



Interactive Module on School Leadership

Developed by
SLA, SCERT Assam
in collaboration with NCSL - NEIPA, New Delhi

Transformational Leadership for Child Protection and Resilience in Schools of Assam

5



LEARNING OBJECTIVES:

After completing this interactive module, school leaders will be able to:

1

Deconstruct the concept of school safety from mere infrastructure to a holistic "WholeSchool" culture.

2

Identify specific vulnerabilities and safety challenges arising from geographical isolation and socio-economic diversity within their unique context (eg: Plains, Tea Gardens, Char areas, flood-prone zones etc.)

3

Develop and Implement comprehensive, context-specific safety protocols, including physical, psychological, and digital security measures, based on a Whole-School Safety Approach

4

Establish an accountable, collaborative culture of protection by defining the roles and responsibilities of all stakeholders (staff, students, parents, community) under the Zero Tolerance Policy.



Zero Tolerance, Whole-School Safety Approach (WSSA), Domains of Safety, Accountability, Disaster Resilience, Cyber Wellness, Vulnerability Mapping.

5.1 INTRODUCTION



"There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected and that their lives are free from fear"

-Kofi Annan

In our traditional training, we were often taught that a "good" school is a quiet school, and a "safe" school is one with a high boundary wall and a locked gate. But as a school leader within the diverse landscapes of Assam, we know that safety is much more than just physical infrastructure. Safety is a feeling. It is the invisible thread of TRUST between you, your teachers, the community, and that child.

We are moving away from the colonial-era mindset where "discipline" was enforced through fear. Today, we reinvent our role. You are not just an administrator; you are the Chief Protector. Whether your school is nestled in the mist-covered tea gardens of Upper Assam, perched on the shifting sands of a Brahmaputra Char, or located in the bustling urban heart of Guwahati, safety is not a one size fits all approach



“ *Creating a safe learning environment is the foundation of a successful education* ”

The Policy Imperative:

National policies, such as the Right of Children to Free and Compulsory Education (**RTE Act, 2009**), implicitly mandates a joyful learning environment. The Protection of Children from Sexual Offences (**POCSO Act, 2012**), and the subsequent **Guidelines on School Safety and Security (2021)** by the **Ministry of Education (MoE)**, fix clear accountabilities on the School Management Committee (SMC) and the School Head. These guidelines emphasize a **‘Zero Tolerance Policy’** against any form of abuse, neglect, or negligence towards a child. In fact, these guidelines have broadened the definition of safety to encompass the four core domains: **physical, psychological, socio-emotional, and cognitive safety.**

However, empirical studies show that mere existence of a policy does not guarantee Safety. Reports frequently highlight gaps between execution and implementation of different Govt. policies/ initiatives, particularly regarding the psychosocial domain

This module is designed to bridge this gap. It moves from policy awareness to practical, context-specific leadership action. It encourages you as a school leader, to adopt the **WholeSchool Safety Approach (WSSA)**, making **‘Safety’** a shared value, a daily practice, and a strategic priority, ensuring that every corner of your school environment (physical and virtual) is truly safe for every child. It will also look at how these policies can be translated into daily actions that save lives.

Why now?

Empirical data from surveys like **PARAKH** and **UDISE+** shows that a child who feels unsafe cannot learn. The brain's "learning centres" (the prefrontal cortex) literally shut down when a child is in a state of fear or anxiety. If a student is worried about being hit by a teacher or a fellow/senior student, OR bullied in the toilet, OR being washed away by a rising river, then, academic pursuits like learning Math or Science become secondary to survival.

By the end of this module, we expect you to vision your school in such a way where every child, regardless of their background, ability, or home situation, can look at your eyes and say, *"I feel safe here"*.

Let's begin this transformation together..





REFLECTIVE QUESTIONS

Take a moment to answer the following questions honestly. There are no "wrong" answers, only starting points for growth:

During the lunch break in your school, which of the following activities do you feel would distinguish you as a Child-First leader than just being a School Head?

- Finishing some pending administrative tasks at the earliest.
- Checking if any students are wandering outside the school campus.
- Looking for students who seem isolated, sad, or overly aggressive.
- Ensuring that mid-day meal is served properly.

