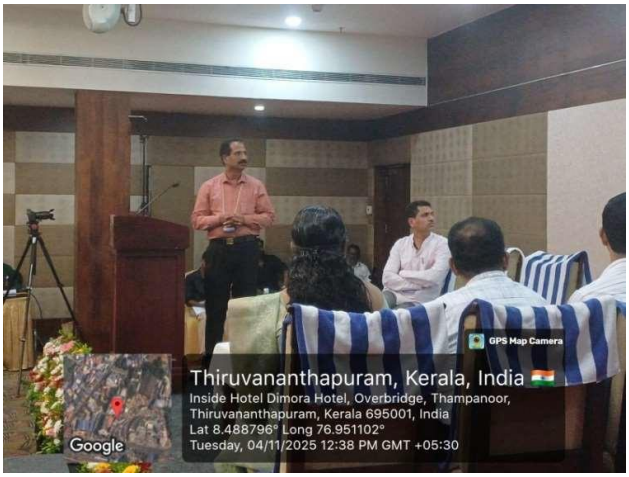
Ashram, SSK Karnataka, and Avishkar Box, New Delhi, to mentor students in Design Thinking, 3D Modelling, IoT, and Robotics. One of the most remarkable examples was the development of a "Pepper Plucker" prototype designed to solve a local agricultural problem, demonstrating how innovation could directly serve community needs.

Mr. Suresha emphasized that the school functions as a hub for local development and a center for the innovation ecosystem, integrating education with real-world applications. He reiterated that "Innovation is not a subject - it's a mindset", highlighting the school's efforts to nurture creative thinking as a lifelong skill. He also introduced the concept of the Adult Tinkering Lab, explaining its importance in extending innovation opportunities beyond students to community members, fostering intergenerational learning and problem-solving. The school's collaborative approach led to widespread community participation - parents, NGOs, and local stakeholders contributed immensely, with nearly ₹2 crores raised through donations for infrastructure development, including smart classrooms and lab facilities. Mr. Sivakumar co-presented alongside Mr. Suresha, sharing insights about the school's technological advancements, infrastructural growth, and integration of technology education that have made the institution a model for rural innovation.

Through such initiatives, students began to actively participate in national-level programmes like AIM, INSPIRE, UNICEF, and the Dassault Foundation's "Seed the Future" entrepreneurship program, earning over eight national recognitions, including ATL Marathon and INSPIRE Awards, while the school maintained 100% SSLC results. More importantly, the ATL ecosystem transformed learning culture- students developed essential life skills such as teamwork, problem-solving, leadership, and empathy. The session concluded with the profound realization that when schools become centers of innovation and social engagement, they not only bridge the rural - urban educational divide but also redefine the role of education in sustainable community development.

The next session led by **Dr. K. Lailas, Principal, Government Model Higher Secondary School, Pattom, Thiruvananthapuram**, highlighted the school's evolution into a model institution recognized by the Government of Kerala for its consistent academic achievements and holistic approach to student development. Throughout the presentation, Dr. Lailas emphasized the importance of academic excellence integrated with moral and social values. The school consistently records outstanding results in board examinations, supported by a strong teaching faculty and modern infrastructure including smart classrooms, a well-

equipped library, and dynamic departments in Science, Commerce, and Humanities. To ensure joyful learning, innovative programs such as the Happy Schooling Programme have been introduced, promoting stress-free, engaging classroom experiences. Initiatives like the Human Library provide students with opportunities to listen to inspiring real-life stories, fostering empathy and motivation. The Little KITEs program and other e-learning initiatives have significantly advanced digital literacy, preparing students for the demands of a technologically evolving world.

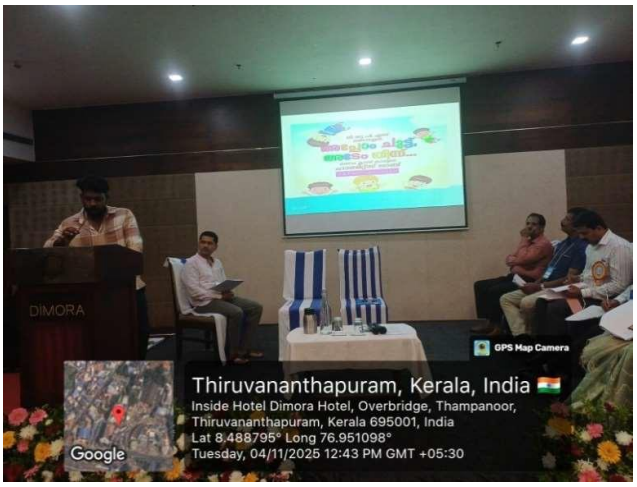


Dr. K. Lailas., Principal, Government Model Higher Secondary School, Pattom, Thiruvananthapuram

The school also encourages students to explore their talents through various clubs - Science Club, Readers' Club, Nature Club, and others - which cultivate leadership, teamwork, and creativity. Co-curricular domains such as arts, music, drama, sports, NSS, SPC, and Guides enrich students' holistic development and help them build confidence through active participation in state and national-level events. Environmental consciousness forms a core aspect of the school culture, with its 'Haritha Campus' initiative promoting sustainable practices like waste management and rainwater harvesting. These efforts earned the school the Green School Award, recognizing its commitment to eco-friendly practices and environmental education.

The session by **Mr. Midhun K.,LPST, GUPS, Manassery** focused on a highly creative and child-centered initiative titled "Padhan Camp for Class I Students", aimed at developing life skills and basic habits among young learners through joyful and experiential learning. Conducted as a foundational learning programme, the session detailed a week-long camp that helped first-grade students internalize essential habits related to personal hygiene, food habits, and social behaviour through engaging, story-based, and activity-oriented methods. Mr. Midhun explained how the programme used a popular cartoon character, Kathu, to narrate stories that conveyed good habits in a manner relatable to children, ensuring learning through fun and imagination. The activities included modules on brushing habits, breakfast manners, toilet habits, good touch and bad touch, cloth washing, hand washing, and food preparation, each incorporating narration, demonstration, and guided practice. Students

enthusiastically participated in brushing and washing demonstrations, learned the proper use of toilet facilities, and understood personal safety concepts through interactive storytelling and short videos. They also took part in food preparation, kneading dough and cooking simple dishes, which were later shared during a joyful campfire and storytelling session featuring puppet shows. The camp concluded with a prize distribution ceremony appreciating the efforts and enthusiasm of the students. Mr. Midhun highlighted that such activity-based programmes at the primary level play a crucial role in nurturing healthy habits, confidence, cooperation, and a sense of responsibility in children. The session served as a model of experiential pedagogy and foundational skill development, proving that early education must focus on habit formation and life skills as much as literacy and numeracy. By combining storytelling, hands-on practice, and joyful learning, the programme successfully demonstrated how teachers can lay strong foundations for holistic development in the early years of schooling.



Mr. Midhun K., LPST, GUPS, Manassery

Concluding Session of Technical Session 1 Chaired by Dr. Renjith S

The reflection session by Dr. Renjith S, Research Officer, SCERT-Kerala, provided an insightful and appreciative review of all the presentations conducted during the day, highlighting the innovative and inclusive practices demonstrated by the educators. He began by commending Mr. Jiji Kuriakose's presentation on Talent Talks, describing it as an inspiring initiative launched during the Covid period, though noting that it would have been more informative if the continuation and present status of the programme were included. He appreciated Mrs. Bindu K.P.'s case study on inclusiveness as an excellent example of leadership blended with empathy, remarking that "leadership becomes magical only when a leader becomes inclusive," and beautifully adding that all our children are stars. He encouraged her to share more of her experiences, prompting her to explain about "Dharpan", a programme aimed at raising awareness among parents and children. Regarding Mr. Saji T.G.'s presentation on school leadership, Dr. Renjith praised the wide range of activities implemented in his school and was particularly impressed by the concept of paddy art,

describing it as a wonderful example of art-integrated learning. He then congratulated Mr. Suresha for his session and asked how the Atal Tinkering Lab (ATL) influenced students' achievements; Mr. Suresha responded with practical examples such as demonstrating electricity and entrepreneurship through hands-on activities that connect learning with the local community. Moving on, Dr. Renjith described Dr. Laila's presentation as "fantastic," calling her a visionary leader and career planner who showcased a comprehensive video reflecting her school's excellence. He appreciated her holistic approach and asked how her vision translated into classroom practices, to which she explained the thematic approach



Concluding Session

across subjects and highlighted social entrepreneurship initiatives like building houses for classmates during disasters as part of NSS activities. Finally, Dr. Renjith wholeheartedly congratulated Mr. Midhun K., appreciating his child-centered initiative and the meaningful way he addressed foundational learning. He asked how the camp fostered social skills and responsibility among students, and Mr. Midhun explained that through the character Kathu, children joyfully learned habits, personal safety, and shared lessons at home, with parents also becoming aware through participation in activities such as "Good Touch and Bad Touch." The reflection concluded with an open discussion involving the audience, making it a highly interactive and inspiring end to a day that celebrated educational innovation, inclusivity, and leadership excellence.

TECHNICAL SESSION : 2

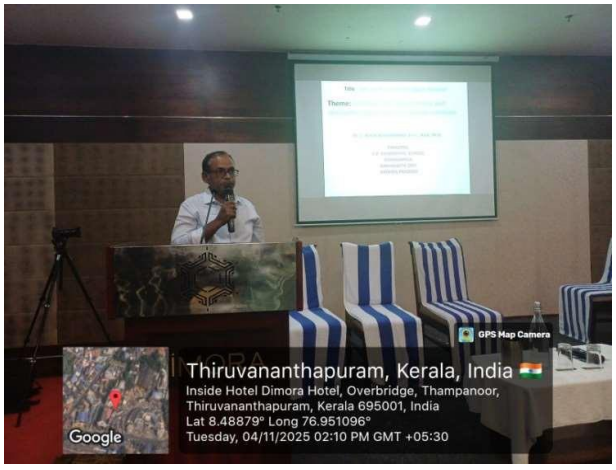
Time : 01:45 PM - 03:15 PM

Chaired by : Dr. Vanaja Akula, Faculty, SCERT-Hyderabad

The Technical Session : 2 commenced at 01:45 PM under the **chairmanship of Dr. Vanaja Akula, the English faculty at SCERT, Telangana**, and she is contributing curriculum development, teacher capacity building and strengthening English language across the state. The session began with a warm welcome and an introduction to the theme, setting an atmosphere of collaboration and curiosity. Dr. Vanaja highlighted the importance of sharing real-life practices that bring transformation in the field of education, especially those rooted in local communities and inclusive approaches.

Following her address, the paper presenters were invited one by one to share their case studies and experiences. The session turned out to be a rich platform for exchanging innovative educational practices, community-based initiatives, and strategies that fostered participation, equity, and meaningful learning. Each presentation offered insights into how schools across different regions are responding to the changing educational landscape through creativity, leadership, and collective effort.

The first presentation was delivered by **Mr. S.K. Noor Mohammad, Principal, APRS Gyarampalli,** who spoke about how his institution had strengthened itself through active community involvement and a strong alumni network. His talk emphasized the importance of collaborative leadership and how shared responsibility between the school and its community can lead to lasting progress. He elaborated on the SWOT analysis - identifying the strengths, weaknesses, opportunities, and threats faced by the school - and explained how community participation turned weaknesses into opportunities. The alumni group, known as APRS Alumni, played a major role in the school's development. He proudly



Mr. S.K. Noor Mohammad, Principal, APRS Gyarampalli

shared how alumni contributed towards infrastructural improvements like medical camps, camera surveillance systems, and the construction of a stage for school assemblies. Mr. Noor Mohammad added that the alumni have also proposed to build a dormitory for students on a voluntary basis. Apart from infrastructure, they take part in academic mentoring and co-curricular initiatives, motivating students to strive for excellence. He concluded his presentation by emphasizing the value of maintaining strong alumni relations, which can serve as a bridge between the school's past and its aspirations for the future. The presentation ended precisely on time and left the audience inspired by the spirit of teamwork and gratitude.

The second presenter, **Mr. Rangan R., LPSA, Govt. LPS, Agali**, focused on the importance of the mother tongue in primary education, particularly in tribal regions. His presentation revolved around a BRC initiative named "Selimakala," which aimed to bridge the linguistic gap between tribal dialects and the regional language. He described how this program helped young learners preserve their linguistic identity while gradually adapting to formal schooling. He explained that training sessions were conducted to help students distinguish between the regional and tribal languages, thereby nurturing both their communication skills and cultural pride. To make learning more appealing, the school introduced educational wall paintings inspired by tribal culture. These vibrant visuals not only beautified the school but also served as learning aids, reinforcing classroom lessons through contextual imagery. Mr. Rangan shared that such initiatives have motivated tribal students to attend school more regularly and participate actively in classroom learning. The project also strengthened the bond between the school and the tribal community, showing how culturally responsive education can create a sense of belonging and reduce alienation among marginalized learners.



Mr. Rangan R.,LPSA, Govt. LPS, Agali

The third presentation was by **Mr. Satheesan V.P., HM, Govt. High School, Kallar, Vattiyar**, who detailed the SAJJAM Complete Digitization Programme. He began by explaining how digital transformation became essential during the COVID-19 pandemic and

how his team took bold steps to ensure digital inclusion for all students. He proudly shared that the Meppayur Panchayat in Kerala became the first panchayat to provide free Wi-Fi access to students, ensuring that no child was left behind in online learning. Teachers were trained to conduct engaging online sessions, and the school established "Digital Device Clinics" to repair or recycle gadgets for students in need. These steps reflected not just technological progress but also deep empathy for children from economically weaker backgrounds. Mr. Sathesan highlighted the challenges they faced, such as connectivity issues, lack of devices, and initial teacher hesitation, but explained how these hurdles were systematically overcome through cooperation between teachers, parents, and local authorities. The initiative not only sustained learning during lockdowns but also enhanced digital literacy among students and teachers. His presentation underscored the power of innovation and resilience in times of crisis.



Mr. Satheesan V.P., HM, Govt. High School, Kallar, Vattiyar

The fourth presentation was made by **Ms. Chithra M.K.,HM, GHSS, Kalliot**, who presented on the theme "Beyond the Classroom - A Ray of Hope and Care in Every Child." Her talk captured the spirit of holistic education and the belief that emotional well-being and care are as vital as academics. She narrated the inspiring story of Kalliot School's transformation - how infrastructure was upgraded and how leadership guided the institution with empathy and vision rooted in equity, diversity, and inclusion. She discussed innovative efforts such as creating



Ms. Chithra M.K., HM, GHSS, Kalliot

kitchen gardens, p lay areas, and student-friendly learning spaces, all of which contributed to a nurturing school environment. However, Ms. Chithra also acknowledged ongoing challenges, including poor road access, insufficient toilet facilities, and dilapidated primary classrooms. Many students came from economically disadvantaged backgrounds and struggled with attendance and uniform shortages. In response, the school conducted surveys among these children and presented their findings to the district collector to secure immediate support. She highlighted how the Parent-Teacher Association (PTA) and the Alumni Association worked hand in hand to supply basic materials, renovate facilities, and provide emotional support to students in need. Her presentation beautifully portrayed a school that truly sees every child as a promise and invests in their total well-being.

The final presentation of the session was delivered by **Ms. Nisha Devasia, HM, SALP School, Thariod, Wayanad**. Her talk centered on reducing dropout rates and promoting student engagement in a rural, hilly region. She began by explaining the difficulties faced in ensuring consistent attendance and enrollment, and how the school tackled these issues through creative and community-dri ven interventions. Monthly awareness meetings were conducted to highlight the importance of regular schooling, with the involvement of parents, local leaders, and teachers. During one such initiative, they realized that the region was rich in herbal plants, which inspired them to connect learning with nature. The school introduced storytelling walls and eco-learning corners where children expressed creativity through drawing, storytelling, and caring for plants. Ms. Nisha described how their school adopted a "Bag-Free" model, becoming Kerala's first bag-free school. Instead of traditional long morning assemblies, students spent that time watering plants and working in the school's green spaces. They used only one notebook, encouraging minimalism, organization, and a sense of responsibility toward nature. These innovative methods significantly improved attendance and participation while nurturing a love for learning. She concluded with a



Ms. Nisha Devasia, HM, SALP School, Thariod, Wayanad

powerful message that education is not confined to textbooks - it is a living experience that must touch the heart, mind, and soul of every child.

Concluding Session of Technical Session 2 Chaired by Dr. Vanaja Akula

In concluding the session, Dr. Vanaja Akula expressed sincere appreciation for the valuable contributions, reflections, and discussions shared by all participants. She noted that each presentation demonstrated a deep sense of commitment toward improving school practices and aligning them with the vision of the National Education Policy (NEP) 2020. Emphasising the policy's core principle of inclusivity, she reiterated that schools must evolve as vibrant learning communities that integrate the participation of parents, teachers, students, and the local community. She highlighted that education is not confined to classrooms alone; it extends into the community, and the success of NEP 2020 depends greatly on how effectively this community partnership is implemented at the ground level.

She further emphasised the importance of innovation and adaptability in school practices, particularly in addressing challenges related to digital learning, equitable access, and student engagement. The creative use of local media platforms, the sharing of learning materials through simple technologic al tools, and the continuous communication between teachers and students were appreciated as practical examples of inclusive educational strategies. Reflecting on the discussions, she observed that issues such as delayed provision of basic resources, the diversity of student backgrounds, and the need for teacher preparedness are real challenges faced by schools. However, she encouraged educators to view these not as obstacles but as opportunities to strengthen their systems through collaboration, training, and shared learning.



Concluding Session

In her final note, she congratulated all school heads and teachers for their dedication and sustained efforts to uphold the principles of equality and equity within their institutions. She stressed that every child, irrespective of their background, deserves equal attention, care, and encouragement to progress in learning. She urged educational leaders to continue their mission of nurturing schools as inclusive, compassionate, and equitable spaces where every learner can thrive. With this inspiring message, she concluded the session, reminding everyone that true educational progress is achieved when no child is left behind and when the values of empathy, inclusion, and excellence guide every action within the school community.

TECHNICAL SESSION : 3

TIME : 03:30 PM - 05:00 PM

Chaired by : Ms. Nisha P., Senior Lecturer, DIET, Malappuram

The Inter-SLA Regional Seminar of South Indian States on School Leadership was held under the theme "Leadership Pathways for School Improvement." Technical Session 3 was chaired by **Ms. Nisha P., Senior Lecturer, DIET, Malappuram**, who guided the proceedings with academic precision and professional insight. Ms. Nisha, known for her contributions to innovative educational interventions at the grassroots level, had also been an active researcher and a member of various national resource groups under NCERT, CIIL, and RIE, besides serving as an expert member of the State School Textbook Committee.

