



MINDSCAPES

PSPA

Exploring Ideas, Enriching Education

Vol 1:No.2

A Quarterly Newsletter by Private School Principal's Association

Jan - Mar 2026

Learning in the Age of AI

Well-being and Values as Our Compass



Empathy

Ethics

Responsibility

Future of Learning

Lifelong Learning

Creativity

Adaptability

Creativity

Global Citizenship

Pedagogy & Practice

- Experiential Learning
- Critical Thinking
- Collaboration
- Reflection

Technology & AI

- AI-Enabled Learning
- Personalised Pathways
- Digital Literacy
- Innovation

Student & Teacher Well-Being

WELL-BEING & VALUES



Transforming Learning Landscapes

29th November 2025 @9am-5pm | At MGM University, Ch.Sambhaji Nagar, Ahamadabad



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Team

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AI and PANCHKOSH

As educators we know it too well how AI is reshaping the way we learn, teach and work. The true purpose of education is nurturing humane, thoughtful and responsible individuals. As technology accelerates cognition (Manomaya Kosh), our compass must be values and well-being. While algorithms are becoming efficient, AI should amplify curiosity, creativity and compassion without replacing our judgements, empathy or purpose. Schools and learning spaces must therefore balance innovation with inner growth, helping learners make wise choices (Vigyanmaya Kosh). They must care for themselves and others and use intelligence, human and artificial in the service of the common good (Ananadmaya Kosh).

Ashok Pandey

Fellow, Global Peace Foundation, USA.

THE FUTURE BELONGS TO MINDS THAT ARE HUMAN BEFORE THEY ARE DIGITAL.

Learning in the age of AI is not about competing with machines but about becoming deeply human. As algorithms accelerate knowledge, our true advantage lies in curiosity, creativity, critical thinking and conscience. Children must learn how to think, not just what to know; teachers must shift from content delivery to meaning-making; principals must design cultures that value wisdom over speed; parents must model balance in a hyper connected world. AI can inform decisions-but it must never replace judgment, empathy or purpose.

When values lead, technology follows wisely.

Well-being and values must be our compass. When mental health, ethics and relationships guide learning, technology becomes a tool—not a master. Education then prepares not just successful professionals but grounded, compassionate human beings.

In an AI-powered world, our humanity is the ultimate advantage.

Rajendra Prasad

President, PSPA

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EDUCATION WITH PURPOSE

Embedding Ethics and wellbeing into AI-Enhanced learning models

This is the era of AI with technology advancing faster than human intervention or alteration capacities.

Science and innovation has empowered humans, evolving the race from animalistic pursuits of survival instincts to security of food, health, longevity of life and comforts. The centurion canvas shows revolutionizing improvements in tools and techniques.

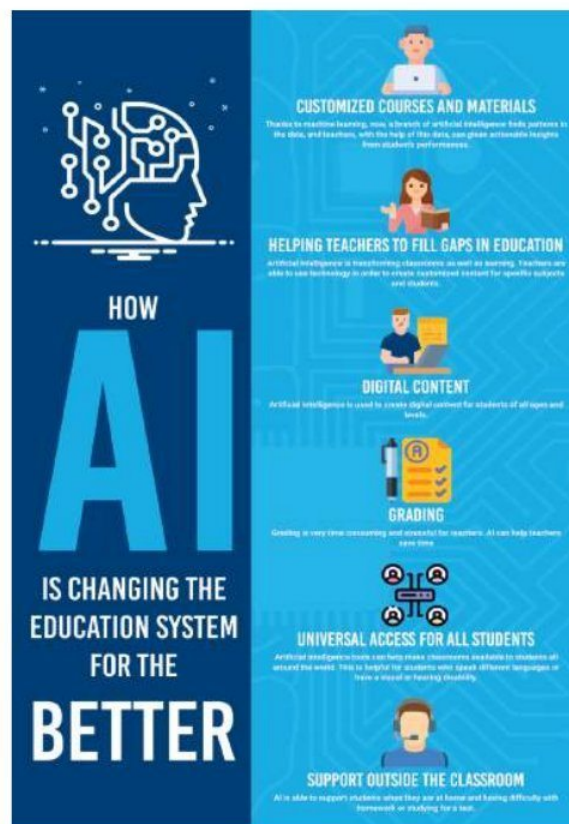
Evolution and the urge for scientific sophistication has indefinitely made the human race evolve beyond imagination giving solutions to the majority of challenges ensuring the species to be on the top of the others on the planet.

Evolution has moved from generations of pursuits of survival to the level of super human complacency paving the way for ambitious ventures for life in space. In our passionate race of excelling, we humans, the smart species must not lose track of our basic urge of evolving and thriving on our home planet.

Our race more than any time is in need of ethical values, humility, and sustainability. Emotional well being and ethical values have depleted with resurgence of mechanical and commercial overload taking up our mind, space and time.