(Note: While A, B, and D are part of your job, 'C' is the hallmark of a Child-First leader.)

Suppose, one of the teachers of your school reports you about a student being "rebellious" and need for "strong discipline" (physical punishment) for that student to learn. What would be your response?

- You will agree to the teacher, as discipline is necessary for results.
- You will ignore it and let the teacher handle it their own way.
- You will sit with the teacher and explore what "hidden pain" might be causing the child's rebellion.

(Note: Note: Researches show that "rebellion" is often a defence mechanism for trauma.)

If a student reports you a complaint of emotional distress or bullying, how will you handle the case? Write down

5.2 THE ZERO TOLERANCE POLICY AND THE CONCEPTUAL FRAMEWORK

Title: Policy Mandates and the Whole-School Safety Approach



Learning Objective:

School leaders will be able to define the four domains of school safety and position the Zero Tolerance Policy as the foundational principle for their school's safety culture.



Keywords

Zero Tolerance, Physical Safety, Psychosocial Safety, Legal Compliance, Accountability, Child Rights.



5.2.1 Introduction

The concept of a **"safe and secure place"** is not merely aspirational; it is a **legal mandate** stemming directly from a child's fundamental right to both education and protection. The Ministry of Education (MoE) Guidelines explicitly require school leadership to adopt a **Zero Tolerance Policy** against **all forms of violence, abuse, and neglect**. Leadership must understand that Zero Tolerance extends far beyond strict disciplinary action.

In the past, safety was just about **Compliance**; did we submit the fire safety report? But today, it is about establishing a **cultural and procedural boundary** that declares unequivocally that **"Any compromise on a child's safety is unacceptable, regardless of context, excuse, or who the perpetrator is."**



THINK AND REFLECT

Do your students feel safe to talk to a teacher about a problem at their home?



ACTIVITY: The "Safety Audit" Sketch

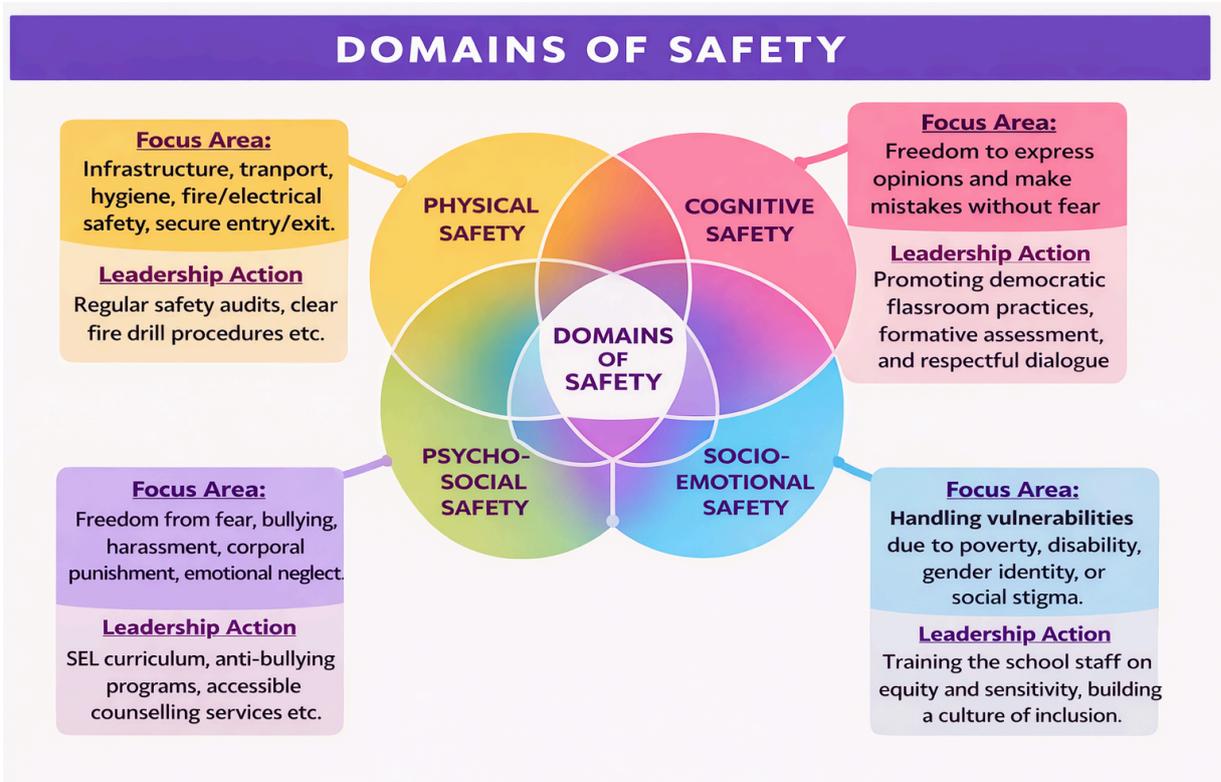
In the space given below, quickly sketch a map of your school campus. Mark THREE areas with a red 'X' where you think a child might feel "unseen" or "unsafe" (e.g., a broken toilet door, a dark corridor, or behind an abandoned old school room).