The first case study presentation was delivered by **Mr. Rajendran T.M., Principal, GHSS, Sreekandapuram, Kannur**, Kerala, under the theme "Leadership Pathways for School Improvement." GHSS, Sreekandapuram offered courses in Science (01), Humanities (10 and 34), and Commerce (39), accommodating 780 students across 12 classes. Mr. Rajendran detailed the key strategies adopted by the school, which included a review and analysis of the present situation, the introduction of effective remedial teaching, and the strengthening of the teacher - parent - student relationship to create a collaborative and supportive learning environment. Special attention was given to backward students through individualised support mechanisms, while attendance and pun ctuality were closely monitored to ensure consistency and discipline. The school emphasised parent participation in class PTA meetings to encourage community involvement and transparency, and also undertook fund mobilization initiatives to improve facilities and resources. Alongside academic progress, Mr. Rajendran highlighted the school's commitment to holistic education through vibrant co-curricular and extra-curricular activities. The institution had achieved notable success as winners in the Sub-District School Youth Festival, runners-up in the Sub-



Mr. Rajendran T.M., Principal, GHSS, Sreekandapuram, Kannur

District School Sasthrothsavam, and showed continuous improvement in sports and games. Several student clubs and units such as the Music Club, Rover and Ranger Units, NSS Unit, Biodiversity Club, GK Club, Sauhruda Club, and Career Club were functioning actively to promote student leadership, creativity, and social responsibility. The presentation effectively illustrated how GHSS Sreekandapuram's leadership practices focused on inclusivity, collaboration, and innovation, thereby serving as a model for sustainable school improvement and aligning with the seminar's objective of developing effective leadership pathways in education.

The second case study was presented by **Mr. Shanavaz K.K., Subject Expert and Academic Head, Directorate of Education, U.T. of Lakshadweep**, focused on the educational initiatives and digital transformation undertaken by the Department of Education, Lakshadweep to ensure quality, inclusive, and future-ready learning. The Lakshadweep Islands, situated 220 - 440 km off the west coast of Kerala and Karnataka, comprise 36 islands, banks, and reefs with a land area of 32 sq. km, a lagoon area of 4,200 sq. km, and a population of 64,473 (as per the 2011 Census), of which 94.79% belong to Scheduled Tribes.



Mr. Shanavaz K.K., Subject Expert and Academic Head, Directorate of Education, U.T. of Lakshadweep

The Union Territory recorded an impressive literacy rate of 91.58% with no reported school dropouts, reflecting a strong educational foundation. Administratively, the education system functions under the Hon'ble Administrator, supported by the Principal Secretary/Advisor, Secretary (Education), Director of Education, and Education Officers at various levels. Several centrally sponsored schemes, such as PM POSHAN, SMSA, PM SHRI, and ULLAS have been effectively implemented to enhance educational quality and student welfare. The department also launched community-based initiatives, including Praveshnolsav and the distribution of school kits, parent-teacher meetings, and birthday celebrations for students, fostering emotional well-being and school connectedness. A key innovation, the Reading for Ensuring Learning Outcomes (RELO) programme, was introduced in alignment with NEP 2020 and the NIPUN

Bharat Mission to strengthen foundational literacy. Under RELO, students were provided access to The Hindu in School Weekender and The Young World from January to March 2023, aiming to cultivate a reading habit through a print-rich environment and joyful learning experiences. In addition to literacy initiatives, the Department of Education undertook remarkable strides in digital transformation, making Lakshadweep the first Union Territory in India to convert all classrooms into smart classrooms. Primary classes (I - V) were equipped with smart TVs, and classes VI - XII were provided with smart panels connected to the internet. Furthermore, all postgraduate teachers and school heads received computer tablets, while science students in higher education institutions were given laptops. Systems such as VSK (Virtual Smart Knowledge) and FRS (Facial Recognition System) were implemented for improved monitoring and engagement. These initiatives collectively reflect Lakshadweep's commitment to merging traditional values with modern technology, ensuring equitable access, joyful learning, and holistic development for every child in the islands.

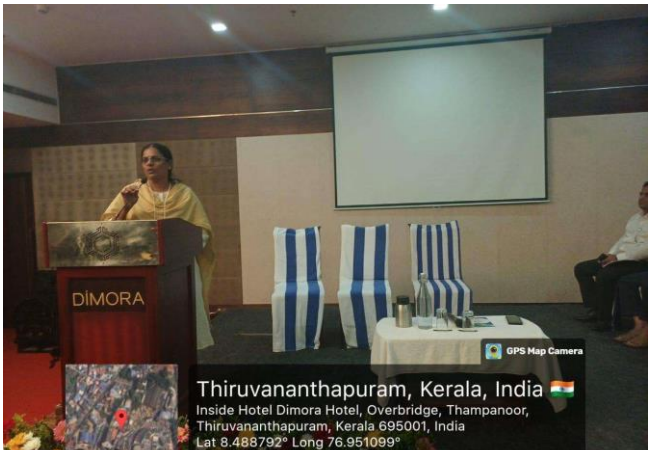
The third case study was presented by **Mr. Ravindra Reddy Mula, Headmaster of TSNR ZPHS Boys, Bibipet, Telangana**, titled "School Best Practices: The Impact of Home Visits on Academic Growth," highlighted how strong leadership and community collaboration transformed the school's learning culture. The institution, equipped with 30 well-built rooms, computer and science labs, a large conference hall, administrative office, mineral water plant, and a 5 KV solar plant, served around 600 students across six sections under the guidance of 26 teachers and 4 instructors. With modern infrastructure, dedicated staff, and philanthropic support as its strengths, the school also faced challenges like post-COVID behavioral issues, irregular attendance, lack of parental control, and excessive mobile usage. Situated in a rural and cooperative community dependent mainly on agriculture and daily-wage labor, parents had limited educational resources and relied heavily on teachers for guidance. Recognizing this, the headmaster initiated a year-long intervention of home visits for each student, especially in Class 10, where he and his team personally visited families, discussed



Mr. Ravindra Reddy Mula, Headmaster of TSNR ZPHS Boys, Bibipet, Telangana

students' habits, discipline, and learning concerns, and suggested specific parental actions while introducing student diaries for daily monitoring. Despite initial hesitancy and difficulties in maintaining regular visits, consistent personal engagement and follow-up brought remarkable results, including improved attendance, punctuality, discipline, and academic performance - 142 out of 143 students passed the SSC examination, 8 scored above 550 marks, 48 scored above 500 marks, and 8 gained admission to IIITs. The headmaster led by example through personal visits, ICT-based data tracking, and motivational talks while fostering a collaborative culture among teachers and students. Teachers adopted SSC students for personalized mentoring, provided wake-up calls, and monitored progress closely. The turning point emerged when it was realized that most behavioral and academic issues stemmed from the home environment rather than the classroom. Through home visits, trust and accountability developed among parents and students, affirming the school's guiding mantra: "Reform through relationship - when school reaches home, learning reaches heart." In addition to home visits, the school implemented several innovative best practices including Robotics in Academics in collaboration with Soham Academy of Human Excellence involving 21 hands-on activities using sensors and motors, Raspberry Pi Digital Lab, digital teaching-learning integration, innovative complex meetings, FRS-based digital attendance, automated bonafide certificate printing using Excel, and digital substitution arrangements, positioning TSNR ZPHS Boys Bibipet as a model of progressive, community-driven educational excellence.

The fourth case study presentation was made by **Ms. Jaya V.P., HM, Govt. High School, Chirakkara, Kollam, Kerala**, on the theme "Empowering Learning through Vijnanakiranam Worksheet." Established in 1948, GHS, Chirakkara served around 850 students from pre-primary to Standard 10, focusing on acad emic excellence, character formation, and holistic development. The institution, deeply rooted in values of discipline, resilience, and community support, faced challenges such as limited infrastructure and the absence of a

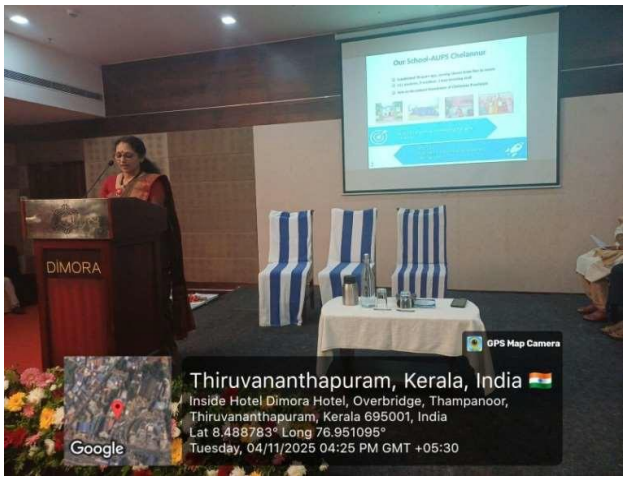


Ms. Jaya V.P.,HM, Govt. High School, Chirakkara, Kollam, Kerala

higher secondary section. Situated in a semi-urban and socio-economically diverse area, the school catered to families engaged in agriculture, small businesses, and daily-wage work, where education and social responsibility were highly valued but many learners required inclusive and sustained support. Ms. Jaya identified academic backwardness and low self-confidence, particularly in English, Mathematics, and Science, as the major problem areas resulting from a lack of individualized attention and student engagement. To address these concerns, the school launched the Vajrathilakam Project in 2023, inaugurated by the Hon'ble Education Minister Sri V. Sivankutty, with the mission of ensuring "No child left behind." The initiative emphasized identifying weak learners and providing equitable, personalized academic support through collaborative teacher efforts. The hallmark of this effort was the Vijnanakiranam Workbook, an integrated, activity-based learning tool designed for all major subjects to facilitate student profiling, progress tracking, motivation, and peer learning. The project, symbolizing "Rays of Knowledge," was implemented through 1 - 2 years of consistent effort, including baseline testing, worksheet design, monthly assessments, parental involvement, and continuous teacher mentoring. The outcomes were remarkable - the school achieved a 100% SSLC pass rate with 34 students scoring full A+, top ranks in LSS and USS exams, and accolades for its SPC unit at district and state levels. Students also excelled in sports, winning state medals in boxing and athletics, and the school's inclusive education model provided exceptional support through dedicated resource teachers and assistance for children with special needs. Beyond academics, the school promoted holistic growth through a vibrant house system, arts and sports programmes such as drama, music, boxing, Kalarippayattu, and Chenda Melam, and eco-initiatives including an Eco Club and Biodiversity Park featuring QR-coded trees, organic farming, and sustainability practices. The theory of change highlighted the power of collaboration among teachers, PTA, SMC, and the local community, guided by the mantra "Personalized attention + Discipline + Inclusion." Ms. Jaya concluded that consistent remedial support and creative pedagogy can effectively bridge learning gaps, embodying the belief that "All children can learn, just not on the same day or in the same way" (George Ewart Evans).

The fifth case study presentation was delivered by **Ms. Sunanda O., Headmistress, A.U.P. School, Chelannur, Kozhikode**, under the theme "A School in Tune with the Future." Established nearly 78 years ago, A.U.P. School, Chelannur served as a cultural and educational foundation of the local panchayat, catering to 111 students in classes five to seven, with the support of nine teachers and one non-teaching staff. Guided by a vision to

ensure school activities that uphold the rights of students and a mission centered on the 3Ps Framework - Provision, Protection, and Participation, the institution worked toward holistic education, safety, and student involvement. Under Provision, the school achieved remarkable academic success through the U.S.S. scholarships, Inspire Awards, and recognition in IT, Social Science, Mathematics, and Arts fairs. The well-organized library and reading programs fostered a culture of learning, with over 30 students honored annually as best readers, farmers, organizers, and subject toppers. Students showcased creativity through artistic ventures such as the short film “Anchurupa,” which won an award for best camera work, and their participation in media programs including Kochu TV and All India Radio’s Pookkuda. In sports, the school earned multiple victories at the panchayat and inter-school levels.

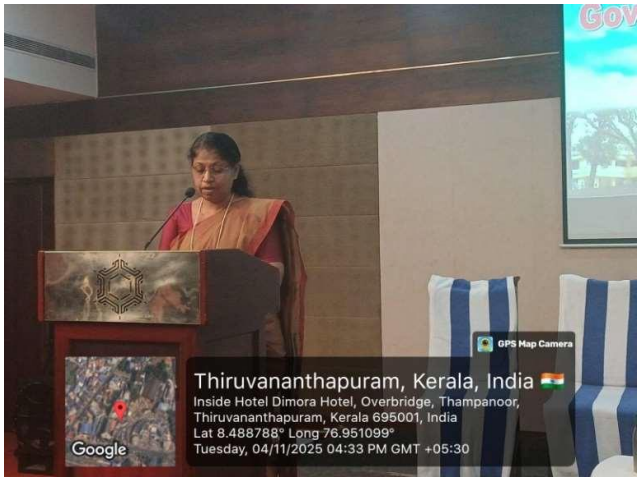


Ms. Sunanda O., Headmistress, A.U.P. School, Chelannur, Kozhikode

Significant infrastructure improvements were also achieved under the Provision domain - the school courtyard and floors were tiled, green spaces beautified with plants, and classrooms furnished with modern seating through contributions from the alumni, PTA, and management committee. The semi-turf playground, developed during the Platinum Jubilee, and the nutritious mid-day meals often including sadhya and payasam prepared with vegetables grown by students reflected the school’s commitment to physical well-being and self-sufficiency. Under Protection, the school ensured a safe and supportive environment through anti-drug campaigns, street plays, and the operation of a vigilance committee. A long-standing complaint box system encouraged open communication, while collaboration with the police, panchayat, and transport department strengthened safety protocols. In the domain of Participation, the school empowered students through an active School Parliament, involving them in decisions related to academics, administration, mid-day meals, and co-curricular planning. Students’ voices were valued in every aspect of school governance, fostering democratic engagement and leadership skills. Under Ms. Sunanda’s visionary leadership, school activities were organized through the integration of academics, administration, and community participation, preparing learners to nav igate the demands of the AI-driven and rapidly changing global era. The collective effort of teachers, parents,

alumni, and students ensured that A.U.P. School Chelannur continued to stand as a model of inclusive excellence, progressive leadership, and child-centered education.

The sixth case study was presented by **Ms. Anu Susan Varughese, Headmistress, GHSS, Ala, Chengannur**, Alappuzha District under the Mavelikara Educational District and Chengannur Sub-district. Established in 1898, GHSS Ala stood as one of the oldest educational institutions in the region, currently functioning with 10 teaching staff, 7 non-teaching staff, and 59 students. The school implemented several innovative initiatives aimed at enhancing students' reading, writing, listening, and comprehension skills, emphasizing language proficiency as a foundation for holistic learning. Under the initiative titled "Restoration of Letters," students engaged in copy writing, dictation exercises, diary writing, and the Helping Hand Programme, which encouraged peer learning and mutual support. The school also promoted language-based club activities and Vakkpayattu (word games) to improve vocabulary and linguistic confidence. For developing reading skills, programs such as Aksharathanal, Library enrichment activities, and Ezhuthupetti (Writing Box) were introduced to cultivate a sustained interest in reading and writing among students. These combined efforts led to notable academic achievements and commendable performances in Sasthrolsavam, reflecting the institution's dedication to fostering creativity and literary competence. Beyond academics, the enhanced reading culture influenced students' social awareness and sense of responsibility, reinforcing the school's mission to shape literate, empathetic, and socially committed learners.



Ms. Anu Susan Varughese,
Headmistress, GHSS, Ala, Chengannur

Concluding Session of Technical Session 3 Chaired by Smt. Nisha P.

After the presentation, the session chair, Smt. Nisha P. appreciated all the presenters for showcasing their innovative best practices in school leadership and classroom improvement. Following her remarks, she initiated an interactive discussion by posing specific questions to each presenter. She first asked Sri. Rajendran T.M., GHSS, Sreekandapuram, Kannur, about

how he managed the triad relationship between students, teachers, and parents, to which he responded that it was effectively handled with the support of a psychotherapist. The chair then questioned Sri. Shanavaz K.K., Directorate of Education, UT of Lakshadweep, regarding the empowering activities for teachers, and he explained that all teachers in their institution underwent professional development programmes, including training from the British Council, artificial intelligence training, and robotic training facilitated by KITE. Moving forward, she asked Sri. Ravinder Reddy Mula, ZPHS Bibipet, how he motivated teachers to accompany him on home visits to students. He replied that although it was initially challenging, after six months other teachers willingly joined the initiative. The chair then inquired Smt. Jaya V.P., GHS, Chirakkara, about the development of the workbook Vijnakiranam, to which she explained that it was specifically designed for students with difficulties in reading and writing, and the intervention led to notable improvement in their academic performance. Subsequently, Smt. Sunantha O., AUP School, Chelannur, was asked about the integration of the Provision, Protection, Participation (PPP) model and to provide an example of a student who benefited from such activities; she shared the case of a sixth-



Concluding Session

standard student with an intellectual disability who showed remarkable progress after receiving activity-based training. Finally, the chair asked Smt. Anu Susan Varughese, HM, GHSS, Ala, Chengannur, how copywriting and dictation activities enhanced students' learning outcomes. She responded that these practices significantly improved students' reading and writing proficiency across three languages. After the interactive session, an open discussion followed, during which participants of the Inter-SLA Regional Seminar of South Indian States on School Leadership actively engaged with the presenters, sharing reflections and queries on their best practices. The session concluded with a group photo session, marking the successful completion of an insightful and collaborative academic exchange.



THEMATIC SESSION : 1

Date and Time : November 5, 2025 & 9:00 AM - 10:15 AM

Theme: *Leadership and Governance for Improving Student Learning*

The Thematic Session : I of the Inter-SLA Regional Seminar of South Indian States on School Leadership was convened under the theme "Leadership and Governance for Improving Student Learning." The session was reviewed by a distinguished panel of three experts: Dr. Annie Feba Varghese, Dr. Rahul V. R., and Dr. Jayapraveen J.

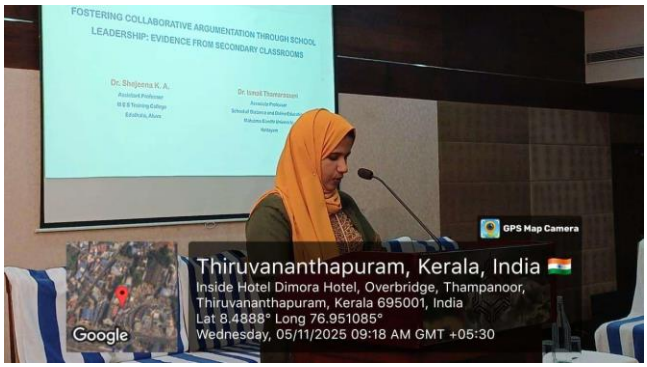
Dr. Annie Feba Varghese is currently working as a Research Associate at the Department of Education, University of Kerala. She possesses extensive expertise in educational research and innovative teaching methodologies. A recipient of the ICSSR Fellowship by the Government of India and the Aspire Scholarship by the Government of Kerala, she has contributed significantly to educational research, including the development of an Energy Literacy Scale for elementary school students and a MOOC Module for SWAYAM. Her scholarly work focuses on STEM education and energy literacy. She also serves as a SPARC Fellow at Clarkson University, USA, for her postdoctoral studies.