As Homer writes in his “Odyssey” about the lotus island that turns men into blissful apathy, we cannot be enslaved by our tools. We cannot be the victims of our own technology losing ourselves in its bottomless rabbit hole.

Humanity can apply this very tool for an emotionally well balanced and ethically empowered version of themselves. The ones who haven't lost the track of their basic urge to excel intellectually.



AI tools that show enhanced selfies and improved essays can also be put to use to cast their magic spell in enabling us to see a better version of ourselves apart from physical attributes.

Education evolved with purpose for every age and genre. Embedded modules of AI with values and ethics will very well show the better version of ourselves that we would like to emulate.

Sans these values the human race doesn't have a future. Evolution once again with ethical values and human well being is the need of the day. AI can be our latest tool to see that Humans thrive for infinite times with humility.

Chetty Lakshmi

MA literature

Principal, Sadhana High School

TEACHER WELL-BEING AND GROWTH:

Supporting Educators Amid Rapid Technological Change

The rapid advancement of technology is transforming education at an unprecedented pace. Digital classrooms, online assessment systems, learning management systems, and artificial intelligence-based tools are reshaping teaching and learning processes. While these innovations offer opportunities for personalized learning and improved efficiency, they also place new demands on teachers. In this context, supporting teacher well-being and professional growth has become essential, particularly in alignment with the vision of the National Education Policy (NEP) 2020.

Teachers today are expected to integrate technology effectively while maintaining strong pedagogical practices. Learning multiple digital platforms, managing hybrid or online classrooms, responding to continuous digital communication, and adapting to frequent updates often increase workload and stress. Many educators face anxiety due to inadequate training or fear of being unable to keep pace with rapid technological change. Over time, these challenges can lead to burnout, reduced motivation, and diminished teaching effectiveness.

Teacher well-being is directly linked to the quality of education. Educators who feel supported, confident, and valued create positive learning environments and are better able to engage students. NEP 2020 strongly emphasizes the role of teachers as the backbone of the education system and highlights continuous professional development (CPD) as a key reform area. According to NEP 2020, teachers must be provided opportunities for lifelong learning, autonomy, and leadership to meet evolving educational needs.



One important strategy for supporting teachers is purposeful and balanced integration of technology. Schools should adopt tools that enhance learning outcomes and reduce administrative burden rather than overwhelm educators. Continuous, hands-on professional development, mentoring, and peer collaboration are crucial to building confidence and competence in digital pedagogy. Equally important is ensuring work-life balance by setting clear expectations, respecting personal time, and promoting mental well-being.

In conclusion, as education becomes increasingly technology-driven, teachers must remain at the center of transformation. NEP 2020 rightly states that *“Teachers must be at the heart of the learning process.”* This vision can only be realized when educators are emotionally resilient, professionally empowered, and supported through thoughtful policies and practices. Investing in teacher well-being and growth is not only essential for successful technology integration but also vital for achieving the broader goals of NEP 2020—equitable, inclusive, and high-quality education for all.

Ms Seema Gupta

Principal

Universal High School

“Technology is just a tool. In terms of getting kids working together and motivating them, the teacher is the most important.”

— **Bill Gates**



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BUILDING VALUE-RICH SCHOOL CULTURES:

Guiding Students Towards Purpose, Agency and Resilience

School isn't just about test scores or grades. It's about the people our students become. As educators, our job isn't finished when students pass their exams. We have to prepare them for everything life throws at them. That's why a value-rich school culture matters so much. It gives kids purpose, helps them believe in themselves, and builds the resilience they'll need when life gets messy.

Purpose is what makes learning come alive. When students understand the "why" behind their work, school stops being a chore and starts to mean something. Our job is to help them connect what they learn in the classroom with the world outside.

When they get involved in community service, reflect on their actions, or just talk honestly about what matters, they start to see themselves as people who can make a difference. Education driven by purpose pushes students to dream bigger, set real goals, and act with integrity.

Agency is just as important. When students know their voices count, when they get the chance to ask questions, try new ideas, or make decisions, they discover what they're capable of. In a healthy school culture, teachers don't just stand at the front and talk instead they listen, guide, and trust students to lead. This sense of agency gives kids the confidence to tackle problems head-on, even when the future feels uncertain.

Then there's resilience. No one sails through life without setbacks. The best schools don't protect students from failure. Instead, they help them face it and learn from it. By creating a space where kids feel safe to make mistakes, where empathy and perseverance are part of daily life, schools help students pick themselves up and keep going. Simple

practices like mindfulness, peer support, honest conversations go a long way in helping kids handle stress and grow stronger inside.

At the core of all this are values like respect, responsibility, honesty, empathy, lived out by everyone in the building. You can't just read about these in a textbook. Kids learn

values by watching, doing, and living them, day in and day out.