Give reasons why did you pick those spots and how can you correct it?



5.2.2 The Domains of Safety

The modern understanding of safety is multidimensional. School leaders must audit their environment across all four critical domains:



5.2.3 The Whole-School Safety Approach (WSSA)

The Whole-School Safety Approach (WSSA) means that safety is integrated into everything: Governance, Infrastructure, Teaching, and Community.

This approach requires three interconnected components:

- **Policy & Governance:** Clear rules, stakeholder accountability, staff training, and compliance checks (e.g., staff police verification, mandatory reporting systems).
- **Physical Environment:** Structural integrity, adequate resources (water, sanitation), and emergency preparedness.
- **Teaching & Learning:** Integrating safety concepts (good touch/bad touch, cyber hygiene, conflict resolution) into the curriculum and daily classroom interactions.

Summary

Section 1 establishes that effective school safety leadership is a non-negotiable legal compliance and a commitment to protect child's holistic well-being across four domains. The Zero Tolerance Policy is the mandate; the Whole-School Safety Approach is the mechanism to integrate this mandate into every facet of the school life and for ensuring all these, Accountability rests firmly with the school leadership.



5.2.4 References (Section 1)

- Ministry of Education (MoE), Government of India. (2021). *Guidelines on School Safety and Security*.
- The Protection of Children from Sexual Offences (POCSO) Act. (2012).
- National Commission for Protection of Child Rights (NCPCR): *Child Protection Guidelines for School Systems*.



Assessment (Section 1)

- **Which of the following is NOT a core domain of the Comprehensive School Safety framework discussed?**
 (A) Physical Safety (B) Psychosocial Safety (C) Financial Safety (D) Cognitive Safety
- **Under the MoE guidelines, the School Management Committee (SMC) and School Heads are accountable for ensuring child safety.** True False
- **The Zero Tolerance Policy primarily relates to penal action and is not connected to school culture.** True False
- **Integrating safety and child rights into the daily curriculum is an example of which component of the Whole-School Safety Approach?**
 (A) Policy & Governance (B) Physical Environment
 (C) External Compliance (D) Teaching & Learning

5.3 ADDRESSING SOCIO-ECONOMIC DIVERSITY AND HIDDEN VULNERABILITIES

Title: Equity in Safety: Recognizing, Reporting, and Responding to Vulnerability



Learning Objective:

School leaders will be able to identify how socio-economic disparity creates specific safety vulnerabilities and establish mechanisms to support the marginalized students (e.g., children of migrant workers, CWSN, children facing neglect).



Keywords

Vulnerability Mapping, Mandatory Reporting, Child Welfare Committee (CWC), Neglect, Trauma-Informed Practice.



5.3.1 Introduction

Safety is inherently an equity issue. Socio-economic diversity among students within a school means that while one child's primary safety concern might be cyberbullying, another's concern may be societal neglect, malnourishment, or the dangers associated with a long transportation process due to lack of local facilities etc. School leaders must move beyond a universal, "onesize-fits-all" safety approach and employ **Vulnerability Mapping** by identifying specific risks faced by marginalized groups in their student community.