Dr. Rahul V. R. Is an Assistant Professor at the Government College of Teacher Education, Thycaud, Thiruvananthapuram, and a core group member of the School Leadership Academy, Kerala. He holds an M.A. in Psychology, an M.Ed., and an M.B.A. in Education Management, and earned his Ph.D. from the University of Kerala. With over 21 years of continuous experience in teacher education, Dr. Rahul brings deep expertise in educational leadership and management, enriching the session's academic discussions.

Dr. Jayapraveen J. Serves as an Assistant Professor at NSS Training College, Pandalam, specializing in Institutional Research Culture and Quality of Work Life. He is a recipient of the ICSSR Fellowship (Government of India) and the Aspire Scholarship (Government of Kerala). His research excellence has been recognized with the Best National Dissertation Award (2023) by AIRO and a Silver Medal for his Master's in Education. Dr. Jayapraveen was also selected by the Kerala University Business Innovation and Incubation Centre (KUBIIC) for its start-up initiative in 2021. His research tools have been adopted by Grambling State University, USA, and he has collaborated with Ohio University on joint projects. He has published extensively in reputed international journals, including those by

Taylor & Francis and Routledge. The session explored how educational leadership and governance practices can effectively transform classroom processes, enhance learner autonomy, and improve academic outcomes. The presentations reflected diverse perspectives, combining empirical research, pedagogical innovations, and governance models drawn from the Kerala context.

The first paper titled "Fostering Collaborative Argumentation through School Leadership: Evidence from Secondary Classrooms" was presented by **Dr. Shejeena K. A., Assistant Professor, MES Training College, Edathala, Aluva**. The study, grounded in Vygotsky's sociocultural theory, examined the impact of pedagogical leadership through collaborative argumentation on higher secondary students' chemistry learning. Using an experimental design and the Collaborative Argumentation Scale (CAS), the researchers demonstrated that students in the experimental group significantly outperformed those in the control group in reasoning and debate skills. The findings highlighted that dialogic and leadership-oriented pedagogy enhances conceptual learning and student engagement in science classrooms, suggesting the importance of integrating collaborative discourse into everyday instruction.



Dr. Shejeena K. A., Assistant Professor, MES Training College, Edathala, Aluva

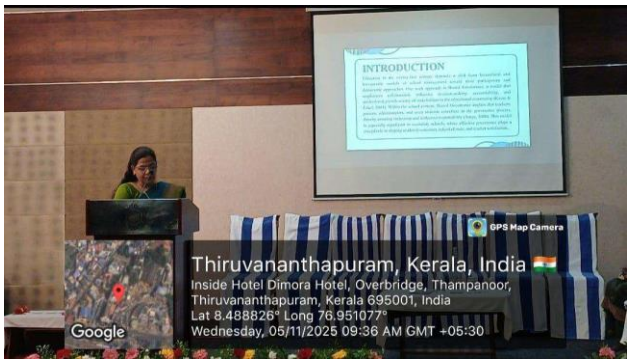
The second paper, "Learner Autonomy as a Predictor of Leadership Competencies among Adolescents," was presented by **Ms. Naseeha Nazeer**, Senior Research Fellow, **School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam.** The study emphasized that developing learner autonomy directly contributes to leadership competencies such as communication, accountability, and



Ms. Naseeha Nazeer Senior Research Fellow, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam

decision-making. Drawing from Self-Determination Theory (Deci & Ryan, 2000), the research employed a correlational design with 236 secondary students in Ernakulam district. The results revealed that students with higher autonomy demonstrated stronger leadership traits, affirming that fostering independence and self-regulation in learning environments prepares adolescents for responsible and effective leadership. The study aligns with the NEP 2020 and NCFSE 2023 frameworks that advocate learner-centered and competency-based education.

The third presentation, "The Role of Headmasters in Implementing Shared Governance in Secondary Schools of Kerala," was delivered by **Ms. Resmi T.L., Research Scholar, University of Kerala**. The paper examined the extent to which Headmasters practice shared governance in Kerala's secondary schools. Based on responses from 100 Headmasters, the study revealed that the majority demonstrated moderate engagement across five dimensions - Professional Growth, Leadership, Collaboration, Accountability, and Decision-Making, while only a small proportion displayed high levels of involvement. Decision-making and leadership emerged as the weakest areas, indicating limited participatory practices in school administration. The authors emphasized the importance of capacity building and leadership training to strengthen shared governance and promote democratic, collaborative school cultures that can improve institutional performance.



Ms. Resmi T.L.
Research Scholar, University of Kerala

The fourth paper, "Assessing Mathematical Self-Confidence through Metaphorical Reasoning: Insights for Transformative Pedagogical Leadership in Higher Secondary Education," was presented by **Ms. Bindu G. M., Research Scholar (Part-Time) Research Centre in**



Ms. Bindu G. M., Research Scholar

Education, University of Calicut. The study investigated the self-confidence levels of higher secondary students in mathematics using a unique combination of quantitative analysis and metaphorical reasoning. Students with low confidence expressed negative metaphors such as “an empty vase” or “a closed gate,” while highly confident learners used empowering metaphors like “a ladder” or “a garden.” The findings indicated that students’ emotional perceptions are deeply influenced by classroom leadership and pedagogical climate. The study recommended empathetic and student-centered teaching strategies as a part of pedagogical leadership to enhance self-efficacy, resilience, and meaningful engagement in mathematics learning.

The fifth paper, “Reflective Leadership in Action: Investigating Transformative Pedagogy in Mathematics Education,” was presented by **Kunjumol P.X., Research Scholar**, St. Thomas College of Teacher Education, Pala, Kottayam. This study examined the impact of reflective leadership on transformative pedagogy among mathematics teachers in Kerala. Drawing upon the theoretical frameworks of Farrell (2016), Korthagen (2017), and Freire (1970), the study employed a descriptive-correlational design with 100 participants. Using the Reflective Leadership Scale (RLS) and the Transformative Pedagogy Perception Scale (TPPS), results revealed a strong positive relationship ($\beta = 0.68$, $p < 0.001$) between reflective leadership and students’ perception of transformative pedagogy. The findings indicated that reflective practice not only enhances teachers’ instructional innovation and ethical responsiveness but also leads to more inclusive and inquiry-driven classrooms.



Kunjumol P.X., Research Scholar

Concluding Session of Thematic Session 1

Following the presentations, an interactive discussion was held, during which the panel of experts and participants reflected on the implications of the studies for improving student learning through effective leadership and governance. The discussion session was led by Dr. Rahul V. R., who provided insightful academic feedback on the five paper presentations under Theme I. His remarks emphasized the importance of aligning research findings with

practical strategies for enhancing leadership competencies, governance models, and classroom innovations.In his reflection on the presentation by Mrs. Resmi T. L., Dr. Rahul inquired about the methods used to analyse leadership competencies within the school community and sought clarification on the concept of shared governance. In response, Mrs. Resmi elaborated on the assessment techniques and the specific tools employed in her study to evaluate dimensions of leadership, including collaboration, accountability, and participatory decision-making.

Addressing the presentation by Mrs. Bindu G.M., Dr. Jayapraveen questioned the distinction between mathematical self-efficacy and self-confidence and further asked how the study analysed students' anxiety in learning mathematics. Mrs. Bindu explained the use of metaphorical reasoning and self-report scales to capture students' emotional and cognitive perceptions, emphasizing the need for empathetic leadership to mitigate mathematics-related anxiety.Regarding the fifth presentation by Mrs. Kunjumol P. X., Dr. Annie Feba Varghese sought clarification on the practical possibilities of fostering reflective leadership in action within mathematics classrooms. Mrs. Kunjumol highlighted that reflective leadership can be cultivated through continuous professional development, self-assessment practices, and collegial dialogue among teachers.



Panel and Paper Presenters of Thematic Session 1

The discussion underscored that educational leadership extends beyond administrative efficiency to encompass pedagogical, emotional, and reflective dimensions of teaching and learning. The panel emphasized the necessity of autonomy-supportive classrooms, shared governance frameworks, and reflective teacher education programmes for building leadership

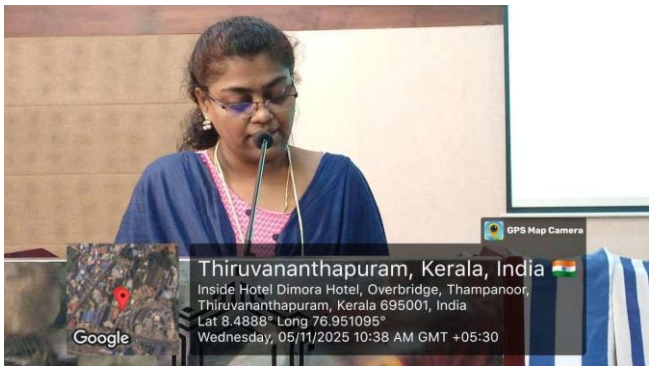
capacity across school systems.The audience actively participated in the reflective dialogue, posing relevant and thought-provoking questions that enriched the session's academic value. One participant inquired of Mrs. Bindu G. M. How metaphorical reasoning aligns with mathematical self-confidence and contributes to emotional engagement in learning. Another participant addressed Mrs. Naseeha Nazeer, seeking clarification on the measurement of learner autonomy and its core components, such as goal setting, self-regulation, and strategic learning behaviour.

THEMATIC SESSION : 2

Time : 10:35 AM - 11:15 AM

Theme : ***Technology In Educational Policy, Administration & Management***

The Thematic Session : II of the Inter-SLA Regional Seminar of South Indian States on School Leadership was convened under the theme "Technology in Educational Policy, Administration & Management". The session was reviewed by the panel of 3 experts, Dr. Annie Feba Varghese, Dr. Rahul V.R., Dr. Jayapraveen J. The session explored how educational leadership and governance practices can effectively transform classroom processes, enhance learner autonomy, and improve academic outcomes.



Mrs. Sanila Manoj, Research Scholar, Mar Theophilus Training College

The first paper titled "A Study on the Teachers' Attitude Towards AI Tools and Their Relevance to Educational Policy, Administration and Management" by **Mrs. Sanila Manoj, Research Scholar, Mar Theophilus Training College, Nalanchira, Thiruvananthapuram, Kerala** explored the growing significance of Artificial Intelligence (AI) in reshaping educational systems and the crucial role teachers play in its successful integration. Employing a descriptive survey method, the study analyzed teachers' perceptions of AI across dimensions such as usefulness, ease of use, professional development, policy support, and existing barriers. Findings revealed that teachers generally hold a moderately positive attitude toward AI, recognizing its potential to enhance learning and instructional efficiency. However, challenges such as inadequate infrastructure, insufficient training, ethical concerns, and job security fears were identified as key impediments. The study emphasized that while teacher receptivity is essential, effective AI implementation demands systemic policy alignment, administrative support, and participatory management. The presentation concluded that empowering teachers through targeted training, infrastructure development, and inclusive policy-making is vital for sustainable AI integration in education.

The second paper titled “A Comparative Study of Understanding Blended Learning Digital Competences Among Higher Secondary Teachers in English: A Post-Digital Education Scenario” by **Ms. Rehna Mol R., Research Officer at SCERT-Kerala**, examined the digital competencies of higher secondary English teachers in the context of blended learning and post-digital education. Using both qualitative and quantitative methods, data were collected from 80 teachers to analyze their understanding based on the iNACOL Blended Learning Teacher Competency Framework, which includes dimensions such as mindset, qualities, adaptive skills, and technical skills. The study found that while teachers generally exhibited a high level of digital competence, their understanding remained uneven across the different components of the framework. Many teachers demonstrated strong adaptation to blended learning, particularly during the COVID-19 period, yet gaps persisted in comprehensive digital awareness and balanced skill development. The paper emphasized the importance of continuous professional development and evolving frameworks to strengthen teachers’ digital literacy. It also highlighted implications for policymakers and educators in enhancing digital competence, especially in language education, to ensure effective and equitable integration of technology in the post-digital learning environment.



Ms. Rehna Mol R., Research Officer at SCERT-Kerala

The third paper titled “Navigating Contemporary Research Practices in the Digital Media Era: Implications for Educational Inquiry” by **Ms. Neenum Dittu, Research Scholar, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala** examined the transformative impact of digital media on modern research methodologies and educational practices. The authors highlighted how digital tools from algorithmic search engines to AI-assisted analysis have redefined the way



Ms. Neenum Dittu, Research Scholar

knowledge is accessed, constructed, and shared, marking a shift from traditional to dynamic, multimodal, and collaborative forms of inquiry. Grounded in constructivist and student-centered learning theories, the study proposed a structured framework encompassing four dimensions: Access and Discovery, Analysis and Interpretation, Collaboration and Dissemination, and Ethics and Epistemology. The findings underscored that digital literacy, ethical awareness, and reflective engagement are now essential competencies for educators and researchers. The paper emphasized the need to integrate digital research skills into teacher education and curriculum design, encouraging critical and responsible use of digital tools. Ultimately, it positioned digital media as a catalyst for evolving research paradigms promoting inclusivity, adaptability, and innovation within educational inquiry in the 21st-century digital landscape.

Concluding Session of Thematic Session 2

The reflection session was led by Dr. Rahul V. R., who provided insightful academic feedback on the three paper presentations under Theme III. Reflecting on the presentation by Mrs. Sanila Manoj, Dr. Rahul V.R. inquired about the method adopted for assessing teachers' attitude change towards AI tools and how these attitudinal shifts influenced educational management and administration. In response, Mrs. Sanila elaborated on the assessment techniques and the specific tools employed in the study to measure attitudinal variations. Moving to the second presentation by Ms. Rehna, Dr. Rahul questioned the adequacy of using a questionnaire to evaluate teachers' digital competencies in blended learning contexts. He suggested that a performance-based assessment tool might yield more valid insights into practical competencies. Regarding the third presentation by Ms. Neenum Dittu, Dr. Rahul



Panel and Paper Presenters of Thematic Session 2

sought clarification on the conceptual distinction between the ethical and epistemological dimensions employed in the study's framework, prompting a reflective discussion on the theoretical underpinnings of digital research methodologies.

The audience actively participated in the reflective dialogue, posing relevant and thought-provoking questions. A participant queried Mrs. Sanila Manoj about the specific AI tools utilized in her data collection process, while another question directed to Ms. Rehna Mol R. focused on the characterization criteria of the term "Post-Digital Education." It was further suggested that the title of her paper could be reframed for greater clarity and academic relevance. The session concluded with an expression of gratitude to the presenters and discussants, acknowledging their scholarly contributions and the rich academic exchange that ensured.

THEMATIC SESSION : 3

Time : 11:15 AM - 12:15 PM

Theme: ***Leadership for Equity, Diversity, Gender Inclusivity and Inclusion***

The Thematic Session III centered on the theme "Leadership for Equity, Diversity, Gender Inclusivity, and Inclusion." The session brought together insightful presentations and discussions that explored how inclusive leadership can transform educational spaces into environments that value diversity, promote gender equity, and ensure equal opportunities for all learners. The presenters Dr. Sreevidya Nair N.(Assistant Professor, NSS Training College, Ottapalam), Nisha P.(Senior Lecturer, Educational Technology & Material Development, DIET Malappuram, Tirur), Syama M. Mohanan and Sibu G. Netto(School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam), and Gopika Krishnan and Dr. Muhammed K. V. (School of Pedagogical Sciences, Mahatma Gandhi University) shared their research findings and practical insights on fostering inclusive educational leadership. The session was thoughtfully reviewed by the panel comprising Dr. Rahul V.R., Dr. Divya C Senan, and Dr. Annie Feba Varghese, who provided valuable feedback and reflections, making the session both engaging and intellectually enriching.

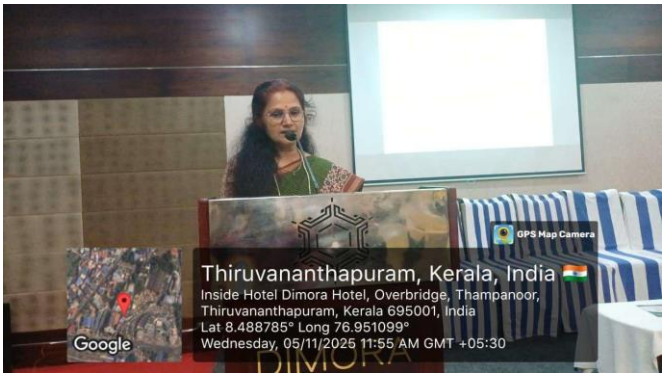
The session on "Leadership for Gender Inclusivity in Schools: Evidence from Kerala" by **Dr. Sreevidya Nair N**., **Assistant Professor, NSS Training College, Ottapalam, Malappuram** highlighted how effective leadership can create equitable and inclusive school environments. Focusing on Kerala's strong educational context, the study found that women officers and school leaders play a key role in promoting gender equality despite challenges like bias, role conflict and limited decision making power. Using surveys and interviews in Thrissur, Palakkad and Malappuram, the research showed that schools with leaders who model fairness, implement inclusive policies and provide gender supportive facilities ensure greater student safety, belonging and participation. Dr. Sreevidya explained that gender inclusivity in



Dr. Sreevidya Nair N., Assistant Professor, NSS Training College, Ottapalam, Malappuram

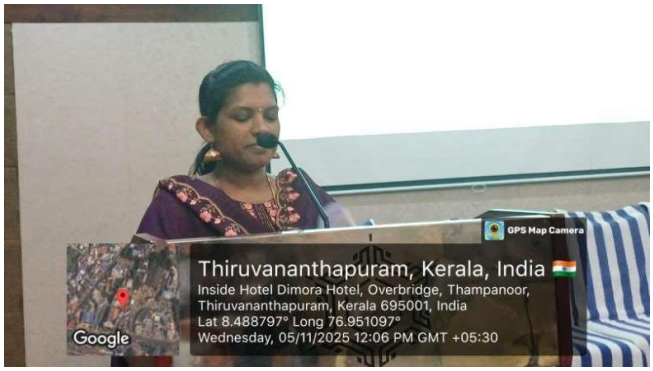
schools depends on everyday practices, leadership attitude and collaboration among teachers and students. She pointed out that investing in teacher training and gender awareness programs can build a more respectful and inclusive school culture. The session emphasized that genuine leadership goes beyond administrative duties and involves moral commitment to equality and justice. Dr. Sreevidya concluded that when school leaders promote equality, support teachers and foster respect, schools become empowering spaces where all learners can thrive and contribute to a fair society.