As leaders, we have to be intentional. We need to build cultures where values shape every decision, where learning shapes character, and where every child knows they belong. When schools give students purpose, agency, and resilience, we do more than fill their minds with knowledge. We help raise compassionate citizens, ready to make the world a better place. Let the new generation be 'Rooted in tradition and values but ready for the future'.



Safeena Azeez

Academic Director

Vivekananda group of institutions.

DIGITAL WELLNESS FOR STUDENTS

Healthy habits for Learning with AI

Artificial Intelligence (AI) has become an integral part of students' learning experiences in today's rapidly evolving digital age. AI offers immense opportunities to enhance their understanding and academic performance. As the two sides of a coin are these benefits on one side and the other side is the responsibility to use the technology with mindfulness. Digital wellness focuses on maintaining a healthy balance between the use of technology and

One of the most important aspects of digital wellness is balanced screen time. AI based tools can engage the students for a long time efficiently but at the same time the excessive screen time can cause eye strain, fatigue and reducing concentration. Digital wellness suggests the safety rules like following structured schedules, taking regular breaks, including some offline activities like reading printed books, engaging in outdoor play etc. The **20-20-20 rule**, looking 20 feet away for 20 seconds every 20 minutes, can help in reducing the eye strain during long study sessions.

The other important aspect is the students should not rely entirely on AI tools. It limits their critical thinking and problem solving skills. Rather they can use it for understanding the concepts and exploring new ideas creatively.

Developing a digital discipline is also important as it is very easy to access social media, games and entertainment just by clicking. Students can improve their focus by setting specific goals, using only the productivity tools and turning off unnecessary notifications without getting distracted from their learning.



Constant comparison and overloaded information can cause stress and anxiety. So, students should be guided to take a digital break, mindful practices and to engage in screenless hobbies. The teachers and parents should encourage the students for an open conversation which will help them to manage stress and to build healthy digital habits.

Digital wellness includes the ethics and responsibilities that students should understand the importance of honesty, Data privacy and respectful online behaviour. By learning to question the accuracy and using AI responsibly the students can become ethical digital citizens.

To conclude, Healthy digital habits will enhance the learning today and will prepare the students to thrive confidently and responsibly in a technology driven future.

Mrs. Minnalkodi
President, Salem Sahodaya,

LEARNING IN THE AGE OF AI

WHY HUMAN VALUES MUST GUIDE TECHNOLOGICAL CHANGE



We are living through a defining moment in human history. Artificial intelligence now learns faster than we do, remembers more than we can and increasingly shapes how knowledge is discovered, shared and evaluated. Yet the central question of this era is not how intelligent our machines can become but how wise we choose to be. In an age of accelerating automation, human values must remain the compass guiding technological change.

“Technology is not neutral. It reflects the values of those who design and deploy it.”

— Melvin Kranzberg

Learning in the age of AI is no longer confined to classrooms or credentials. It is a lifelong negotiation between humans and machines — one that demands critical thinking, ethical reasoning and emotional intelligence as much as technical skill. Education systems must evolve beyond rote learning to cultivate judgment, creativity and moral responsibility. Teachers are not being replaced; they are being repositioned as mentors who help learners interpret information, question assumptions and understand consequences

At the same time, the latest dangers and ethical challenges posed by artificial intelligence are becoming impossible to ignore. Sophisticated misinformation campaigns, including deep-fakes, threaten trust in public discourse and democratic institutions. Automated decision-making systems

risk amplifying bias and discrimination at scale, often in ways that are opaque and difficult to contest. Rapid advances in AI are also driving significant workforce disruption, reshaping entire industries faster than societies can retrain workers. Perhaps most concerning is the gradual erosion of essential human skills, as overreliance on intelligent systems weakens critical thinking, creativity and independent judgment.

“The real danger is not that computers will begin to think like humans but that humans will begin to think like computers.” — Sydney J. Harris

These challenges make one truth clear: innovation without values leads to efficiency without meaning. Human-centered learning insists that technology serve dignity, fairness and inclusion rather than undermine them. Ethics must be embedded into engineering, transparency into algorithms and accountability into institutions. Citizens, not just specialists, must be equipped to understand how AI shapes their choices, opportunities and rights.

“The future is not decided by technology but by the values we choose to encode within it.”

As AI systems grow more powerful, the responsibility to guide them grows heavier. Learning in the age of AI must therefore become learning to care — about truth, equity, work and human agency. Machines may learn patterns at extraordinary speed but only humans can teach purpose. If we anchor technological change in our shared humanity, AI can become not a threat to learning but a force that deepens it.

Rajendra Prasad
President, PSPA

Rajendra Prasad is a senior education leader with 30+ years of experience in school education. An author and coveted thought leader. He is the Founder and President of PSPA and actively organizes leadership training sessions, webinars, conferences and conclaves for school principals. An alumnus of IIM Calcutta and IIT Delhi (Education Leadership). He is committed to strengthening school leadership and advancing quality education.