5.3.2 The Nexus of Poverty, Neglect, and Safety

Children from low socio-economic backgrounds (LSEB) often experience certain risks that are generally invisible in a traditional safety audit. These may include:

- **Nutritional Vulnerability:** Lack of food security makes Mid-day Meal schemes critical, yet they also become a point of vulnerability if food quality or kitchen hygiene is neglected.
- **Hidden Abuse/Neglect:** Overworked, single-parent, or migrant households may inadvertently neglect a child's emotional or physical needs (lack of adequate clothing, persistent tiredness). The school staff are often the first, and the only line of defense.
- **Exploitation Risk:** Economic distress increases the risk of child labour, trafficking, and sexual exploitation outside the school gates.

5.3.3 Strengthening the Child Protection Team and Mandatory Reporting

Every school must have a designated Child Protection Officer (CPO) and a functioning Child Protection Committee (CPC) as mandated by policy. The school leader's role is to ensure that the CPO is adequately trained and confident in liaising with external bodies like the District Child Protection Committee and the police (POCSO protocols).

- **Training Focus:** Training must move beyond what the law is. It should rather focus on to how to file a report, document evidences sensitively and to ensure the victim's confidentiality and continued education.
- **Trauma-Informed Practice:** The school staff must be trained to recognize signs of trauma (sudden behavioural shifts, regression, withdrawal etc.) and respond the victim with empathy and support.

Summary

Safety leadership must be driven by equity. By using Vulnerability Mapping and ensuring a highly trained, proactive Child Protection Team, school leaders can transform the school into a paradise for children whose lives outside the gates are otherwise troubled with hidden risks associated with poverty and neglect.



5.3.4 References (Section 2)

- Integrated Child Protection Scheme (ICPS) Framework.
- The Juvenile Justice (Care and Protection of Children) Act. (2015).



Assessment (Section 2)

- **Vulnerability mapping means identifying only those students who face physical threats.** True
 False
- **Which of the following is an example of an invisible safety risk related to socioeconomic diversity?**
 - (A) Broken window panes.
 - (B) Chronic malnutrition leading to fatigue and poor concentration
 - (C) Lack of fire extinguishers
 - (D) Unlocked gate
- **When dealing with a child who shows signs of trauma, the most appropriate approach is:**
 - (A) Disciplinary act to correct the behaviour
 - (B) Trauma-Informed Practice
 - (C) Immediate referral to the police
 - (D) Ignoring the behaviour to give the child space

5.4 GEOGRAPHICAL ISOLATION, PHYSICAL SAFETY AND EMERGENCY PROTOCOLS

Title: Leading in Crisis: Structural Safety and Disaster Risk Reduction (DRR)



Learning Objective:

School leaders will be able to assess and mitigate risks specific to their geographical context, ensuring structural safety, secure transport, and robust emergency protocols based on the principles of Disaster Risk Reduction (DRR).



Keywords

Disaster Risk Reduction (DRR), Comprehensive School Safety and Security Programme (CSSSP), Evacuation Planning, Transport Safety, Standard Operating Procedures (SOPs).



5.4.1 Introduction

Geographical diversity presents unique challenges. A school in a flood-prone plain faces different safety needs than one in a remote mountain area or a densely packed urban environment. The Comprehensive School Safety and Security Programme (CSSSP), often aligned with NDMA guidelines, mandates a three-pillar approach: safe learning facilities, school disaster management, and risk reduction.

The responsibility is on the school leader to translate these macro-guidelines into micro-level localized Standard Operating Procedures (SOPs).

5.4.2 Pillar 1: Safe Learning Facilities and Structural Audits

The physical environment must be structurally safe. This is especially critical in regions prone to seismic activity, landslides, or floods.

- **Mandatory Audits:** The leader must ensure regular, certified structural safety audits (electrical, civil) are conducted and documented. This includes the security of boundary walls, science labs, kitchens, and water storage.
- **Hygiene and Sanitation:** Separate, secure, and well-lit gender-segregated toilets and handwashing stations are non-negotiable. In rural or remote areas, ensuring reliable water and waste disposal is a key safety measure.
- **Transport Safety:** For schools using transportation, the school leader must enforce strict guidelines: vetted drivers, mandatory attendant (especially for younger students), GPS tracking, and adherence to safe driving speeds.