The session led by **Ms. Nisha P., Senior Lecturer at DIET Malappuram**, on "Effectiveness of Educational Administration: A Study on the Role of Female Educational Officers in Kerala" provided valuable insights into the contributions and challenges of women in educational leadership. Kerala, known for its high literacy and strong schooling system, owes much of its success to effective educational administration, where women play a key role. Based on a survey of 130 respondents, the study revealed that female educational officers contribute significantly to school management, curriculum planning, teacher development, and the implementation of gender-sensitive initiatives such as gender-neutral uniforms and menstrual hygiene programs. However, despite their professional commitment, women leaders continue to face barriers such as workload stress, limited access to leadership training, lack of institutional support, frequent transfers, and family responsibilities that affect their work–life balance. Nisha pointed out that social expectations and gender biases often restrict women's advancement to higher administrative positions. The study recommended systematic capacity-building programs, equitable access to resources, and supportive workplace policies to strengthen women's leadership potential. Nisha concluded that empowering female educational officers would not only enhance their professional effectiveness but also improve school administration, student achievement, and institutional development, while promoting gender equality, inclusivity, and social progress in Kerala's education system.



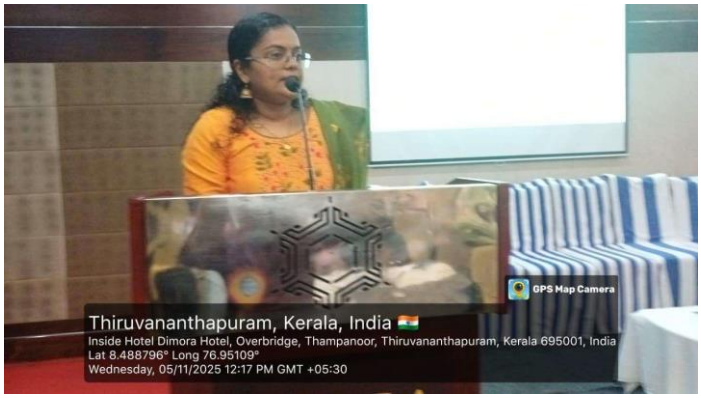
Ms. Nisha P., Senior Lecturer at DIET Malappuram

The session by **Ms. Syama M Mohanan, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala** on "Transformative School Leadership: Creating Spaces for Gender Equity" explored how school leadership can promote gender-equitable environments. Based on data from 212 secondary school students using the Multifactor Leadership Questionnaire (MLQ Form 6S), the study found moderate to high levels of transformational leadership, particularly in individualized consideration, inspirational motivation, and idealized influence, while intellectual stimulation scored the lowest. Transactional leadership was moderately present, and laissez-faire leadership was a concern due to its passive nature. No major gender differences were found in students' perceptions. Syama emphasized that transformational leadership, rooted in empathy, vision, and moral purpose, is vital for gender equity. She concluded that schools must actively challenge stereotypes, foster critical engagement, and ensure inclusive practices to create truly transformative and equitable learning spaces.



Ms. Syama M Mohanan, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam

The session conducted by **Ms. Gopika Krishnan, Research Scholar at the School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala** on "Impact of NCC, NSS and Scouts and Guides on Adolescent Leadership Competencies and Personality Traits among Adolescents in Kerala" highlighted how co-curricular leadership programmes significantly contribute to the holistic development of students. Using a Normative Survey Method among 119 adolescents from various districts, the study revealed that participants of NCC, NSS, and Scouts and Guides exhibited higher levels of leadership competencies, communication skills, decision-making ability, and personality



Ms. Gopika Krishnan, Research Scholar at the School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam

traits such as self-confidence, resilience, and adaptability compared to non-participants. Among the groups, NSS participants showed the strongest leadership and personality development, with a positive correlation found between leadership competencies and personality traits. Gopika emphasized that such programmes foster discipline, teamwork, and civic responsibility without hindering academic performance, and called for greater policy support, teacher training, and inclusive participation to integrate experiential learning and leadership development systematically within the school curriculum.

Concluding Session of Thematic Session 3

Dr. Rahul V. R. appreciated the relevance of Dr. Sreevidya Nair N.'s study on leadership for gender inclusivity and offered valuable suggestions. He asked about the method of data collection, the number of teachers involved, and the software used for data analysis. He also emphasized the need to clearly state the purpose and suggestions of the study to enhance its clarity and practical value. His feedback helped strengthen the research focus and methodological transparency. The review panel appreciated Nisha P. for the clarity, relevance, and organization of her study. They noted that while the study used the survey method, it was not mentioned in the abstract, and suggested including it to improve clarity and completeness. Overall, her work was commended for its academic and practical value.



Panel and Paper Presenters of Thematic Session 3

The review panel appreciated Syama M. Mohanan for her presentation and raised thought-provoking points for improvement. They asked her to provide two examples of transformative leaders to strengthen the conceptual understanding of her study. The panel also pointed out that she had directly used another researcher's tool (questionnaire) without

adequate adaptation or validation, emphasizing the importance of originality and contextual relevance in research instruments. The review panel appreciated Gopika Krishnan for her study and provided constructive feedback for improvement. They suggested revising the use of the term “impact of” in the title, advising her to consider the distinction between “impact” and “influence.” The panel also discussed the appropriateness of including control and experimental groups, since the study followed a survey method, and recommended better alignment between the research design and methodology.

THEMATIC SESSION : 4

Time : 12:15 PM - 01:15 PM

Theme : *Building a Culture of Innovation in a School*

The Thematic Session - IV of the Inter-SLA Regional Seminar of South Indian States on School Leadership on the theme “Building a Culture of Innovation in a School.” The session aimed to explore diverse perspectives on how innovation can be cultivated, sustained, and effectively integrated into the educational environment. The discussion emphasized the critical role of leadership, teacher attitudes, and student engagement in nurturing creativity and innovation in schools. The session was reviewed by the panel of 3 experts, Dr. Annie Feba Varghese, Dr. Rahul V.R., Dr. Jayapraveen J.

The first paper presented by **Ms. Nithya S.S., Mar Theophilus Training College, Thiruvananthapuram, Kerala.** The study titled “The role of leadership in Enhancing Entrepreneurial Skills in secondary school students”. This study investigated the relationship between Leadership and Entrepreneurial Skills among secondary school students in Kerala, using a sample of 350 students. The research highlighted that leadership is crucial for entrepreneurial development as it equips individuals with the ability to define a clear vision, take decisive action, and motivate others, promoting key skills like decision-making, risk management, creativity, and innovation. The study’s instruments included a Leadership Scale (40 statements across 6 components: Honesty & Integrity, Self-awareness, Vision, Courage, Communication skills, and Team Builder) and an Entrepreneurial Skill Test (45 items across 3 components: Creativity, Risk taking, and Financial Management). The major findings showed a significant positive correlation between leadership and entrepreneurial skills. Furthermore, the six components of leadership were found to be significant predictors of leadership development. Specifically, team-building ability, honesty and integrity, and courage emerged as the most influential predictors of leadership among the secondary school students. The study thus concluded that there is a strong link between leadership and entrepreneurial abilities.



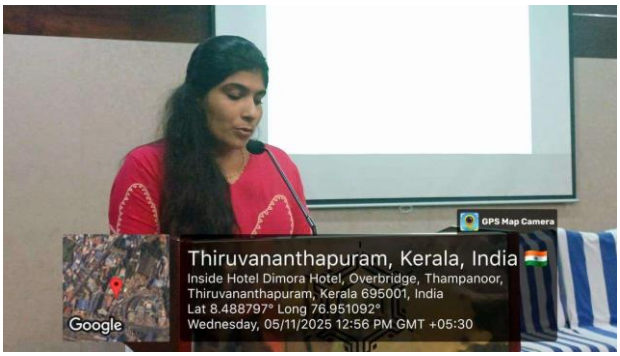
Ms. Nithya S.S., Mar Theophilus Training College

The second paper presented by **Ms. Geethu. T.G., School of Pedagogical Science, Mahatma Gandhi University, Kottayam, Kerala.** This study, titled "Developing a Policy-Driven Innovation Culture: Mapping Epistemic Markers of Scientific Temper through Student-Led Innovations in Kerala", investigated how student innovations in Kerala operationalize scientific temper, which is mandated as a civic virtue under Article 51A(h) of the Indian Constitution. The research employed a qualitative, interpretive approach based on analyzing structured questionnaire responses from 25 science teachers, semi-structured interviews, policy document analysis (NEP 2020, Kerala State Education Policy 2023), and case studies from programs like the Young Innovators Program (YIP), Atal Tinkering Labs (ATL), and State Science Fairs. The study found that student-led innovations strongly embody epistemic markers of scientific temper, including Inquiry & Questioning, Experimentation, and Critical Reflection. However, markers like Persistence and Trial & Error show opportunities for pedagogical strengthening. Kerala's innovation ecosystem, supported by YIP, ATL, and District Science Fairs, demonstrates strong policy awareness. Despite progressive policies, significant implementation gaps persist, characterized by fragmented coordination, sporadic professional development, and uneven resource distribution. The main Barriers to Innovation identified were resource scarcity, time constraints, limited mentorship, and the pervasive challenge of treating innovation as Extracurricular rather than core pedagogy.



Ms. Geethu. T.G., School of Pedagogical Science, Mahatma Gandhi University

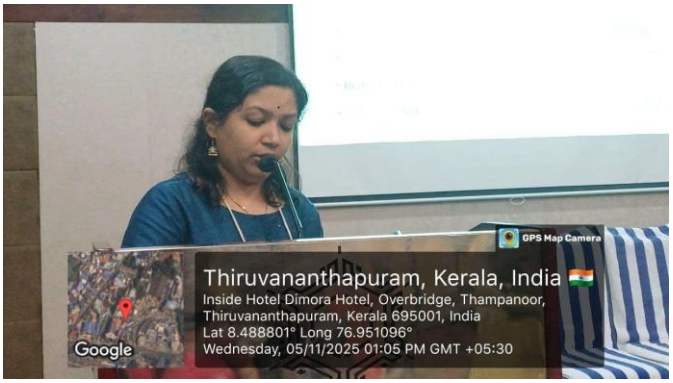
The third paper presented by **Ms. Veena K Kumar, School of Pedagogical Science, Mahatma Gandhi University, Kottayam, Kerala.** The presentation, "Embracing India's Knowledge Legacy: Building A Culture Of Innovation In Schools For The 21st Century," by Veena K Kumar guided by Dr. Smitha S.,



Ms. Veena K Kumar, School of Pedagogical Science, Mahatma Gandhi University

emphasizes the critical need to shift Indian education from rote learning to competency-based learning as advocated by the National Education Policy (NEP 2020). A central theme is the integration of Indian Knowledge Systems (IKS), defined as the vast body of traditional knowledge rooted in philosophical, spiritual, and scientific traditions (like Ayurveda, Yoga, Mathematics, etc.). The goal is to make learning culturally grounded, scientifically rigorous, and promote a Culture of Innovation focused on developing critical thinkers and innovators through hands-on, project-based learning. Current practices are critiqued for their rote memorization focus, fragmented curriculum, and exam-centric pedagogy. The NEP 2020 mandates IKS integration across Curriculum Development, Teacher Training, and Research. However, the Current State of IKS Integration faces challenges like superficial application instead of substantive, problem-solving integration, a teacher efficacy gap, and assessment systems that inhibit innovation. To overcome this, the presentation suggests a shift to Culturally Responsive & Interdisciplinary Pedagogy using strategies like Thematic Integration, Inquiry-based Learning, Community & Place-Based Learning, and Assessment for Understanding.

The last paper of the session was presented by **Ms. Anitha R., Research scholar, NSS Training College, Ottapalam, University of Calicut.** The study entitled " Attitude of Government and private CBSE school teachers towards Open Book Examination as an innovative assessment strategy". The study found that both Government and Private CBSE teachers share a similar, neutral but positive attitude toward OBE, with the statistical analysis showing no significant difference between the group. Teachers recognize that OBE, which allows reference to textbooks and notes, promotes higher-order thinking, critical thinking, problem-solving, and reduced memorization pressure, aligning with the NEP 2020's focus on competency-based assessment. The overall conclusion is that OBE encourages deep, concept-based learning and real-life application. However, successful implementation faces challenges such as time management, ensuring adequate student preparation, and maintaining evaluation fairness. The need for comprehensive teacher



Ms. Anitha R., Research scholar, NSS Training College, Ottapalam, University of Calicut

training, curriculum redesign, and policy support is highlighted to foster the necessary cultural change in assessment practices for OBE to be successfully integrated.

Concluding Session of Thematic Session 4

Following the presentations, an interactive discussion was held, during which the panel of experts and participants reflected on the implications of the studies for improving student learning through effective leadership and governance. The discussion session was led by Dr. Annie Feba Varghese who provided insightful academic feedback on the four paper presentations under the theme building a culture of innovation in a school. Dr. Annie Feba Varghese was asked what model was suggested which was not mentioned in the major findings. Ms. Geethu explained that the analytical model is explicitly named in the description of the study. Dr. Annie Feba Varghese was asked how you can cite the repository without visiting the field. Ms. Veena K Kumar highlighted some sites related to this. Dr. Annie Feba Varghese asked what do you mean by the Govt. CBSE schools. Ms. Anitha R. answered that the schools are like Navodaya schools. And also asked why a purposive sample was used. Also explained that Purposive sampling is used in research when the goal is to intentionally select participants who possess specific characteristics, knowledge, or experiences that are directly relevant to the study's objectives.



Panel and Paper Presenters of Thematic Session 4

The four studies collectively highlight a strong, policy-driven shift in Indian secondary education toward competency-based learning, innovation, and the integration of indigenous knowledge, while simultaneously identifying persistent implementation challenges.

TECHNICAL SESSION - 4

DAY 2 : 5 NOVEMBER 2025

Time : 02:00 PM - 03:30PM

Chair : Dr. Charu Smitha Malik, Asst. Prof., NCSL - NIEPA, New Delhi

The Technical Session IV of the Inter - SLA Regional Seminar of South Indian States on School Leadership commenced at 02:00 PM chaired by Dr. Charu Smitha Malik, Assistant Professor, NIEPA, New Delhi. The session focused on case study presentations from various schools across different regions, providing valuable insights into innovative educational practices and field-based research. The chair welcomed all participants and emphasized the importance of sharing grassroots-level educational experiences for enhancing professional practice and policy understanding. Six presenters shared their case studies during the session.

The first presentation by **Dr. Poornima Mukkundi, Nodal Officer SLA and Lecturer SISLEP, Karnataka**. The topic was School Leadership Academy, Karnataka. The session focused on strengthening school leadership and improving educational administration and management across regional educational institutions. The session aimed to build the capacity of school leaders and supervisory officers to enhance school performance and learning outcomes in line with modern educational needs and national frameworks. The primary objective of the School Leadership Academy (SLA) initiative is to enhance the leadership skills of educational leaders. The program seeks to improve school performance and learning outcomes, Strengthen administrative expertise among school heads and educational officers, foster quality education and effective school governance. The SLA program is designed for cluster-level and district-level educational functionaries, head teachers and school administrators. Supervisory officers ranging from high school headmasters to director-level personnel. The key components of the Training include



Dr. Poornima Mukkundi, Nodal Officer SLA and Lecturer

administrative and academic components. The administrative components are State civil services rules and HRMS, SATS, Khajane - 2, and retirement benefits. Academic Components includes school leadership and educational perspectives, quality education and school performance analysis, data management and indicator analysis. Team building and innovation in schools are school vision and community participation, supervision, follow-up procedures, and school development planning, action research and best practices.

Structure and activities of SLA Karnataka : The SLA operates under the SISLEP framework, collaborating with NCSL and NIEPA. Key activities include Leadership training and mentoring are Capacity building workshops, Support and guidance for educational leaders, implementing innovative practices in school governance. The vision highlighted in the session was enhancing the capacity of supervisory officers in school leadership from high school head masters to directors level. The session emphasized that effective leadership begins with vision, quoting: Where there is no vision, there is no hope.

The technical session provided deep insights into developing effective school leadership and strengthening educational governance through structured training programs. By integrating administrative and academic training, the SLA ensures that educational leaders are equipped with knowledge, skills, and attitudes required for fostering excellence in schools. The session reiterated the importance of visionary leadership in shaping future-ready educational institutions.

The second presentation, delivered by **Mr. Muhammed Ismayil., HSA** from **EMEA HSS Kondotty, Malappuram**, focused on the theme *"Leadership for Equity, Diversity, and Inclusion."* It highlighted the school's remarkable efforts in fostering an inclusive learning atmosphere that embraces all sections of the student community. The institution has become a model for equitable education by addressing the needs of learners from diverse socio-economic and cultural backgrounds. Projects like *Unarvv* (Awakening) aim to uplift children who fall behind due to social or economic constraints by



Mr. Muhammed Ismayil., HSA from EMEA HSS Kondotty, Malappuram

identifying their potential through various assessment tools and integrating them confidently with others, ensuring they overcome feelings of inferiority. Another initiative, the *Speak Easy Project*, helps students enhance their English proficiency and communication skills through interactive sessions, daily discussions, interviews, and artistic performances, which build confidence and creativity - leading to achievements such as students authoring and publishing their own books.

The school also focuses on parental involvement and community partnership through innovative PTA strategies. It ensures equal participation by organizing *online meetings* for parents working abroad, *Corner PTA* sessions at accessible locations, and exclusive *Fathers' Meetings* to encourage the engagement of fathers who are often unable to attend regular sessions. Regular motivation classes, awareness seminars, and peer-support activities further strengthen student confidence and social responsibility. The presentation also celebrated the achievements of students with disabilities (PWDs), highlighting their participation and success in both academics and co-curricular fields, made possible through accessible infrastructure and a compassionate learning environment.