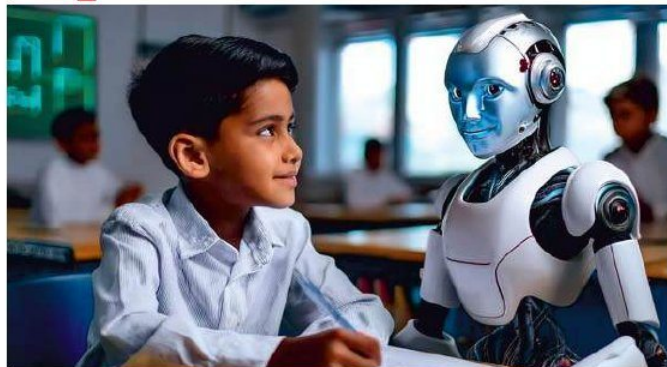
You can reach him : rp_bioed@yahoo.com

STUDENT WELL BEING IN AN AI DRIVEN WORLD

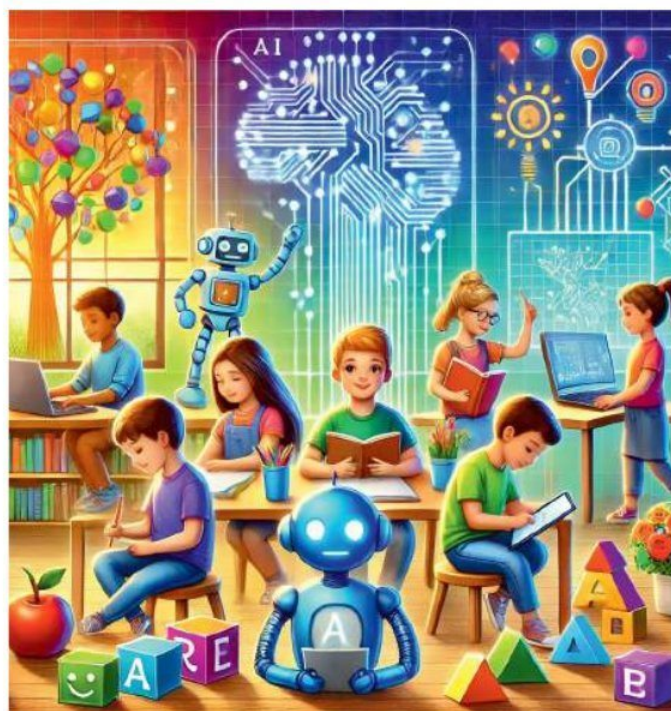
What schools must prioritise now

The "AI-driven world" is no longer a distant future; it is the landscape our students will inherit. Our response to this technological shift must be to root ourselves more deeply in the values of Samvaad (Dialogue), Self-awareness and Interconnectedness.

The Primacy of Human Connection: Every child needs a mentor. Someone who believes in them and is available to listen to them, to dialogue with them and support them when they need support. Students must have a sense of belonging to a community; a feeling that they matter. And this can only come about when there are not more than 150-180 students in a unit (Dunbar's Number, proposed by British anthropologist Robin Dunbar) and a healthy teacher-student ratio of 1:10 or lower.



Competence and Autonomy: All children are born with the gift of curiosity and imagination. Yet, by the time they reach middle school, many children develop a sense of inferiority. This is because their inherent curiosity is often thwarted in the mindless rote learning and 'syllabus coverage' juggernaut that they are subjected to year after year. Learning must be enquiry-driven, and children must be given opportunities to discover things for themselves.



Communion with Nature: In a world increasingly mediated by screens and algorithms, the greatest safeguard for a child's mental health is a return to the earth. Children flourish in communion with nature. Children must have opportunities to engage in activities such as organic farming, birdwatching, and trekking.

Every child must experience success in every activity they pursue without being compared with peers. The learning environment must be free from judgment. The teacher or guide must champion every child and must strive to find different ways to motivate children to learn. An AI-driven world rewards speed, efficiency, and constant optimisation. Young people, however, need space for reflection and self-understanding. Self-awareness and the capacity to sit with uncertainty are essential life skills—especially when algorithms increasingly offer quick answers. Education that values silence, observation, and introspection helps students develop a grounded sense of self that no technology can replace.

In reimagining education for an AI-driven future, schools must resist the urge to chase every technological trend. Instead, they should hold fast to what endures: care for the whole child, respect for nature, ethical clarity, and learning rooted in meaning.

- Viraj N

Principal, The Peepal Grove School

PEDAGOGICAL SHIFTS FOR THE AI ERA

From Content Delivery to Human-Centered Learning

Dr. Ranjan Roy,
Patron,
Varanasi Sahodaya School Complex.