5.4.3 Pillar 2: Contextualized Disaster Risk Reduction (DRR)

DRR requires the school to be prepared for the most likely local emergency.

- **Local Hazard Mapping:** The leader must map hazards (e.g., flood zones, fire risks, nearest hospitals etc.) relevant to the school and its immediate vicinity.
- **Evacuation Planning:** In every school, evacuation points and routes must be clearly marked and practiced quarterly.
- **The Go-Bag/Emergency Kit:** Every classroom and school office must have a readily accessible kit with first aid, essential contact numbers, and water facility

5.4.4 Case Study: The Char School under Threat of Erosion and Flood



Case Study: The Erosion Threat at Kalarchar L.P. School





Kalarchar Lower Primary School is situated on a remote Char area (riverine island) under Barkhetri Education block of Nalbari district. The school is accessible from mainland only by boat, combined with a long walk through sandy uneven riverine bank. Every monsoon, the school faces the dual threat of severe flood and rapid river bank erosion. The schools has no concrete building and also lacks in required infrastructure. Even, the school's only evacuation point (a small concrete structure on the mainland) remains unreachable if the boat operators are unavailable due to heavy rain. Furthermore, the mobile network, in and around the school, often goes down for days during the worst weather. The nearest district officials are almost 4 hours away.



THINK AND REFLECT

Develop a three-point mitigation plan for the school leader, focusing on communication & warning system, infrastructure resilience & evacuation plan, and immediate response capacity (e.g., training local fishermen, who are always present as primary responders for school evacuation and formalizing their role in the school's DRR plan)



Summary

Geographical challenges cannot be excused for safety deficits. Effective leaders use DRR principles to anticipate local crises, ensuring that structural safety is paramount and that all staff and students are trained in realistic, context-specific SOPs. Physical security extends beyond the campus to the child's commute and their home-like facilities (if residential).

5.4.5 References (Section 3)

- National Disaster Management Authority (NDMA), Government of India. *School Safety Policy and Guidelines*.
- UNICEF. *Comprehensive School Safety and Security Programme (CSSSP) Manual*.
- The Motor Vehicles Act and State-specific Transport Safety Rules for School Buses.



Assessment (Section 3)

- **What is the primary objective of Local Hazard Mapping within a school's Disaster Risk Reduction (DRR) framework?**
 - (A) To identify cost-effective insurance premiums for the facility.
 - (B) To recognize localized threats and develop specific Standard Operating Procedures (SOPs)
 - (C) To fulfil mandatory reporting requirements for municipal authorities.
 - (D) To provide justification for the procurement of surveillance equipment.
- **For a school with high foot traffic on a main road, a well-lit path and a dedicated crossing guard are examples of socio-emotional safety measures.** True False
- **Which law regulates the structural and operational safety of school transport vehicles?**
 - (A) POCSO Act (B) The Motor Vehicles Act (C) RTE Act (D) Juvenile Justice Act
- **Evacuation drills must reflect the specific context, such as considering the time it takes to move students with Special Needs (CWSN).** True False



5.5 THE DIGITAL LANDSCAPE AND CYBER WELLNESS

Title: The Virtual Frontier: Leading Cyber Wellness and Digital Protection



Learning Objective:

School leaders will be able to recognize the unique safety threats posed by digital technology (e.g., cyberbullying, grooming) and implement proactive cyber wellness strategies for students and staff.



Keywords

Cyberbullying, Digital Grooming, Digital Citizenship, Cyber Hygiene, Online Safety Policy, Staff Vetting.

5.5.1 Introduction

The school's safe space now extends into the virtual world. With 4G expansion in even rural areas of Assam, **Cyberbullying** is the new "invisible" safety threat. Several researches show that digital harassment leads to a 20% increase in school refusal among the teenage students. The school leader is responsible for ensuring that the 'Child First' principle applies equally to the digital footprint of the institution. This requires establishing clear rules for technology use and, crucially, training the entire community in **Digital Citizenship** and **Cyber Hygiene**.

5.5.2 Policy and Procedural Control in the Digital Realm

An effective leader must formalize the school's online rules, linking them directly to the Zero Tolerance Policy.