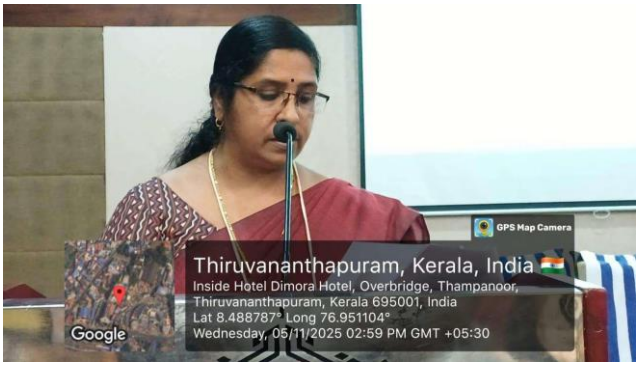
The third presentation was presented by **Mr. Biju K Thomas., HM, V.O.U.P School Punalur, Kollam, Kerala.** The central theme of the presentation is "Pedagogical Leadership for Improving Student Learning". The sub-theme mentions the development of children through the use of GEN ALPHA characteristics. The presentation highlights several characteristics of GEN ALPHA children. They are technolog ically proficient (digitally native). They have a shorter attention span and prefer learning that is creative and context-specific. They are confident and self-reliant. Mental health challenges are emerging due to a lack of social skills. The presentation outlines key areas and activities undertaken as the social and emotional challenges in learning and creating an emotionally supportive learning environment. Activities were given to all children for 30 minutes. The self-assessment activity helped children understand and manage their emotions. Providing quality learning resources and time for self-expression enhanced student



Mr. Biju K Thomas., HM, V.O.U.P School Punalur, Kollam, Kerala

confidence. The presentation concludes with a plan to dedicate 45 minutes for the program every week, with a specific structure. The structure mentions that the first 35 minutes will be dedicated to a planned activity, and the next 10-15 minutes will be for discussion and self-expression, providing an opportunity for children to reflect on their learning.

Fourth presentation was presented by **Ms. Sherin Peter., HM, L.P School, Chennaveli, Alappuzha, Kerala**. Her topic was 'Vocabulary Development in Children'. This case study by Mrs. Sherin Peter of LP School, Chennaveli (Alappuzha district), addresses major problems of low student self-assurance, limited English/Malayalam spelling and writing skills, poor vocabulary, and below-moderate General Knowledge. The solutions detail a comprehensive approach, including building confidence through daily as semblies and motivation, and enhancing vocabulary via B-E-S-T reading cards, daily tests, and public newspaper reading. Furthermore, the school utilizes technology and specialized programs such as an E Cube English Language Lab, Educational Toys, Communicative English sessions, and notably, the Alexa AI Tool, marking its first use in the district to improve the teaching-learning process.



Ms. Sherin Peter., HM, L.P School, Chennaveli, Kerala

The fifth presentation was presented by **Ms. Maya N., HM, GHSS Paravur, Alappuzha, Kerala.** The presentation emphasizes a holistic approach to learning, covering literacy, numeracy, and essential soft skills through themed, engaging activities. For language development, the framework includes concepts like "Phoneme Orchestra: The Music of Language", "Vocabulary Galaxy: Explore New Worlds" and "Usage Carnival: Step Into Language", and "Sentence Architects: Building

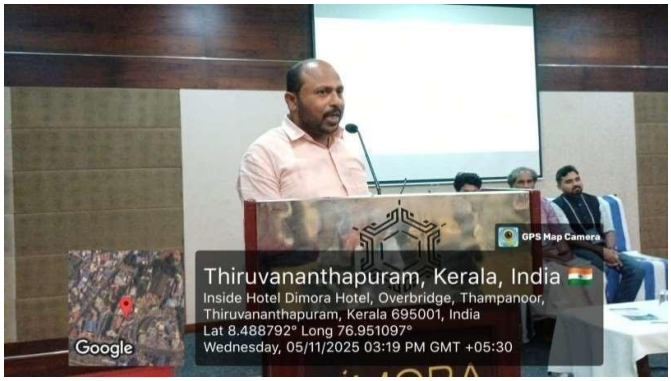


Ms. Maya N., HM, GHSS Paravur, Alappuzha

Bridges". The focus extends beyond basic skills to include "Story Seeds: Planting Dreams", "Ideas Take Flight: From Myth to Meaning", and "Alphabet Workshop: Crafting Identity". This suggests a curriculum that integrates phonics and grammar with creative expression and critical thinking.

The framework also incorporates a focus on mathematical problem-solving - Math Mystery: Unlocking Life's Puzzles", which highlights analysis, operation, and solution, and the development of 21st-century skills such as teamwork, problem solving, and creativity. Crucially, the approach includes a visible Learning Cycle of Pre-Test, Intervention, and Post-Test, indicating a commitment to diagnostic assessment, targeted support, and measurable progress. The overall tone is one of celebration and encouragement "Happy Learners: Celebrating the Journey", "Ready for Tomorrow"), aiming to foster confidence and a love for learning by making the educational journey joyful, structured, and relevant to everyday life.

Sixth presentation was presented by **Mr. Rinosh Samuel., HM, St. Johns MSC UPS, Pallickal, Kerala**. His study was on "Whole School Development: Fostering Creative Writing". St. John's MSC UPS in Pallickal East, Kurathikad, under the leadership of Headmaster Rinosh Samuel, undertook a "Whole School Development Synergizing Leadership School Ecosystem" project to address the challenge of creative writing among children, who were comfortable with basic reading and writing but struggled with more imaginative expression. The School Resource Group (SRG) meeting led to the decision to establish a well-equipped library to foster creativity, which was inaugurated as a space that "fuels the imagination and awakens creative potential". Following the library's establishment, the project included activities like *Pustakathozhi*, where young minds capture ideas from books and reshape the story in multiple ways. The school also engaged in a *Paper Collage* project related to the Wayanad Disaster, emphasizing that emotional components are crucial for creative writing. This empathy was further channeled through a *Palaharatheruv* (snacks street) event, where creative writing sparked imagination and inspired the children to raise support for Wayanad

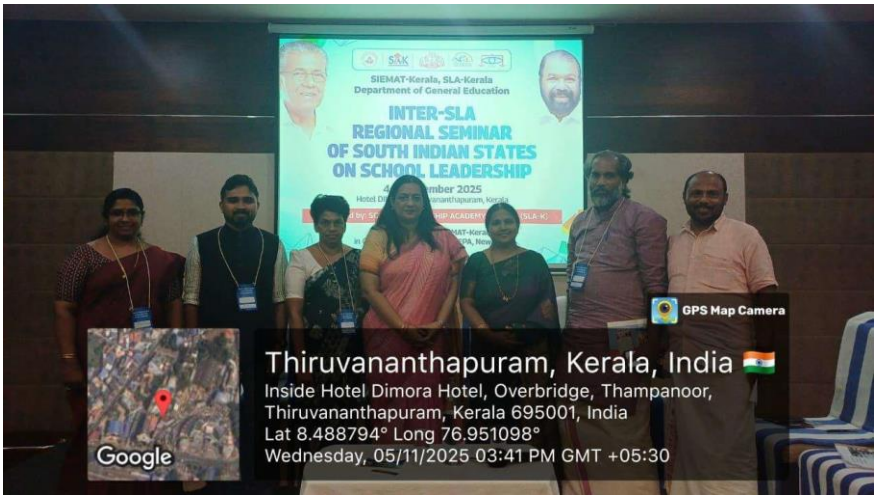


Mr. Rinosh Samuel., HM, St. Johns MSC UPS, Pallickal

victims. Key to developing skill was a two day camp called *Mashippaathram*, which described the process of creative writing and highlighted its key requirements. The culmination of these efforts was the production of a stunning magazine called *chirak,* showcasing the children's collective creativity.

Concluding Session of Technical Session 4 Chaired by Dr. Charu Smitha Malik

The Technical session was highly insightful and engaging, and participants explored the relevance of student competence and leadership as central to school improvement and transformation. Dr Charu Smitha Malik, Asst. Prof., NCSL - NIEPA suggested that to Promote Contextual Leadership Practices: schools should adopt leadership models suited to their unique socio-cultural and institutional contexts to ensure relevance and effectiveness. Integrate Leadership Training: teacher education programs should incorporate leadership modules that blend theory with practice, enabling educators to become transformative leaders. Encourage Student Leadership: opportunities should be created within schools for students to take up leadership roles, fostering responsibility, decision making, and teamwork. Align with NEP 2020 Goals: Educational institutions should actively implement leadership-based education in line with NEP 2020 to enhance holistic and competency-based learning. Focus on Competency Development: Regular activities and assessments should be designed



Concluding Session

to build and evaluate competencies in the domains of knowledge, skills, aptitude, and values. Enhance Creativity and Innovation: schools should provide a learning environment that encourages creative thinking, problem-solving, and innovation among both teachers and students. Sustain Reflective Practices: Continuous reflection and discussion forums should be conducted to evaluate leadership practices and promote collaborative professional

growth.This session thus contributed meaningfully to the understanding of leadership as a dynamic, context-sensitive, and competency-oriented process essential for educational excellence.

TECHNICAL SESSION : 5

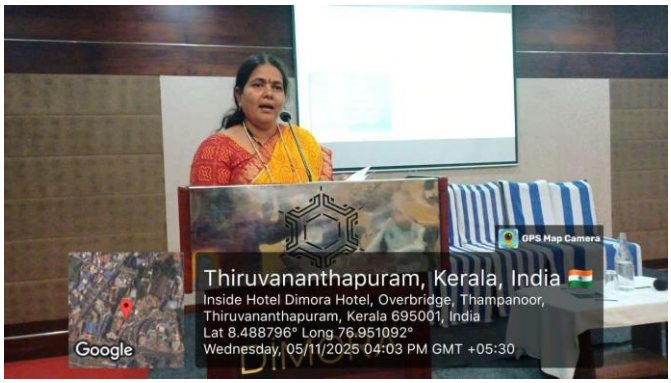
Date : November 5, 2025

Time : 03:30 PM - 05:15 PM

Chaired by : Dr. Sreevidhya Nair N., Asst. Prof., NSS Training College, Ottapalam, Kerala

The Technical Session V of the Inter - SLA Regional Seminar of South Indian States on School Leadership commenced at 02:00 PM chaired by **Dr. Sreevidhya Nair N., Asst. Prof., NSS Training College, Ottapalam, Kerala**. Dr. Sreevidya Nair N is an Assistant Professor and Research Supervisor at NSS Training College, affiliated with the University of Calicut, Ottapalam, Kerala, India. She is currently working on developing educational philosophy training materials. She is an emerging expert in pedagogy and teacher education with a credible publication record in academic journals. She teaches both postgraduate and undergraduate students. She is also associated with SCERT, DIETs and other educational agencies in the state.

The first presentation on "Why Innovation Matters in Schools" by **Dr. Bhagyajyothi Kotimath, HM, GHS, Shirur, Karnataka**, along with a discussion on real world problem solving. Included topics such as the Role of the school, leadership, math labs, school garden and preparing students and encouraging creative thinking. The aim and goal of their school are to make the students good citizens and help them lead a good life. For creating a supportive environment there are various clubs there. The *Parisara mitra award* honored the school and *Partiya hanate (with love lamp),* a book written by Lakshmi Devi Pandey, a student from the school was recognized and celebrated in the school. Encouraging the students' creative thinking , the students themselves paint walls of the school.There is a sculpture in front of the school for reminding the people visiting as *Education is for everyone whether a scientist or farmer.* The sculpture is like a Dr. Abdul Kalam's quote is centred and on both of this the sculpture of farming and the other side science and technology was shown.



Dr. Bhagyajyothi Kotimath,HM, GHS, Shirur, Karnataka

Second presentation by **Ms. Rajee Padmanabhan, Headmistress, Govt. Tribal HSS, Poomala, Idukki, Kerala** introduced the school as *Poomala prakrithiyude punnyam* means the school is surrounded by trees with flowers. The school is like *Aashaan Kalari* (educational training ground) consists of 284 Scheduled Tribe students studying from pre-primary to higher secondary. Many programmes initiated by the school authorities for the betterment of the community and their tribal area, to make the people come out from their comfort zone to the society.



Ms. Rajee Padmanabhan, Headmistress, Govt. Tribal HSS, Poomala, Idukki, Kerala

Initiatives like *Anthikootam* (Night school) - students, teacher and parents come together at night time to study, sharing their thoughts, etc. and tribal cultural events also conducted in the night time, integrating education and cultural education. *Sureksha Mapping* - with the help of student police cadets along with parents, creating a safe route map to the students' house, *Ammakkada* (Mother's Kitchen) - school canteen runned by mothers of the school children, which helps in entrepreneuring and empowerment of the women, *Illimulamkootam* - initiative to increase the enthusiasm in reading books in mothers. Books from the school were given to the mothers by the teachers.

Third presentation was by **Ms. Anitha M.N, LPST, CEUP School, Paruthur, Palakkad, Kerala** talked about the virtual television platform "Miracle English Vision" which focuses on English learning live on the stage. Children were divided into groups and assigned tasks, they prepared a script on the task given and stage performance conducted every last friday of each month. The notice, posters and invitation card were prepared by the students itself and they directly invite all the parents and teacher and students to the stage programme, it is then recorded and broadcasted in the Miracle English Television. Students prepare a monthly English magazine with pictures and write-ups of their performance.



Ms. Anitha M.N, LPST, CEUP School, Paruthur, Palakkad

Parents' feedback is collected to evaluate the impact. Constructive feedback is given to improve pronunciation, fluency and presentation. The outcome of the programme is to build self-confidence and stage courage and improve spoken English naturally, encouraging team spirit and leadership. This turns the classroom into a creative learning hub and creates a positive English-speaking environment throughout the school. The bonds among parents, children and teachers become deeper. Here, the teacher only facilitates, guides and motivates the students. All these points to the "Personality Development Hub" and the presenter quoted Benjamin Franklin as "*Tell me and I forget, Teach me and I may remember, Involve me and I learn".*

The next session was taken by **Mr. Abdul Rasheed K, Headmaster, IOHS, Edavanna, Ottapalam, Kerala** on the title "Empowering Communities and Strengthening School Community Relations". Introduced his school and its history and the school consists of a total of 1970 students, 68 teachers and 4 administrative staff. In his paper, he explained about the four main strategies implemented in the school for better leadership and management. First, "Know Your Child" - a student profile form was distributed to teachers before school reopening and distributed in each class and asked to fill and give it back in one week. The forms displayed on the screen. The second strategy was "Visiting the Homes of Students" - A group of teachers under the leadership of a class teacher visited the homes of students and prepared reports on that. They have completed a total of 355 students up to grade 10 and were completed in June 2025 itself. These visits have a great impact in strengthening the bond between school and community. Third, the "PTA - A Connecting Link Between School and Community" - Active participation of parents in various programmes were ensured. Fourth was the "Social Welfare Activities" - medical support, free uniform to poor students. Project *Sneha Veedu* (homes of love) - construction of homes for homeless students and 16 Lakhs invested to build one in 2024.



Mr. Abdul Rasheed K, Headmaster, IOHS, Edavanna

Mr. Abdul also mentioned other strategies like “Community living camps of Haritha Sena”, “Social Farming under nature club”, “Civil Service Academy Centre”, “Sports Academy”, “Mentoring Team”. The programme on AI training named *TEENz* initiated from 2024 in the school with collaboration to TKM group of college and as a result 1092 students took admission in the past two years.

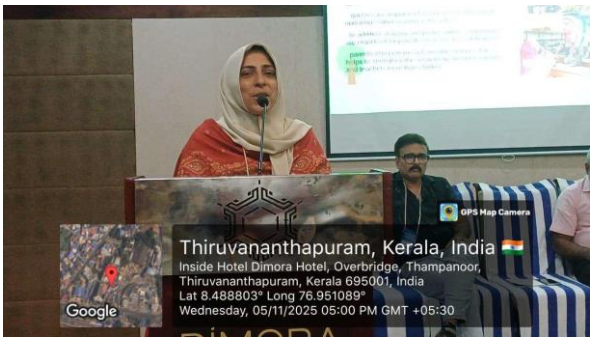
The next session was handled by **Dr. Ranjith Lal., UPST, GVHSS for Girls, Nadakkav, Kozhikode** on the project PRISM - Promoting Regional Schools to International Standards through Multiple Intervention. The presenter showed a video documentary on a school leadership program in association with SLA-K, ending with a note that *SKY IS NOT THE LIMIT.* The programme objective was to empower students with leadership and management skills to actively participate in school development. The focus areas are Leadership and decision-making, Effective communication, Responsibility sharing and Team management. Various leadership programmes introduced in the school like “Theatre workshop” by theatre experts to strengthen team spirit, build collaboration and mutual trust and encourage empathy and creativity. The impact of the programme is the students act as ambassadors of change , take lead in organizing and managing school programmes and extend training to other regional schools. There is a cultural exchange programme “Kashmir to Kerala, Kerala to Kashmir”. Other than this NSS, SPC and NCC were there. The school was honoured as best school in the India School Rankings 2025-26 awards.



Dr. Ranjith Lal., UPST, GVHSS for Girls, Nadakkav

The final presentation was by **Ms. Sakkira P.K. HSA from Makraz Girls High School, Karanthur, Kozhikode** presented the history of the school and the strategies taken for initiating leadership. Some of them were highlighted as, first one as “Mulching Farming Method” - maintaining a farm inside the school compound and it is found that the practical session for the grade 7 chapter *Let’s grow gold in soil.* The second one is “Skill Studio”- vocational skill development by making umbrellas, paper bags, agarbhathi, phenol and soap making. It is also the integration theoretical knowledge from the chapter *Acids and Bases.*

The *Sasneham* Project ensures the students and teachers mentally and physically healthy. A small amount is collected from students and teachers as an assistance provided for the needy in the school. The initiative *Ammakootam* ensures the presence of mothers in the school, with various programmes conducted for the active participation of mothers under the initiative. Zero-waste project is another practical side taken as vehicles were chosen as seats in the area, swing in the playground, classrooms, etc.



Ms. Sakkira P.K. HSA from Makraz Girls High School

Concluding Session Technical Session 5 chaired By Dr. Sreevidhya Nair N.

Dr. Sreevidhya took a moment to congratulate each presenter first and discussed with the presenters about various aspects of the thoughts they presented. The chair appreciated Dr. Bhagyajyoti Kotimath on implementing the real world experience and cultural innovation in school. Then appreciated about the production centre for helping mothers mentioned by Ms. Rajee Padmanabhan. The chair appreciated the Miracle Vision Channel presented by Ms. Anitha M.N. added *"English is not only a language, a skill to learn"* and put forward suggestions to implement the same in other languages and also the integration with cultural context. Dr. Sreevidhya asked about the follow-up on civil service coaching to Mr. Abdul Rasheed K., and he replied as special tests were conducted at grade 9 to higher secondary level. The chair put forward the suggestion that some programmes could be considered for integrating theatre with education and also helps in fostering leadership, communication and



Concluding Session

effective transaction of language. The classroom theatre in a school from Kozhikode has the same facility for enriching the power of English. Appreciated Edakkav school for the Public Private Partnership. Moving forward to the last presenter, appreciated for the presentation. Dr. Sreevidhya concluded the session by wishing all the leaders thriving hard to make school a success and shared gratitude to the stage given.