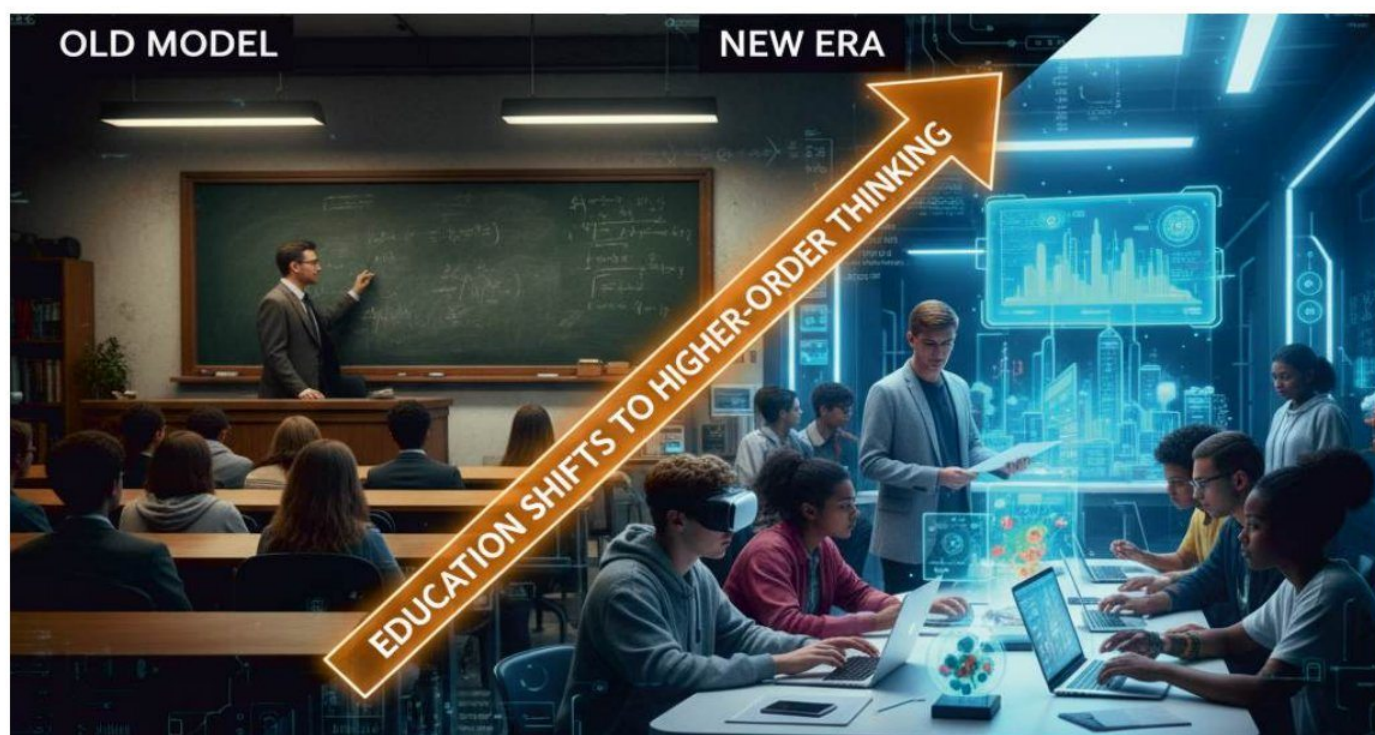
Introduction

Indian education has continuously evolved with time. From the intimate teacher–student relationship of the Gurukul system to today’s digital classrooms, each phase has responded to the needs of its society. The recent rise of Artificial Intelligence (AI) marks another important turning point. Knowledge is now easily available at the click of a button, making memorization far less important than interpretation, judgment, and application. This changing reality is clearly reflected in the National Education Policy (NEP) 2020, CBSE reforms, and outcome-based frameworks in higher education, all of which emphasize a move away from heavy content delivery towards learning that places students at the centre. In the AI era, education must aim to develop reflective, ethical, and adaptable learners rather than focusing only on information transmission.

Limitations of Traditional Content-Focused Teaching

For many years, classroom teaching has largely revolved around syllabus coverage, lectures, and examination scores. While this model ensured standardization, it often discouraged questioning, discussion, and deeper understanding. Students were frequently rewarded for recall rather than reasoning. NEP 2020 explicitly warns against rote learning and stresses the need for conceptual clarity and practical application. In a situation where AI-based tools can instantly provide answers, summaries, and explanations, classrooms that rely solely on content delivery risk losing their relevance. Such approaches fail to prepare learners for real-life problem-solving, independent thinking, and continuous learning

“AI gives speed. Education gives direction.”