- **Online Safety Policy:** This policy must clearly define acceptable use of school-provided technology, guidelines for personal device use on campus, and explicit rules against cyberbullying and sharing inappropriate content.
- **Staff Digital Conduct:** Staff must be prohibited from maintaining personal, unsupervised digital contact with students. All official communication with students and parents must occur through secure, institutionally-approved channels. This is a critical preventive measure against potential digital grooming.
- **Data Protection:** The school leader must ensure that all students' data (e.g., health records, marks etc.) are stored digitally in a secure and compliant with national data privacy standards.



5.5.3 The Conflict Resolution: The "Viral Photo" (A Hypothetical Case Scenario)

A teenage girl student's photo is edited and circulated in a local WhatsApp group. Comments from different sections of the society, including some of her schoolmates, has pushed her to mental trauma. After the incident, she refuses to come to school.

LEADERSHIP ACTION:

As a school leader your role should be to:-



Empathize:

Tell her,
"It is not your fault."



Report:

Use the Cyber Crime Portal
(cybercrime.gov.in)



Educate:

Hold a "Digital
Hygiene" assembly.



THINK AND REFLECT

Based on the above incident, what long-term plan would you adopt for your school's online safety policy? (Clue: Focus on the prohibition of filming and sharing incidents; take constructive action when witnessing online harm, harassment, or unsafe online behaviour, rather than remaining silent)

Summary

For leading a safe school in the 21st century, sound knowledge of the virtual environment is a must have quality for school leaders. By establishing strict digital protocols for the staff; teaching digital citizenship to students, and by creating confidential reporting channels, school leaders can effectively safeguard children on the virtual frontier, treating online threats with the same rigor as physical ones.



5.5.4 References (Section 4)

- Ministry of Education (MoE): *Advisory on Cyber Safety and Security for School Students*.
- Research on the link between bullying victimization and academic achievement (Nakamoto & Schwartz, 2010; C. R. Cook, et al., 2010).
- Guidelines on Digital Etiquette and Data Privacy for Educational Institutions.



Assessment (Section 4)

- **The school's duty to protect a student from cyberbullying ends when the student leaves the campus premises.** True False
- **Which measure is the most effective in preventing staff-to-student digital grooming?**
 - (A) Blocking all social media on the school Wi-Fi
 - (B) Prohibiting all personal, unsupervised digital contact between staff and students.
 - (C) Teaching students to use strong passwords.
 - (D) Monitoring students' screen time
- **What is the primary barrier to students reporting cyberbullying?**
 - (A) Lack of evidence.
 - (B) Fear of losing phone privileges.
 - (C) Fear of retribution and lack of confidence in the reporting mechanism.
 - (D) Inability of the school to contact the platform.
- **An effective online safety policy must be a one-time document and does not need regular revision.** True False

5.6 FORMAL ZERO TOLERANCE POLICY STATEMENT

Title: The School's Promise: Zero Tolerance Policy for Child Safety



Learning Objective:

School leaders will be able to utilize this formal statement as the foundation for their internal Child Protection Policy (CPP) and communicate the school's non-negotiable commitment to safety to all stakeholders.



Keywords

Zero Tolerance Statement, Accountability, Mandatory Reporting, Physical Safety, Psychosocial Safety, Digital Safety, Consequences.



5.6.1 Introduction:

This Zero Tolerance Policy Statement formalizes the school's absolute commitment to creating and maintaining a safe, non-threatening, and nurturing environment for every child. This policy applies to all school staff (including teaching, non-teaching, administrative, and contractual employees), students, parents, volunteers, and any third-party service providers, both within the school premises (including transport) and during school-related activities (including digital and online interactions).

5.6.2 Zero Tolerance Principles

The school explicitly adopts a Zero Tolerance Policy against any act of abuse, neglect, harassment, or negligence towards a child. This includes Immediate Action against any allegation or suspicion of misconduct; No Exceptions for justification (e.g., cultural context, discipline, lack of intent) regarding violation of a child's safety and dignity; and Mandatory Reporting by each and every stakeholder regarding negligence concerning a child's safety and dignity within the school system.