TECHNICAL SESSION : 6

Date and Time : November 06, 2025 & 9:00 AM - 10:30 AM

Chaired by : Dr. Poornima Mukkundi, Nodal Officer, SLA, SISLEP, Karnataka

The Inter-SLA Regional Seminar on School Leadership organized by SLA-K under SIEMAT-Kerala in collaboration with NCSL-NIEPA, New Delhi, focused on the theme *Leadership Pathways for School Improvement*. The session was chaired by Dr. Poornima Mukkundi, Nodal Officer, School Leadership Academy, and Lecturer at SISLEP, Karnataka. The session featured case study presentations by G. Vishwanatham Gupta (GMHS, Aliya, Hyderabad), Abhilash G.L., Sherin Shahana (A.M.L.P. School, Aripra Melmuri), Muhammad Shareef T. (Al Farookhia HSS, Cheranalloor), Sindhu V. P. (Labour LPS, Pullut), and L. Nagarajachari (KPS, Hosayalanadu, Karnataka).

The first presentation by **Mr. G. Vishwanatham Gupta, HM, GHMS Aliya, Nampally, Hyderabad**, centered on "Improvement of Student Attendance." He elaborated on effective strategies that transformed student attendance through motivational measures, infrastructural improvements, and participatory practices. Gupta highlighted the importance of recognition and incentives such as appreciation certificates, prizes, and celebration of special occasions like Women's Day to boost motivation among students. He also stressed the contribution of modern infrastructure including computer and STEM labs, sports uniforms, and aesthetically pleasing environments in increasing student participation. Furthermore, the integration of co-curricular activities, experiential learning, and community engagement was shown to significantly reduce absenteeism, fostering a stronger school culture of regularity and enthusiasm for learning.



Mr. G. Vishwanatham Gupta, HM, GHMS Aliya, Nampally

The second presenter, **Mr. Abhilash .M.C., LPST,** showcased the transformative journey of **Aroor Government Lower Primary School, Thiruvananthapuram, Kerala**, once known as "Kaattille Pallikkoodam" (the school in the forest) for its remote and underprivileged setting. Under the leadership of Head Teacher Mrs. Amarinath, the school overcame challenges of poverty and irregular attendance through an innovative Academic Master Plan built on three core missions - Green Campus, School as a Cultural Centre, and Child as Creator of Knowledge. Notable projects like "Old Harvest in New Hands," where students cultivated paddy on the campus, "Local Knowledge Day," connecting students with traditional farming practices, and "Seeking Alternatives to Plastic," promoting eco-friendly living, fostered a vibrant culture of experiential learning. These initiatives not only improved attendance but also nurtured environmental awareness, creativity, and community engagement, making the school a model of sustainable educational transformation.



Mr. Abhilash M.C. LPST, Aroor GLPS



Ms. Sherin Shahana,
LPST, A.M.L.P. School, Aripra Melmuri

The third presentation by **Ms. Sherin Shahana, LPST, A.M.L.P. School, Aripra Melmuri, Malappuram, Kerala**, highlighted a series of learner-centered and creative initiatives aimed at making education joyful and participatory. The most notable innovation, the Knowledge Park, serves as a dynamic learning space promoting creativity and curiosity. Within it, the "Palace of Books" inspires reading and vocabulary development, while the "Drama Bunch" nurtures expression through skits and role plays. Sherin also explained the "Bell Ring Rule," under which students speak only in English when the bell rings, enhancing English communication in a fun and interactive way. Another unique practice, the "Question Pot", encourages students to pick and answer questions related to their reading, significantly increasing

participation and comprehension. These initiatives have transformed the school environment into one that celebrates curiosity, communication, and confidence—instilling in students a lifelong love for learning.

The fourth case study, presented by **Mr. Muhammad Shareef T., HST, Al Farookhia H.S.S., Cheranalloor, Kerala**, showcased the integrated project titled "Kuttikkoppam Vidhyalayam" - a holistic "3-in-1" initiative combining Swimming, Fish Farming, and Organic Vegetable Cultivation. This project exemplified sustainable and experiential education by interlinking practical life skills with curriculum concepts. The swimming program not only imparted life-saving abilities but also helped students grasp scientific ideas like buoyancy and volume. Fish farming promoted environmental consciousness and resource optimization, while the organic garden supplied fresh produce for the school's noon meal program. With 95% student participation and ministerial recognition, this innovative model received the SCERT Mikavu Season 5 Award, marking a milestone in integrating ecology, health, and experiential learning.



Mr. Muhammad Shareef T., HST, Al Farookhia H.S.S., Cheranalloor, Kerala

The fifth presentation was delivered by **Sr. Sindu, Headmistress, Labour L.P. School, Pullut**, who has been leading the institution since 2021. Her presentation highlighted how the school's remarkable progress is rooted in a culture of creative thinking, collaboration, and teacher empowerment. Sr. Sindhu emphasized that the journey of transformation began with empowering teachers by providing a supportive and motivating environment. This included the establishment of a well-equipped staff room, access to clean drinking water, regular prayer and counselling sessions, and the celebration of teachers' birthdays and wedding anniversaries.



Sr. Sindu, Headmistress, Labour L.P. School, Pullut

Initiatives such as family gatherings, home visits, and recognition of teachers' unique skills have contributed to fostering a strong sense of belonging and teamwork within the school community. The school also promotes a holistic approach to student learning and well-being. Smart classrooms, motivational sessions on values and character formation, and the "Velicham" project for academically lagging students form the foundation of the school's innovative practices. Co-curricular activities such as Karate, Chess, Robotics, Dance, and Yoga, along with events like Sports Day and opportunities to publish students' creative writings in "Kurunnila" and "Sagnika", ensure the all-round development of every learner.

The campus itself reflects the school's commitment to a healthy and inspiring learning environment - with green surroundings, a recreational park, areas for birds and fish, and a rainwater harvesting system. The school also follows an academic calendar of observances that integrates learning with celebration, reflection, and participation. To strengthen school - community relationships, the institution organizes home visits, counselling sessions to reduce students' mental stress, PTA workshops, and learning material exhibitions that actively engage parents in the educational process. Visits to care homes and community outreach programmes are also conducted to instill values of compassion and social responsibility among students.

The session concluded with **Mr. L. Nagarajachari, Vice Principal, KPS, Hosayalanadu, Karnataka**, who presented the remarkable transformation of a rural school through visionary leadership and community collaboration. Once struggling with infrastructural deficiencies and limited resources, the school underwent a complete revitalization beginning in 2014, supported by the Old Students Organization (SDMS), local villagers, and philanthropist Donor Na Tippeswamy Sir. Today, KPS stands as a beacon of excellence, housing 750 students and 50 teachers within a modern 11-acre campus equipped with multiple laboratories, auditoriums, athletic tracks, and eco-friendly initiatives such as rainwater harvesting and a science park. The inclusion of medical camps, mid-day



Mr. L. Nagarajachari, Vice Principal, KPS, Hosayalanadu

meal kitchens, and hostel facilities for underprivileged students reflects the institution's commitment to holistic education. The success of this transformation, even featured on television, underscores the power of collaborative governance and visionary leadership in shaping the future of rural education.

Concluding Session of Technical Session 6 Chaired by Dr. Poornima Mukkundi

Following the presentations under Technical Session 6, an interactive reflection session was conducted under the chairpersonship of Dr. Poornima Mukkundi, Nodal Officer, SLA and Lecturer, SISLEP, Karnataka, appreciated the presenters for their context-based innovations and highlighted that each initiative reflected a strong sense of ownership, creativity, and commitment towards enhancing student learning and school governance. Referring to Mr. Muhammad Shareef T.'s presentation on the integrated "Kuttikkoppam Vidhyalayam" project at Al Farookhia HSS, Cheranalloor, one participant inquired whether chlorine water is harmful for fish farming. Mr. Shareef clarified that no chlorine water is used in the school's fish pond, ensuring a safe and sustainable environment for aquatic life and integrated farming practices.



Concluding Session

In connection with Ms. Sherin Shahana's presentation from A.M.L.P. Aripra, Melmuri, a participant, asked how the various creative learning initiatives, including the Knowledge Park, Palace of Books, and Question Pot, are maintained on a regular basis. Mrs. Sherin responded that ten students act as school leaders, supported by sub-leaders who prepare questions, manage resources, and maintain the activity corners, promoting responsibility,

collaboration, and leadership skills among learners. Further, while reflecting on Mrs. Sindhu V. P. s presentation from Labor LPS, Pullut, the panel appreciated the new idea of celebrating teachers' birthdays and wedding anniversaries as an innovative approach to building emotional bonds and promoting a positive, family-like school culture. The initiative was recognized as an exemplary model for strengthening teacher motivation, well-being, and a sense of belonging within the school community.

The chairperson concluded the reflection by emphasizing that the case studies demonstrated how effective leadership, community participation, and innovative practices can transform schools into vibrant centers of learning.

TECHNICAL SESSION : 7

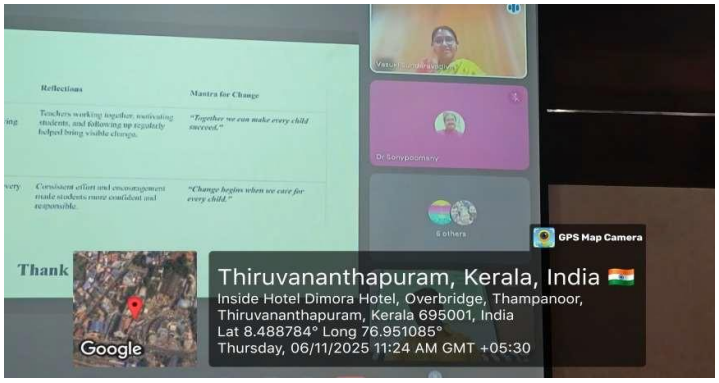
Date : November 06, 2025

Time : 10:45 AM - 12:30 PM

Chaired by : Mr. Battu Suresh Kumar, Lecturer, SIEMAT - Andhra Pradesh

The third day of the Inter-SLA Regional Seminar of South Indian States on School Leadership Technical Session 7. The session was chaired by Mr. Battu Suresh Kumar, Lecturer, SIEMAT - Andhra Pradesh, and Nodal Officer, School Leadership Academy (SLA). As a Nodal Officer of SLA, he has played a key role in coordinating leadership training programs, designing capacity-building modules, and fostering school improvement initiatives aligned with national educational goals. The session included seven insightful case study presentations highlighting innovative school leadership practices and transformational approaches adopted across South Indian schools.

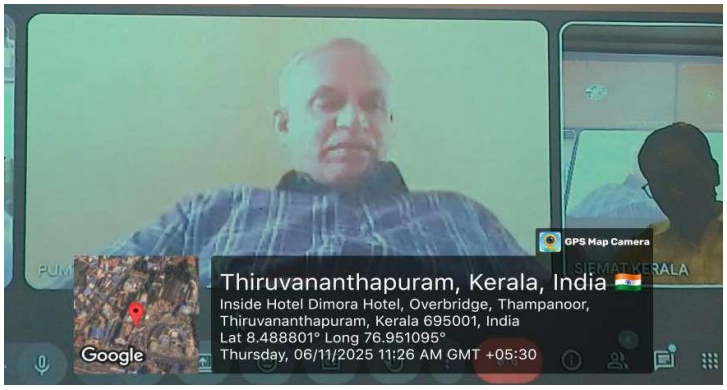
The first session of the case study presentations was conducted in online mode by **Ms. K. Vasuki, HM, GHSS Asoknagar, Chennai,** on the topic "School Leadership: Multiple Roles and Responsibilities." Ms. Vasuki began by giving a comprehensive overview of the history of the school, tracing its journey, growth, and the various challenges and threats it has faced over the years.The presentation highlig hted several innovative initiatives introduced by the school. The House System, a Tamil Nadu Government project, divides students into groups to promote teamwork, leadership, and healthy competition. The School Annual Carnival serves as a platform for students to exhibit their creativity, collaboration, and organizational skills, while also strengthening community engagement. Another impactful initiative, The Joy of Giving, focuses on fundraising to support those in need, fostering empathy and social responsibility among students. The school operates under the inspiring mantras, "Together we can make every child succeed" and "Change begins when we care for every child," reflecting its vision



Ms. K. Vasuki, HM, GHSS Asoknagar, Chennai

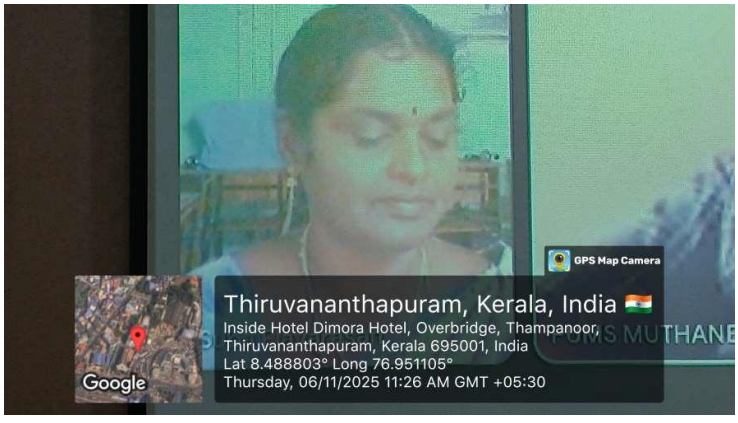
of inclusive growth and holistic education. The online session by Ms. Vasuki effectively demonstrated how dedicated and compassionate leadership can transform challenges into opportunities and ensure the all-round development of every child.

The second session of the case study presentations was conducted in online mode by **Mr. Anbuvelan K., Headmaster, PUMS Muthaneri, Karnataka**, on the topic "Change for a Better Tomorrow." Mr. Anbuvelan began by presenting the history of the school, followed by a detailed SWOT analysis and a description of the community profile. He highlighted several key initiatives that have contributed to the school's progress, including regular School Management Committee and PTA meetings that ensure participatory decision-making, awareness programs aimed at improving community understanding of education, and self-defence training, health camps, and scholarship pro grams that promote students' safety, well-being, and motivation. These initiatives have led to significant positive outcomes such as enhanced student attendance and enrollment and active community participation in school activities.



Mr. Anbuvelan K., Headmaster, PUMS Muthaneri

The third session of the case study presentations was also conducted in online mode by **M. K. Subalakshmi, Headmistress of PUMS Muthaneri,** on the topic "School Leadership: Multiple Roles and Responsibilities." The session provided an insightful overview of how effective and committed school leadership can transform challenges into opportunities for growth. Ms. Subalakshmi began by introducing the

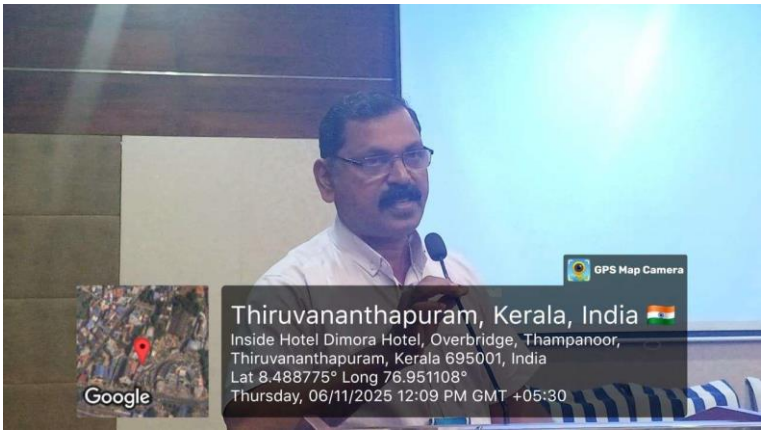


M. K. Subalakshmi, Headmistress of PUMS Muthaneri

history of the school and discussed its major challenges, which included infrastructure limitations, low enrollment and attendance, academic achievement gaps, lack of community participation, and issues related to student discipline. To address these challenges, several innovative and community-oriented initiatives were implemented under her leadership. The school introduced Scouts and Guides, Junior Red Cross (JRC), Yoga and Mass Drill, and Sol Dolen's Training to promote physical fitness, discipline, and teamwork among students. The Mahath Muliam House System was introduced to foster leadership, cooperation, and a sense of belonging. The school also conducted various awareness programs on important social issues such as child labour, POSCO Act, adult education, vigilance awareness, and anti-drug campaigns, encouraging students to become socially responsible citizens.

Additionally, the school utilized multiple funding sources and community partnerships to support its development, including MLA and MP funds, Corporation support, SSA (Samagra Shiksha Abhiyan) assistance, Lions Club, Rotary Club, NRI contributions, public donations, and trusts. A remarkable initiative, the Patron Scheme, involved 45 patrons who collectively contributed ₹1,25,000, ensuring sustained financial support for school improvement. As a result of these collective efforts, the school witnessed well-developed infrastructure, increased enrollment with reduced dropouts, improved attendance, and the integration of advanced technology for joyful learning. There was also a notable enhancement in students' moral and ethical values, attainment of learning outcomes, and active community participation.This online session by Ms. M. K. Subalakshmi effectively showcased how dedicated, visionary, and inclusive leadership can bring about comprehensive transformation in a school, leading to both academic excellence and holistic student development.

The fourth session of the case study presentations was conducted in offline mode by **Mr. Saju Joseph, Principal, Savio Higher Secondary School, Devagiri, Kozhikode,** on the topic "School Leadership: Multiple Roles and Responsibilities." The session began with an engaging video presentation



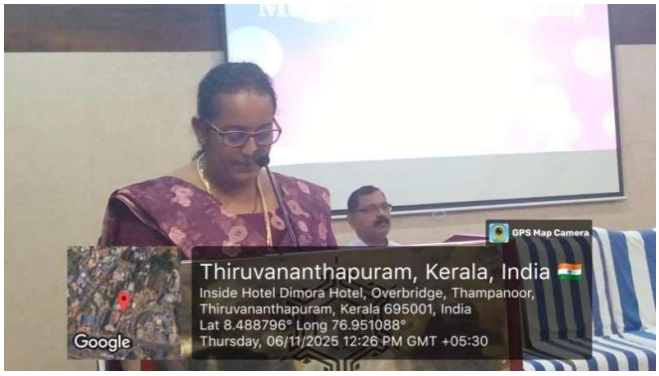
Mr. Saju Joseph, Principal, Savio Higher Secondary School, Devagiri

that illustrated the history of the school, its growth over the years, and the milestones achieved under visionary leadership. Mr. Saju Joseph also provided a detailed SWOT analysis and an overview of the community profile, highlighting the school's strengths, weaknesses, opportunities, and challenges in the changing educational landscape. The Seamless Election process encouraged democratic participation and leadership among students, while computer games and digital skill training promoted technological competence and critical thinking. The school also extended its digital awareness programs to the community by training grandparents and parents in digital safety, reflecting the inclusive nature of its leadership. Strong community participation and collaboration with external agencies have further strengthened the school's social network and educational outreach. Practical learning experiences were enhanced through handicraft and vocational training, as well as SRBIs (training programs) designed to support individual student growth. Teachers of the school demonstrated excellence by winning teaching aid competitions, while students actively participated in NSS volunteering and social service activities. Cultural and creative engagement was promoted through the SPLASH cultural event, creative writing sessions, and the publication of "Little Kites" - a digital magazine and weekly newspaper that encouraged student journalism and expression.