Pedagogical Shifts Required in the AI Era

Responding to these concerns requires a thoughtful change in classroom practices. NEP 2020 promotes experiential learning, inquiry-based approaches, and multidisciplinary exposure, redefining the teacher's role as that of a facilitator and mentor. CBSE's competency-based framework similarly focuses on application-oriented tasks, case studies, collaborative activities, and reflection. In higher education, outcome-based education highlights research exposure, internships, innovation, and skill development. Within this evolving environment, AI can be meaningfully used to support personalized learning, timely feedback, and identification of learning gaps. However, the responsibility of nurturing critical thinking, creativity, and ethical awareness continues to rest with human educators.

Human-Centered Learning and Responsible Use of AI

Despite technological progress, education remains a deeply human process. Learning involves emotions, values, social interaction, and a sense of purpose. NEP 2020 places strong emphasis on constitutional values, responsible citizenship, and ethical conduct, while CBSE initiatives increasingly focus on student

well-being and life skills. Therefore, the use of AI in education must be guided by responsibility, inclusivity, and ethical sensitivity. Technology should enhance learning experiences without replacing dialogue, empathy, or the teacher's role in guiding students.

Conclusion

The AI era does not call for the replacement of teachers but for a rethinking of pedagogy with clarity and care. When aligned with the vision of NEP 2020, CBSE reforms, and higher education frameworks, the shift from content-focused teaching to human-centered learning can make education more meaningful and future-ready. Rooted in strong human values, AI can act as a supportive tool that helps learners prepare for a complex and rapidly changing world.

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COLLOQUIUM 2025:

Unifying Schools, Colleges, Universities & Industry
National Conference of School Principals, Hyderabad

26th & 27th September 2025, GITAM University, Rudraram, Hyderabad



Education is not just about imparting information—it is about building character, values, skills, and resilience to meet the demands of a rapidly changing world. With this conviction, the **Private School Principals Association (PSPA)**, in collaboration with **GITAM University, Hyderabad**, hosted **COLLOQUIUM 2025 * The National Conference of School Principals on 26-27 September 2025**.

With the theme *“Unifying Schools, Colleges, Universities & Industry,”* the two-day summit brought together eminent thought leaders, educators, scientists, industry professionals, and policymakers to deliberate on how education can become more holistic, relevant, and future-ready.

Friday, 26th September 2025 – Day - 1

A Sacred Beginning

The event began with an uplifting inaugural performance by the Performing Arts students of **GITAM University**—a classical dance and a special Navratri song. This devotional start set a positive and auspicious tone, invoking blessings for the journey ahead. In his Welcome Address, **Mr. Rajender Prasad, President, PSPA**, laid out the core challenges before education today. He reminded participants that schools cannot operate in isolation; collaboration with colleges, universities, and industries is essential. His address highlighted three pillars:

1. Skill-building & Innovation – to keep pace with global trends.
2. Character Development – because education without values is incomplete.
3. Tackling Unemployment – education must build competence, not just provide certificates.

He concluded with a call to principals and educators to move beyond silos and link learning to livelihoods, thereby serving both individual aspirations and national needs.



Keynote Wisdom: Education Beyond Academics



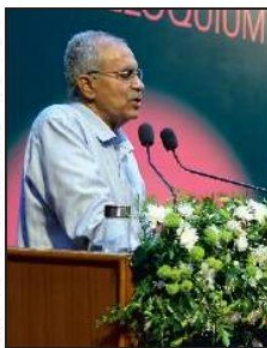
The keynote was delivered by **Swami Bodhamaayananda ji Maharaj, Adhyaksha of Rama Krishna Math, Hyderabad**. He reminded delegates that true education is not merely academic learning but character-building. Schools, he said, are the “roots of societal transformation.”

Drawing on the teachings of Swami Vivekananda, he stressed that education must awaken the potential within students, guiding them towards self-confidence, discipline, and compassion. His keynote left the audience deeply reflective about the moral responsibility of school leaders.



Day 1: Insights & Inspiration

Dr. D.S. Rao, Pro Vice-Chancellor, GITAM University – Spoke about innovations on campus, such as interdisciplinary learning programs and start-up incubation centers. He underlined how universities can support schools by offering bridges for skill development and research exposure.



Dr. Anuradha, Digital Transformation Expert – Declared that “the future is digital”. She elaborated on AI-driven classrooms, blended learning models, and the need for teachers to adapt pedagogy to prepare students for tomorrow's workplace.



Padma Shri Prof. Seyed Ehtesham Hasnain, National Science Chair, IIT Delhi – Inspired principals to foster scientific temperament among students. He spoke about biotechnology and biological engineering as future-defining fields and urged educators to encourage students to “ask questions relentlessly, for curiosity is the mother of discovery.”

Dr. Jayaprakash Narayan, former IAS officer & founder, Lok Satta movement – Stressed that unless the quality of teachers and classroom processes are strengthened, no reform will succeed. He illustrated how even small interventions—like empowering teachers with autonomy and continuous professional training—can produce a ripple effect across the education system.