THE SAFETY PLEDGE:

OUR COMMITMENT TO OUR CHILDREN:



Physical Safety: We commit to a "Stick-Free Zone." No child will be hit or shamed.



1. **Physical Safety:** We ensure separate, secure, and clean toilets for girls.



2. **Gender Integrity:** We ensure separate, secure, and clean toilets for girls.



3. **Inclusion:** We protect children from every community—Char, Garden, or Tribe.



4. **Mandatory Reporting:** We will call **1098 (Childline)** for any suspected abuse.



5. **Disaster Readiness:** We maintain a practiced evacuation plan for floods and earthquakes.

5. **Disaster Readiness:** We maintain a practiced evacuation plan for floods and earthquakes.

Signature (HT): _____

Date: _____

Summary

Section 5 provides the core document for establishing accountability. The Zero Tolerance Policy is the school's most important promise to the child, and its rigorous enforcement is the ultimate measure of the leadership's commitment to the 'Child First' principle.

5.6.3 References (Section 5)

- Government of India. The Protection of Children from Sexual Offences (POCSO) Act, 2012.
- Government of India. The Juvenile Justice (Care and Protection of Children) Act, 2015.
- Ministry of Education (MoE). (2021). Guidelines on School Safety and Security.





ASSESS YOURSELF: THE LEADERSHIP SCORE

- Is the 1098 Childline number painted on your wall? Yes No
- Do you have a "Trust Box" (Suggestion Box) that only you open? Yes No
- Did you have a meeting with local leaders about how your students can reach school safely? Yes No
- Does every teacher of your school know the POCSO/ Cyberbullying reporting protocol? Yes No
- Was your last disaster drill held within the last 6 months? Yes No



Score 4-5:
You are a Safety Champion!



Score 0-2:
Immediate Action Needed.

ADDITIONAL READING

1. **Framework:** National Programme for School Standards and Evaluation (NPSSE)-SHAALA SIDDHI (Specifically the Domain on Safety and Security).
2. **Legal Commentary:** A Practitioner's Guide to the Protection of Children from Sexual Offences (POCSO) Act
3. **Research Papers:**
 - The Role of Leaders in Shaping School Culture; By- Anila Plaku and Klodiana Leka
 - School Culture and Instructional Leadership: A Comparison between High-Performing and Low-Performing Urban Secondary Schools; By Anahita Ghanad

CORRECT ANSWERS

Assessment	Q1	Q2	Q3	Q4	Q5
1	C	TRUE	FALSE	D	—
2	FALSE	B	B	—	—
3	B	FALSE	B	TRUE	—
4	FALSE	B	TRUE	C	FALSE

MODULE CONCLUSION AND NEXT STEPS

You've completed this intensive module on leading a "Child First: Safe and Secure School." The central takeaway is that safety is a continuous process of culture-building, not just a compliance. Safety demands equity (recognizing diverse vulnerabilities) and agility (adapting to digital and geographical risks).

"Safety is a leadership choice. If you value safety over "silence," your teachers will follow your lead"





AUTHOR PROFILE

Pratistha Adhikari

Pratistha Adhikari is a teacher educator, administrator and researcher with over 17 years of dedicated service in the education sector. She currently holds the position of Senior Lecturer at the District Institute of Education and Training (DIET), Udalguri, Govt. of Assam. Her professional expertise and research interests are centred primarily on the transformative potential of ICT and Education Technology as well as Inclusive Education in learning environments.



Dedicated to bridging the gap between digital innovation and student safety in every aspect, she has spent years exploring the intersection of ICT, media literacy and inclusivity to empower school communities against the vulnerabilities of the modern age by fostering a culture of accountability. At the same time, she has a strong advocacy for the holistic 'Child-First' approach that secures both the physical and socio-emotional well-being of learners within and beyond the school gates. An active contributor to scholarly discourse, she has authored several research papers and articles published in peer-reviewed journals and edited book volumes.

This module "The Mandate of Trust: Transformational Leadership for Child Protection and Resilience in Schools of Assam" goes beyond mere theoretical study, focusing on the 'Child First' principle to transform schools into truly safe and secure environments. Through her different endeavours, Ms. Adhikari is committed to ensuring that while our classrooms become more digital, they also become more resilient and inclusive.