In sports and physical development, students excelled in athletics, cycling, wushu, and taekwondo, bringing laurels to the institution. The school also organized cyber awareness classes to promote responsible online behavior. As a result of these comprehensive efforts, Savio HSS Devagiri has been recognized as one of the best 17 schools in Kozhikode. Additional achievements include effective e-waste disposal initiatives, the creation of a new mobile app, and the digitalization of the school library. The session led by Saju Joseph highlighted how effective and visionary school leadership can integrate technology, creativity, and community collaboration to bring about positive and sustainable educational transformation.

The fifth session of the case study presentations was conducted in offline mode by **Ms. Jain Mary James, Headmistress, St. Antony LPS, Kottamakkal, Kottayam**, on the theme "Empowering Communities and Strengthening School - Community Activities." The session focused on how schools can become powerful agents of social awareness, unity, and community development through innovative and participatory initiatives. Ms. Jain Mary James began by introducing the school's community-based approach to education, emphasizing that learning should extend beyond the classroom to nurture responsible and

socially conscious citizens. She presented several inspiring initiatives that reflect the school's strong bond with the local community. One notable activity was the Independence Day Train Journey, which provided students with experiential learning about national pride and unity. The Mullaperiyar Campaign carried the slogan "Water for Tamil Nadu, Safety for Kerala," promoting awareness and dialogue on inter-state environmental concerns. The school also organized a Residential Camp and Sky Exploration Program, which encouraged curiosity, teamwork, and scientific thinking among students. The Interfaith Gathering showcased the school's commitment to communal harmony, peace, and mutual respect. Social responsibility was further demonstrated through the Campaign for Endosulfan Victims, which sensitized students to issues of environmental justice and public health. Another innovative initiative, the Open Library, made books accessible to all members of the community, promoting a culture of reading and lifelong learning.



Ms. Jain Mary James, Headmistress, St. Antony LPS, Kottamakkal, Kottayam

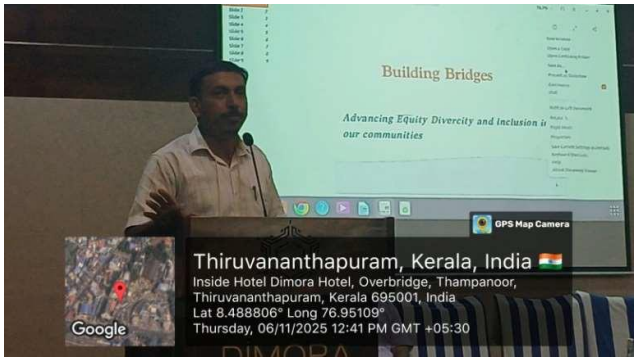
The next session of the case study presentations was conducted by **Mr. Joshy V. D., Principal of St. Thomas Higher Secondary School, Theroor**, which has a student strength of about 1800 students. The presentation focused on the theme "Technology in the Teaching - Learning Process." Mr. Joshy highlighted how technology can be effectively integrated into classroom practices to make learning more engaging, accessible, and student-centered, particularly in the subject of Mathematics. He began by addressing the challenges in teaching and learning Mathematics, noting that many students often perceive the subject as difficult or abstract. To overcome these challenges, several innovative initiatives were introduced under his leadership. One notable project, titled "Into the Infinity," aimed at simplifying complex mathematical concepts



Joshy V. D., Principal of St. Thomas Higher Secondary School, Theroor

through visual and interactive digital methods. The development of a handbook for Mathematics was another key initiative designed to help both teachers and students by providing clear explanations, examples, and strategies to simplify math learning and relate it to daily life experiences. Additionally, SRVs (School Resource Volunteers) were engaged for data collection and support in academic planning. The school also focused on media preparations, developing digital content, videos, and interactive modules to make Mathematics more enjoyable and relatable.

The final session of the case study presentations was conducted by **Mr. Niyas U. A., Principal of FMHSS Koombara**, and featured an impressive video presentation showcasing the school's innovative initiatives and community-oriented programs. Mr. Niyas began by introducing the school's major initiatives that reflect its commitment to holistic education and community service. The school achieved recognition through the "Little Kites" project, which earned first place at the state level for promoting student-led digital literacy. Various experiential learning programs such as Kadakam One-Day Camp and Medical Camp were organized to foster teamwork, health awareness, and community engagement. The Akkiri Challenge and House Rescuing from Bank initiatives demonstrated the school's compassion and social responsibility, providing housing support for economically backward students and promoting financial awareness. Innovative digital and social programs such as the Smartphone Challenge, Kude Gundi, and Kaivalliam encouraged creativity, problem-solving, and community development. The School@Home initiative ensured continuity of learning during crises, while the Neelambari House Library promoted reading habits among students and community members. Through the IT @ Gothra Graha project, the school extended digital education and technical training to tribal communities, effectively addressing the digital divide in Koombara.



Mr. Niyas U. A., Principal of FMHSS Koombara

Other remarkable initiatives included "Building Bridges" to strengthen relationships within the school community, E-Mattam, which focused on equity, diversity, and inclusion, and Sevana, a high-tech service project for the general public. The school also conducted cyber safety classes to ensure responsible and secure use of technology among students and parents.

As a result of these diverse and forward-thinking efforts, the school achieved enhanced digital empowerment, increased community participation, and greater equity in educational access.

Concluding Session of Technical Session 7 Chaired by Mr. Battu Suresh Kumar

The panel discussion that followed the series of case study presentations provided a platform for reflection, critical analysis, and the sharing of best practices in school leadership and community engagement. The panel members, comprising principals, headmasters, teacher educators, and academic experts, commended the presenters for their innovative and context-specific initiatives that showcased how effective leadership can transform schools into vibrant centers of learning and social responsibility. The discussion began with an acknowledgment of the diversity of leadership practices demonstrated across different schools - ranging from digital empowerment and inclusive education to community participation and student-centered learning. Panelists highlighted how leaders like K. Vasuki, Anbuvelan K., M.K. Subalakshmi, Saju Joseph, Jain Mary James, Joshy V.D., and Niyas U.A. successfully integrated creativity, empathy, and collaboration into their management practices, despite varying resources and challenges.

A major theme of the discussion was the role of technology in the teaching - learning process, particularly in the post-pandemic era. The panel appreciated efforts such as digital skill training, cyber safety programs, library digitalization, and community-based IT projects that bridged the digital divide. Another key point raised was the importance of community partnerships, as seen in initiatives like The Joy of Giving, Mullaperiyar Campaign, IT @ Gothra Graha, and Patron Schemes, which demonstrated how schools can serve as catalysts for community development.



Concluding Session

The panel also emphasized that effective school leadership requires multi-dimensional skills including administrative competence, emotional intelligence, social awareness, and the ability to mobilize resources. They discussed the need for continuous professional development for teachers and leaders to sustain innovation and adapt to changing educational needs.

In conclusion, the panel discussion reinforced that school leadership is not confined to managing institutions but extends to inspiring change, nurturing potential, and building strong school - community relationships. The collective presentations and ensuing discussion underscored the transformative power of visionary leadership in achieving educational excellence, equity, and holistic student development.

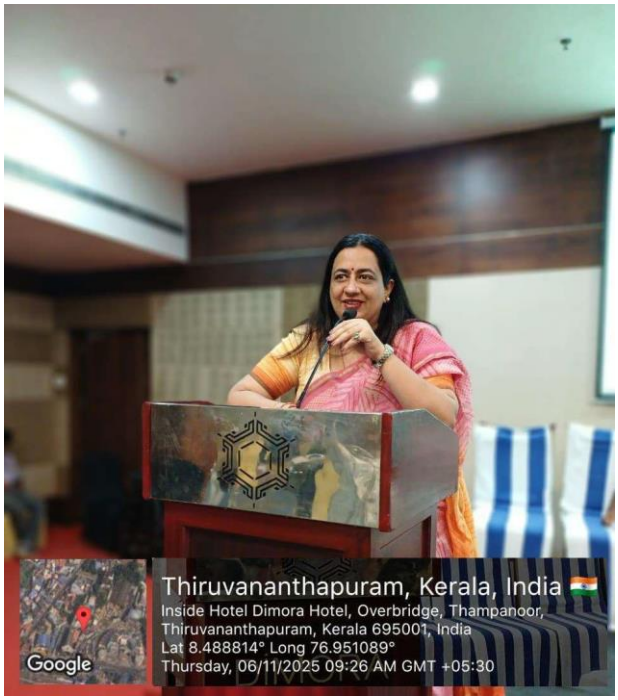
INVITED TALK : Dr. CHARU SMITHA MALIK

Date : November 6, 2025

Time : 02:00 PM - 03:00 PM

The Inter-SLA Regional Seminar of South Indian States on School Leadership was organized by the School Leadership Academy - Kerala (SLA-K) under the aegis of SIEMAT - Kerala, in collaboration with NCSL, NIEPA, New Delhi. The seminar was held on the theme "Leadership Pathways for School Improvement." As part of the programme, an invited talk on School Leadership was delivered by **Dr. Charu Smitha Malik, Assistant Professor at NCSL - NIEPA, New Delhi**, on November 06, 2025 from 02.00 PM to 03.00 PM.

Dr. Charu Smitha Malik is an accomplished academic and educational leader with a Ph.D. in Educational Policy, Planning, and Administration. She has extensive experience in the areas of school leadership development, educational planning, and teacher professional growth. She has been an active contributor to several national programmes, including NISHTHA, and has collaborated with key educational organizations such as UNESCO and NCERT. Her research interests focus on equity, diversity, and community participation in education. She has also designed and coordinated numerous training programmes for school heads and administrators across India, and currently serves as the National Coordinator for School Leadership Academies in various states.



Dr. Charu Smitha Malik, Assistant Professor at NCSL - NIEPA, New Delhi

Her presentation titled "A Comprehensive Approach to Educational Planning and Policy: Problematizing Challenges to Find Contextual Solutions" offered a deep exploration of leadership as a transformative and contextual process within educational ecosystems. She began by outlining the agenda that included educational planning and policy, data-based

decision making, transition from administration to leadership, and the leadership competency framework focusing on knowledge, application, attitude, and values as the core elements. She elaborated that planning is a multistage and cyclical process involving diagnosis, investigation, and responsive action, integrating research, practice, and policy formulation. She discussed arguments favoring both centralization such as equitable resource allocation, policy uniformity, rationalization, and diffusion of innovation and decentralization, which promotes efficiency, democratization, institutional autonomy, and accountability. Emphasizing decentralization as a preferred approach aligned with the concurrent responsibility of education, she explained its forms - deconcentration, delegation, and devolution as progressive transfers of authority from higher to lower organizational levels. She also highlighted that effective planning must be outcome-based and grounded in authentic data sources like the UDISE+ dashboard, linking interventions such as teacher training to measurable learning outcomes. She identified critical challenges in the current educational landscape, including lack of infrastructure, low student competencies, inadequate support for children with special needs, poor administrative backing for innovation, and weak mapping of interventions to outcomes. Moving from administration to leadership, she differentiated leadership as a vision-driven, people-centered process distinct from rigid administrative structures, calling for reflective, participatory, and empowering practices. Raising the question, "Are we monitoring or mentoring?", she underscored the significance of mentoring in nurturing professional growth and referred participants to the Blue Book on Mentoring as a guiding resource. In her concluding remarks, Dr. Charu emphasized that school leaders are practitioners engaged in continuous action research and that the smallest yet most crucial level of educational planning lies within the school itself. She observed that while several states conduct leadership programmes, their impact on learning outcomes remains limited, stressing the need for multifaceted, competent adult and student leaders who internalize and transmit leadership competencies. Concluding with an interactive discussion, she inspired participants to adopt a data-informed, context-sensitive, and ethically grounded approach to leadership, reinforcing that competencies are transferable and progressive. Her session provided a holistic framework integrating theory, policy, and practice, aligning effectively with the seminar's theme "Leadership Pathways for School Improvement," and left the audience with valuable insights into fostering sustainable, decentralized, and reflective school leadership.

FEEDBACK AND VALEDICTORY SESSION

FEEDBACK SESSION

The feedback session provided a valuable platform for participants representing various South Indian states to share their reflections, learning experiences, and constructive suggestions. Each representative expressed their observations on how the seminar contributed to their understanding of school leadership and educational improvement.

The representatives from Kerala appreciated the seminar for its focus on school upgradation, teacher improvement, and the adoption of innovative techniques to enhance classroom practices. They emphasized that the sessions encouraged school leaders to embrace change and adopt new pedagogical and managerial approaches for better educational outcomes.

The delegates from Karnataka highlighted that they had gained a wealth of information and practical ideas from the various sessions and discussions, which they planned to apply in their respective schools to improve leadership effectiveness and institutional performance.

The participants from Telangana and Andhra Pradesh expressed that the seminar sessions helped them to understand strategies for improving leadership skills and enhancing student achievement. They remarked that the programme enriched their knowledge and perspectives on modern educational leadership, motivating them to implement positive changes in their contexts.

The representative of research scholars noted that the seminar provided meaningful insights into how the concepts and models discussed could inform educational research and practice. They appreciated the opportunity to observe real-world leadership practices, learn from experts, and explore how challenges in the education sector can be systematically studied and resolved through innovative approaches.

All the representatives collectively appreciated the excellent organization and coordination of the entire programme by the School Leadership Academy - Kerala and SIEMAT - Kerala. They commended the academic depth, hospitality, and professionalism with which the seminar was conducted.

The feedback session concluded on a positive and reflective note, with participants expressing gratitude for the enriching experience and reaffirming their commitment to apply

the insights gained to promote effective school leadership, teacher empowerment, and holistic educational improvement in their respective regions.

VALEDICTORY SESSION



The session commenced with a warm welcome address by Mr.. Nithin P., Junior Consultant, School Leadership Academy - Kerala. He extended greetings to the dignitaries, delegates, and participants from various South Indian states.

Mr. Nithin P.,
Junior Consultant, SLA-K

Following this, Dr. Anupamamol M. K, Research Officer, SIEMAT - Kerala , presented a comprehensive report of the three-day seminar, summarizing the major discussions, paper presentations, and collaborative sessions that enriched the event.

Dr. Anupamamol M. K,
Research Officer, SIEMAT-Kerala





Dr. Jayaprakash R.K., Director, SIEMAT - Kerala

The closing remarks were delivered by Dr. Jayaprakash R.K., Director, SIEMAT - Kerala, who emphasized the importance of continuous professional development and visionary leadership in enhancing the quality of school education.



Dr. Charu Smitha Malik, Assistant Professor, NCSL-NIEPA, New Delhi

Dr. Charu Smitha Malik, Assistant Professor, NCSL-NIEPA, New Delhi, also shared her reflections, appreciating the efforts of SLA-Kerala in fostering a regional platform for knowledge exchange and leadership development.



Dr. Anandakumar S, Nodal Officer, School Leadership Academy - Kerala

The function concluded with a heartfelt vote of thanks by Dr. Anandakumar S, Nodal Officer, School Leadership Academy - Kerala, who expressed gratitude to all dignitaries, participants, and organizing committee members for their valuable contributions and co-operation in making the seminar a grand success.

The valedictory session marked a fitting conclusion to the seminar, reinforcing the shared commitment of educational leaders to strengthen school leadership and promote excellence across the South Indian states.



Dr. Jayaprakash R K (SIEMAT-Kerala Director) &
Dr. Charu Smita Malik (Asst. Professor, NCSL) with School Heads & Case Study Presenters



Dr. Jayaprakash R K (SIEMAT-Kerala Director) & Dr. Charu Smita Malik
(Asst. Professor, NCSL) with Researchers & Empirical Paper Presenters



Dr. Jayaprakash R K (SIEMAT-Kerala Director) & Dr. Charu Smita Malik
(Asst. Professor, NCSL) with SIEMAT- Kerala & SLA Kerala Staff.

Annexures

Concept Note & Information Brochure

Inter-SLA Regional Seminar of South Indian States on School Leadership

Theme: *Leadership Pathways for School Improvement*

Date: 4–6 November 2025

Venue: Hotel Dimora, Thiruvananthapuram, Kerala

Concept Note and Information Brochure

Organised by:
School Leadership Academy–Kerala (SLA–K)
Under the aegis of SIEMAT–Kerala
In collaboration with NCSL–NIEPA, New Delhi

State Institute of Educational Management and Training-Kerala
(SIEMAT - Kerala)
M.G Road, East Fort, Thiruvananthapuram, Kerala - 695036
Phone : 0471-2460343 Email : director.siemat@kerala.gov.in

Introduction and Background

School Leadership Academy–Kerala (SLA–K), functioning under the State Institute of Educational Management and Training - Kerala (SIEMAT–Kerala), is dedicated to advancing the professional growth of school leaders through research, innovation, and collaborative learning. Supported financially and academically by the National Centre for School Leadership (NCSL), National Institute of Educational Planning & Administration (NIEPA), New Delhi, SLA–K has been at the forefront of capacity-building programmes for head teachers, principals, and educational administrators in the state.

As part of its ongoing initiatives to strengthen leadership capacity in school education, SLA–K is organising the Inter-SLA Regional Seminar of South Indian States on School Leadership in collaboration with NCSL–NIEPA. This seminar is being conducted as per NCSL guidelines, which mandate regional collaborations among School Leadership Academies across India to promote sharing of innovative leadership practices and research findings.

The seminar will bring together representatives from Kerala, Tamil Nadu, Karnataka, Andhra Pradesh, Telangana, and Lakshadweep, creating a vibrant platform for dialogue, reflection, and knowledge exchange on leadership that drives school transformation.

The three-day regional seminar, scheduled from 4–6 November 2025 at Hotel Dimora, Thiruvananthapuram, will feature case study presentations by school heads and empirical research presentations by teacher educators and scholars. Through these interactions, the seminar aims to highlight effective leadership practices, challenges, and contextual innovations that contribute to school improvement across the southern states.

Objectives of the Seminar

The major objectives of the seminar are:

1. To provide a platform for sharing innovative and context-specific leadership practices from diverse school settings.
2. To promote collaboration and peer learning among school leaders, teacher educators, and researchers across South India.

3. To disseminate evidence-based findings from empirical studies related to school leadership and student learning outcomes.
4. To strengthen inter-state cooperation among School Leadership Academies in the southern region.
5. To generate actionable insights and policy recommendations for strengthening leadership development programmes under NCSL–NIEPA.
6. To identify emerging trends, challenges, and pathways for sustainable school leadership in a changing educational landscape.

Themes

The seminar will focus on the overarching theme:
"Leadership Pathways for School Improvement."