Dr. G. Satheesh Reddy, Former Chairman, DRDO – Shared anecdotes from his school days, emphasizing how a word of encouragement from a teacher can ignite a lifetime of innovation. He also connected India's advances in defense and space technologies to the early nurturing of scientific curiosity in schools.



Dr. Sastry, Senior Professor, GITAM University – Introduced unique GITAM programs that go beyond exams, such as leadership labs, innovation clubs, and social responsibility projects. He noted that education must prepare students “for life's test, not just a test of life.”

Panel Discussion Highlight

A major attraction was the panel discussion on *“Where does the chain break? – A cross-sector dialogue on the journey from school to sustainable employment.”*

Moderated by **Dr. Savitha Laxman**, noted educationist and leadership coach, the discussion brought together:

Dr. Sanjeev Nampally, Educational Reformer, Mr. Vamsi Krishna, Industry Leader & Entrepreneur,

Dr. Sharmila Nagaraj, Academic Strategist & Researcher.

They explored how the disconnect between curriculum and industry expectations affects employability. The panel called for collaborative curriculum design, creativity-driven pedagogy, and internships at the school level to bridge this gap.

Campus Experience & Joyful Close

Delegates were later given a guided tour of the **GITAM** campus, showcasing modern infrastructure, green spaces, and state-of-the-art laboratories. Many remarked on how the environment itself reflected a blend of tradition and modernity.



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- ▶ Grade wise minimum 25 students should register for school level prizes.
- ▶ Last date for registration 17.08.2026.



EXCLUSIVE BENEFITS FROM PSPA -MEET

- ▶ School principal will be invited for the National Conference of school principals of PSPA.
- ▶ Two online teacher training sessions will be conducted (E-Certificate will be issued)
- ▶ State level toppers will be invited for any regional student leadership program

The day concluded with “**Principives**”- a celebratory session where principals shed their formal roles to sing, dance, and connect. This session acknowledged school leaders' relentless service and reminded them of the joy that comes with community and self-expression.

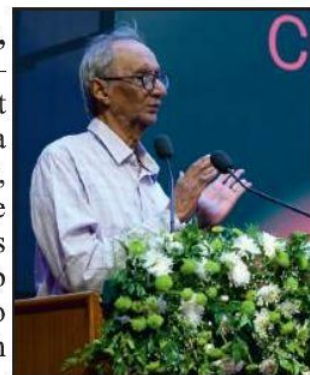
27th September 2025, Day – 2

The Deeper Conversation
s Day 2 began with a recap by **Dr. B.S.N. Murthy, Vice President, PSPA, Educationist & Psychologist**, who summarized key learnings from Day 1 and set the tone for continued reflection



Mr. Shrikant Sinha, CEO, TASK (Telangana Academy for Skill and Knowledge) – Addressed the urgent need to align student aspirations with industry requirements. He urged schools to partner with state skill missions and industry bodies to create employability pathways.

Mr. M.S.R Parthasarathy, Pharmaceutical Expert – Outlined the vast opportunities in pharma, a sector integrating chemistry, biology, and technology. He emphasized that India's pharmaceutical leadership can inspire students to pursue impactful careers in life sciences.



Mr. Raghav Krishna, Founder & CEO, Bharat CC&BE Trust – Spoke passionately about culturally rooted education. He explained how integrating Indian wisdom from the Upanishads, ancient sciences, and cultural practices can strengthen value-based learning and resilience in students.



Mr. Seshagiri Rao, Head, UNICEF South India – Spoke about building resilient schools. He emphasized value education as a foundation for producing conscientious citizens, citing UNICEF's child-focused initiatives as models for schools to adopt.

Mr. Ashok Pandey, Honorary President, PSPA & Senior Education Leader – Delivered a session on moral and innovative leadership, highlighting traits such as vision, empathy, and courage. He drew examples from global practices but emphasized an Indian context where leaders must balance tradition and innovation.



Prof. Divya Kirti, Director, GITAM University – Highlighted the flexibility of new academic frameworks, with options for students to choose minors, cross-disciplinary courses, and global collaborations. This, she argued, gives learners both freedom and responsibility.





Mr. Arvind Raghavendra n, Trainer, Art of Living Foundation – Focused on wellness through yoga, meditation, and intuition programs like Utkarsh Yoga and Medha Yoga. He spoke about how student well being is directly linked to academic performance and life satisfaction.

Mr. Srinivas Taluka, Vice President, T-Hub -Stressed the importance of schools fostering entrepreneurship and innovation. He illustrated how experiential programs can equip student s with real-world skills, making them industry-ready.



Ms. Farida Tampal, State Director, WWF India – Delivered a strong message on sustainability. She advocated for eco-clubs, student-led projects, and experiential environmental education as critical for nurturing future-ready global citizens.

Cross - Domain Panel

The day also featured a lively panel discussion, moderated by **Ms. Anshika**, Educator & Leadership Facilitator.