Themes for Writing Empirical Papers

Scholars and researchers have to write empirical papers through their insight into school leadership and field work in the area and/or authentic research reviews with critical comments and observations on national and international policies on school leadership development. Researchers and scholars in the area are invited to write on one of the following themes:

- Leadership and Governance for Improving Student Learning
- Technology in Educational Policy, Administration & Management
- Leadership for Equity, Diversity, Gender Inclusivity and Inclusion
- Building a Culture of Innovation in a School

Participants / Target Groups

The seminar will bring together a diverse group of participants, including:

- **School Heads and Principals** from Government and Aided Schools (Primary to Higher Secondary) from South Indian States.
- **Teacher Educators** from DIETs, B.Ed. and M.Ed. Colleges.
- **Researchers and Scholars** engaged in studies on educational leadership and school improvement.

- **Officials and Faculty Members** from SIEMATs and SLAs of southern states.
- **Representatives from NCSL–NIEPA** and other academic institutions.

A total of about 100 delegates are expected to participate, including 50 school heads presenting case studies and selected researchers presenting empirical papers.

Expected Outcomes

The seminar is expected to achieve the following outcomes:

1. A comprehensive documentation of best leadership practices from schools across South India.
2. Strengthened inter-state collaboration among SLAs for ongoing professional dialogue and joint initiatives.
3. Enhanced understanding of contextually relevant leadership models in the Indian school context.
4. Development of policy recommendations for school leadership development.
5. Formation of a Leadership Learning Network (LLN) among participants to sustain post-seminar collaboration.

Programme Duration, Date and Venue

- **Duration:** *Three Days*
- **Date:** *4th – 6th November 2025*
- **Venue:** *Hotel Dimora, Thiruvananthapuram, Kerala*

The seminar will include keynote addresses, paper presentations, thematic sessions, panel discussions.

Programme Management Team

Chief Patron	:	**Shri. V Sivankutty** *Hon'ble Minister for General Education* *Government of Kerala*
Patron	:	**Dr. Jayaprakash R K** *Director, SIEMAT–Kerala*
Chairperson	:	***Smt. Aneesa Iqbal*** *Administrative Officer, SIEMAT-Kerala*

General Convenor	:	***Dr. Anandakumar S*** *Nodal Officer, School Leadership Academy– Kerala*
Implementing Officer	:	***Shri. Nithin P*** *Junior Consultant, School Leadership Academy-Kerala*

Organising Committees

1. **Registration & Reception Committee**

Convenor	-	Smt. Nalini S.
Joint Convenor	-	Smt. Retnamony B.
Members	-	Smt. Asha Rani R., Smt. Minu M., Smt. Nimmi U., Smt. Divya S.V., Smt. Nisha T.P.

2. **Transportation Committee**

Convenor	-	Dr. Aruna C.R.
Members	-	Shri. Arun S., Shri. Anuraj M.R.

3. **Accommodation Committee**

Convenor	-	Shri. Prasanth I.
Members	-	Shri. Harish Krishnan G.S., Shri. Santhosh R.

4. **Food & Floor Management Committee**

Convenor	-	Dr. Sony P.
Members	-	Shri. Prathu K., Smt. Sreedevi K.

5. **Reporting Committee**

Convenor	-	Dr. Anupamamol M.K.
Member	-	Smt. Seema B.N.

6. **Finance Committee**

Convenor	-	Shri. Martin Jeaks
Member	-	Smt. Naisi S.N.

7. **Supporting Staff Members**

   Smt. Prabhakumari T., Smt. Beena C., Smt. Latha K.

Inter-SLA Regional Seminar of South Indian States on School Leadership

4-6 November 2025, Thiruvananthapuram

Tentative Schedule

Day 1 : 4 November 2025 (Tuesday)

09.00 AM to 10.00 AM	**Registration**
10.00 AM to 11.00 AM	**<u>Inaugural Session</u>** Welcome & Introduction : **Dr. Jayaprakash R.K.** *Director, SIEMAT-Kerala* In Chair : **Dr. K. Vasuki IAS** *Secretary, Department of General Education, Govt. of Kerala* Inauguration : **Shri. V. Sivankutty** *Hon'ble Minister for General Education, Government of Kerala* Keynote Address : **Prof. Shashikala Wanjari** *Vice Chancellor, National Istitute of Educational Planning & Administration (NIEPA), New Delhi* Special Guest : **Shri. Umesh NSK IAS** *Director of General Education, Government of Kerala* Felicitations : **Dr. Supriya A R** *State Project Director, SSK* **Shri. B. Aburaj** *Director, SIET* **Dr. Charu Smitha Malik** *Asst. Professor, NCSL-NIEPA, New Delhi* Vote of Thanks : **Smt. Aneesa Iqbal** *Administrative Officer SIEMAT-Kerala*
11.00 AM to 11.15 AM	Tea Break
Technical Session – 1	
11.15 AM to 12.45 PM	***Chair –*** *Dr. Renjith S, Research Officer, SCERT-Kerala* **Case Study Presenters:** 1. Jiji Kuriakose, GHSS, Pattuvam

	2. Bindu K.P., Govt. U.P.S, Malam, Kottayam 3. Saji T G, GHS, Beenachi 4. Suresha, KPS, Kalasa 5. Dr. K. Lailas, Govt. Model HSS, Pattom 6. Midhun K., Govt UPS, Manassery
	Discussion (30 Minutes)
12.45 PM to 01.45 PM	Lunch Break
Technical Session – 2	
01.45 PM to 03.15 PM	***Chair -*** *Dr. Vanaja Akula, Faculty, SCERT-Hyderabad* **Case Study Presenters** 1. S.K. Noor Mohammad, APRS, Gyarampalli 2. Anil Kumar P, GHSS, Perinthalmanna 3. Rangan R, Govt. LPS, Agali 4. Satheesan V P, Govt. High School Kallar, Vattiyar 5. Chithra M K, GHSS, Kalliot 6. P A Preejabhai , GLPS, Chullimada
	Discussion (30 Minutes)
03.15 PM to 03.30 PM	Tea Break
Technical Session – 3	
03.30 PM to 05.00 PM	***Chair –*** *Nisha P., Senior Lecturer, DIET, Malappuram* **Case Study Presenters** 1. Shanavaz K K Directorate of Education, UT of Laskhadweep 2. Rajendran T.M., GHSS Sreekandapuram, Kannur 3. Nisha Devasia, SALP School, Thariode 4. Ravinder Reddy, ZPHS, Bibipet 5. Jaya V P, GHS, Chirakkara 6. Sunantha O, AUP school, Chelannur 7. Anu Susan Varughese, HM, GHSS Ala Chengannur
	Discussion (30 Minutes)

Day 2 : 5 November 2025 (Wednesday)

<table>
<tr><td colspan="3">Thematic Session – 1
Theme: Leadership and Governance for Improving Student Learning</td></tr>
<tr><td rowspan="7">09.00 AM to 10.15 AM</td><td colspan="2">Review Panel: Dr. Rahul V R
Dr. Divya C. Senan
Dr. Annie Feba Varghese</td></tr>
<tr><td>1. Dr. Shejeena K A</td><td>Fostering Collaborative Argumentation through School Leadership: Evidence from Secondary Classrooms</td></tr>
<tr><td>2. Naseeha Nazeer</td><td>Learner Autonomy as a Predictor of Leadership Competencies among Adolescents</td></tr>
<tr><td>3. Resmi T L</td><td>The Role of Headmasters in Implimenting Shared Governance in Secondary Schools of Kerala</td></tr>
<tr><td>4. Bindu G M</td><td>Assessing Mathematical Self-Confidence through Metaphorical Reasoning: Insight for Transformative Pedegogical Leadership in Higher Secondary Education</td></tr>
<tr><td>5. Kunjumol P X</td><td>Reflective Leadership in Action : Investigating Transformative Pedegogy in Mathematics Education</td></tr>
<tr><td colspan="2">Discussion (25 Minutes)</td></tr>
<tr><td colspan="3">Thematic Session – 2
Theme: Technology in Educational Policy, Administration & Management</td></tr>
<tr><td rowspan="3">10.15 AM to 11.00 AM</td><td colspan="2">Review Panel: Dr. Rahul V R
Dr. Divya C. Senan
Dr. Annie Feba Varghese</td></tr>
<tr><td>1. Sanila Manoj</td><td>A Study on the Teachers Attitude Towards AI Tools and Their Relevence to Educational Policy, Administration and Management</td></tr>
<tr><td>2. Rehna Mol R</td><td>Teacher Concerns and Digital Competencies in Blended Learning of Higher Secondary School Teachers in a</td></tr>
</table>

		Postdigital Education Scenario
	3. Neenum Dittu	*Navigating Contemporary Research Practices in the Digital Media Era : Implications for Educational Inquiry*
	Discussion (15 Minutes)	
11.00 AM to 11.15 AM	Tea Break	
Thematic Session – 3 **Theme: Leadership for Equity, Diversity, Gender Inclusivity and Inclusion**		
11.15 AM to 12.15 PM	**Review Panel:** *Dr. Rahul V R* *Dr. Divya C. Senan* *Dr. Annie Feba Varghese*	
	1. Dr. Sreevidya Nair N	*Leadership for Gender Inclusivity in Schools : Evidence from Kerala*
	2. Nisha P	*Effectiveness of Educational Administration : A Study on the Role of Female Educational Officers in Kerala*
	3. Syama M Mohanan	*Transformative School Leadership : Creating Spaces for Gender Equity*
	4. Gopika Krishnan	*Impact of NCC, NSS and Scouts and Guides on Adolescent Leadership Competencies and Personality Traits among Adolescents in Kerala*
	Discussion (20 Minutes)	
Thematic Session – 4 **Theme: Building a Culture of Innovation in a School**		
12.15 PM to 01.15 PM	**Review Panel:** *Dr. Rahul V R* *Dr. Divya C. Senan* *Dr. Annie Feba Varghese*	
	1. Nithya S S	*The Role of Leadership in Enhancing Entrepreneurial Skills among Secondary*

		School Students
	2. Geethu T.G.	*Developing a Policy - Driven Innovation Culture : Mapping Epistemic Markers of Scientific Temper through Student - Led Innovations in Kerala*
	3. Veena K Kumar	*Embracing India's Knowledge Legacy : Building a Culture of Innovation in Schools for the 21st Century*
	4. Anitha R	*Attitude of Government and Private CBSE School Teachers towards Open Book Examination as a Innovative Assesment Strategy*
	Discussion (20 Minutes)	
01.15 PM to 02.00 PM	Lunch Break	
Technical Session – 4		
02.00 PM to 3.30 PM	***Chair -*** *Dr. Charu Smitha Malik, Asst. Professor, NCSL-NIEPA* **Case Study Presenters** 1. Dr. Poornima Mukkundi, SISLEP, Karnataka 2. Ismayil Payyanattuthodi, EMEA HSS, Kondotty 3. Biju K Thomas, V.O.U.P. School, Punalur 4. Sakkira P K, Markaz Girls High School, Karanthur 5. Maya N, Govt. HSS Paravoor, Alapuzha 6. Rinosh Samuel, St Johns MSC UPS, Pallickal	
	Discussion (30 Minutes)	
03.30 PM to 03.45 PM	Tea Break	
Technical Session – 5		
03.45 PM to 05.15 PM	***Chair -*** *Dr. Sreevidya Nair N, Asst. Professor, NSS Training College, Ottapalam* **Case Study Presenters** 1. Dr. Bhagyajyoti Kotimath, GHS, Shirur	

	2. Rajee Padmanabhan, Govt. Tribal HSS, Poomala 3. Anitha M .N., C.E.U.P School, Paruthur 4. Abdul Rasheed K, IOHS, Edavanna 5. Dr. Ranjith Lal, GVHSS for Girls. Nadakkavu 6. Sherin Peter, Presentation L.P. School, Chennaveli
	Discussion (30 Minutes)

Day 3 : 6 November 2025 (Thursday)

Technical Session – 6	
09.00 AM to 10.30 AM	***Chair –*** *Dr. Poornima Mukkundi, Nodal Officer, SLA & Lecturer, SISLEP, Karnataka* **Case Study Presenters** 1. G. Vishwanatham Gupta, GMHS, Aliya 2. Lissy U, HSS, Kannadi 3. Sherin Shahana, AMLPS, Aripra Melmuri, Malappuram 4. Muhammed Shareef T, Alfarookhia HSS 5. Sindhu V P, Labor LPS, Pullut 6. L. Nagarajachari, KPS, Hosayalanadu
	Discussion (30 Minutes)
10.30 AM to 10.45 AM	Tea Break
Technical Session – 7	
10.45 AM to 12.30 PM	***Chair -*** *Battu Suresh Kumar**,** Lecturer, SIEMAT-Andhra Pradesh and Nodal Officer, SLA* **Case Study Presenters** 1. Saju Joseph, Savio HSS, Devagiri, Kozhikode 2. Jain Mary James, St Antony S L P S, Koottamackal 3. Joshy V D, St Thomas HSS, Thiroor 4. Niyas UA, FMHSS, Koombara 5. M. Nakeeran, GHSS. Kovalam 6. K. Vasuki, GHSS, Asoknagar 7. Anbuvelan K, PUMS, Muthaneri

	8. M.K. Subalakshmi, PUMS, Kandampatty
	Discussion (25 Minutes)
12.30 PM to 01.15 PM	Invited Talk on School Leadership **Dr. Charu Smitha Malik** Asst. Professor, NCSL-NIEPA, New Delhi
01.15 PM to 02.00 PM	Lunch Break
02.00 PM to 02.15 PM	Rapporteur's Report
02.15 PM to 04.00 PM	Feedback & Valedictory Session

List of Participants

Sl. No.	Name	Designation	School/Institution
Delegates from Kerala			
1	Saji T G	HM	GHS, Beenachi
2	Sakkira P K	HSA English	Markaz Girls High School, Karanthur
3	Satheesan V P	HM	Govt. High School, Kallar, Vattiyar
4	Jaya V P	HM	GHS, Chirakkara
5	Abdul Rasheed K	HM	IOHS, Edavanna
6	Saju Joseph	HM	Savio HSS Devagiri, Kozhikode
7	Joshy V D	HM	St Thomas HSS, Thiroor
8	Niyas U A	UPST	FMHSS, Koombara
9	Anil Kumar P	HM	GHSS, Perinthalmanna
10	Rajendran T.M.	Principal	GHSS, Sreekandapuram, Kannur
11	Chithra M K	HM	GHSS, Kalliot
12	Lissy U	HM	HSS, Kannadi
13	Jiji Kuriakose	HM	GHSS, Pattuvam
14	Anu Susan Varughese	HM	GHSS Ala, Chengannur
15	Ismayil Payyanattuthodi	HM	EMEA HSS, Kondotty
16	Maya N	HM	Govt. HSS, Paravoor, Alapuzha
17	Rajee Padmanabhan	HM	Govt. Tribal HSS, Poomala
18	Dr. K. Lailas	Principal	Govt. Model HSS, Pattom
19	Dr. Ranjith Lal	UPST	GVHSS Girls Nadakkavu
20	Muhammed Shareef T	HST	Alfarookhia HSS
21	Bindu K.P.	HM	Govt. U.P.S, Malam, Kottayam
22	Jain Mary James	HM	St Antony S L P S, Koottamackal
23	Sunantha O	HM	AUP school, Chelannur
24	Nisha Devasia	HM	SALP School, Thariode
25	Sindhu V P	HM	Labor LPS, Pullut
26	P.A. Preejabhai	HM	GLPS, Chullimada

27	Rinosh Samuel	HM	St Johns MSC UPS, Pallickal
28	Anitha M .N.	UPST	C.E.U.P School, Paruthur
29	Sherin Peter	HM	Presentation L.P. School, Chennaveli
30	Biju K Thomas	HM	V.O.U.P. School, Punalur
31	Midun K	LPST	Govt UPS, Manassery
32	Rangan R	LPSA	Govt. LPS, Agali
33	Sherin Shahana	LPST	AMLPS, Aripra, Melmuri
List of Empirical Paper Presenters			
34	Resmi T.L.	Research Scholar	Government College of Teacher Education, Thycadu
35	Dr. Shejeena K.A.	Asst. Professor	MES Training College, Edathala, Aluva
36	Naseeha Nazeer	Senior Research Fellow	School of Pedagogical Sciences, Mahathma Gandhi University, Kottayam
37	Bindu G.M.	Research Scholar	NSS Training College Ottapalam
38	Kunjumol P.X.	Research Scholar	St Thomas College of Teacher Education, Pala, Kottayam
39	Sanila Manoj	Research Scholar	Mar Theophilus Training College, Nalanchira
40	Rehna Mol R.	Research Officer	SCERT-Kerala
41	Neenum Dittu	Research Scholar	School of Pedagogical Sciences, Mahathma Gandhi University, Kottayam
42	Nithya S S	Research Scholar	Mar Theophilus Training College, Nalanchira
43	Geethu T.G.	Senior Research Fellow	School of Pedagogical Sciences, Mahathma Gandhi University, Kottayam
44	Veena K Kumar	Research Scholar	School of Pedagogical Sciences, Mahathma Gandhi University, Kottayam
45	Anitha R	Research Scholar	NSS Training College, Ottapalam
46	Dr. Sreevidya Nair N	Asst. Professor	NSS Training College, Ottapalam
47	Syama M Mohanan	Research Scholar	School of Pedagogical Sciences, Mahathma Gandhi University Kottayam
48	Nisha P.	Senior Lecturer	DIET Malappuram

49	Gopika Krishnan	Research Scholar	School of Pedagogical Sciences, Mahathma Gandhi University, Kottayam
Delegates from Other States/UT			
Karnataka			
50	Dr. Poornima Mukkundi	Nodal Officer SLA and Lecturer	SISLEP, Karnataka
51	Suresha	HM	KPS, Kalasa
52	Dr. Bhagyajyoti Kotimath	HM	GHS, Shirur
53	L. Nagarajachari	HM	KPS, Hosayalanadu
Andhra Pradesh			
54	Battu Suresh Kumar	Lecturer, SIEMAT as Nodal Officer of SLA	SIEMAT Andhrapradesh
55	S.K. Noor Mohammad	Principal	APRS, Gyarampalli
Telangana			
56	Dr. Vanaja Akula	Faculty	SCERT, Hyderabad
57	Ravinder Reddy	HM	ZPHS, Bibipet
58	G. Vishwanatham Gupta	HM	GMHS, Aliya
Lakshadweep			
59	Shanavaz K K	Subject Expert and Academic Head	Directorate of Education
Tamilnadu (Online)			
60	M. Nakeeran	HM	GHSS, Kovalam
61	K. Vasuki	HM	GHSS, Asoknaga
62	Anbuvelan K	HM	PUMS, Muthaneri
63	M.K. Subalakshmi	HM	PUMS, Kandampatty