Panellists included:

Mr. Amir Khan, School Principal,
Ms. Aparna, Healthcare Entrepreneur,
Mr. Pavan Deshmukh, Head of R&D, Technology Sector,
Mr. Nanda Kishore, Film Director.

Together, they dissected the “last-mile gap” between school education and workplace expectations. They emphasized adaptability, creativity, and lifelong learning as the qualities industries value most, while also urging schools to provide exposure to multiple career pathways.

Closing Reflections

Over two days, **COLLOQUIUM 2025** became more than a conference—it was a movement. It highlighted the urgent need to unify schools, colleges, universities, and industry, ensuring that education prepares learners not only for exams but for life.

The sessions celebrated India's cultural wisdom while embracing global advancements. They stressed values as much as innovation, reminding everyone that education must nurture character, competence, and confidence.

Principals participated in the conference were honoured with three categories of Awards based on the services rendered by them as school heads.

As principals, educators, and thought leaders returned to their schools, they carried with them a renewed vision: to create institutions that are value-rooted, skill-driven, and future-ready.



Teacher Development in The AI Age

New Competencies, Mindsets, and Support Systems

...a free mind is constantly learning and therefore breaking through its self-projected hindrances

- j.krishnamurti



J. Krishnamurti emphasizes, the importance of educating the educator – the educator forms the crux of the teaching–learning and education system, and no impact can be far-reaching and effective if the educator is not primed and supported to see it through. Now, as we stand in the flux and sway of times where the old paradigms of teaching and learning are practically being overhauled and re-designed with the introduction of AI, it is imperative that the primary stakeholder, the educator, is also engaged wholeheartedly in immersing themselves in the new competencies. Such immersion will require a holistic shift in the mindset of the educator, especially because either resistance or quick immersion into the process of change without first understanding it holistically are both limited in their approach.

Man is a creature of habit, deep entrenched patterns of thinking, deep performative patterns, conditioned responses, allow us to live and work in a limited capacity. Unless the educator is alive, aware, and awakened to the possibility of change, of the far-reaching impact they have, their response might

remain limited. The system - school, district, nation — needs to understand both the frailty and immense possibility of the educator and put systems in place to support the graceful initiation into the process of AI integration. From awareness of the new age possibilities of integrating AI, scaffolding and support in terms of systemic and otherwise is mandatory.

The NCF's curriculum regulations were based on the development of the notions of panchakoshas and the all-round “Vikas” — physical, pranic, manasik, chitsik, bauddhik vikas — this should apply to the Educator too. Only an “integrated” individual will be able to become an effective medium of change and possibility. The NCFTE is another crucial part of the NCF norms, and goes a long way to suggest, identify, and support mechanisms for the educator. The political, social, economic, environmental, and, of course, the technological systems need to be supportive of teachers' well-being, growth, and adaptability. Good mentoring, ethical conditions of working, “dialoguing” (as done in the Krishnamurti spaces), constant and meaningful upgradations, a sense of safety, and effective role modelling by school and other leaders in this space are mandatory.

Fragmented management leading to inefficiencies and inconsistencies, lack of collaboration, is to be mitigated by constant meetings and continuous engagement of learning. Leaders working as a cohort, minimising manual, time consuming administrative and repetitive work, that saps at the teacher's vitality is to be done away with. Collaborative planning, designing of curricula, flexibility of design and shaping learning plans for subjects and grades, journaling, effective blogging, sharing of insights and resources, cross disciplinary approach, streamlining portals of communication are of immense importance as well make it a cohesive and responsive educational experience.



AI is a wonderful gift of the modern age, and its integration will be effective if it is not merely seen as a fancy add-on or as an imposition. One small example is of reports I have seen written using tools like ChatGPT. Reports churned by the ChatGPT read dense but seem to lack a kind of “soul” quality, whereas some reports I read where the educator has effectively taken the help of the given tool without his/her persona and voice being drowned by it are insightful and well drafted! The same thing should apply for all AI tools.... the educator’s voice, experience, insightful wisdom, the relationship of mutual enquiry, real communication between the educator and the learner should only get a heightened lift by the intelligent integration with such tools.

Rajasree Sen an alumnus of the IIM Kolkata and Calcutta University, Loreto College, was formerly a Professor of Literature/Communicative English at MERI (Marine Engineering and Research Institute now renamed Indian Maritime University) and Sarada Mission College, both in Kolkata. Her career in Education spans over nearly three decades and

includes mentoring, teaching, curriculum development and teacher training. Both in the capacity of being a trained story-teller, theatre enthusiast and a teacher-trainer she has had this amazing opportunity to visit innumerable schools/educational spaces and that further honed and nuanced her deep intuitive connect with the world of Education. For the past decade and more she has been associated with The Valley School, KFI. She can be reached at: rajasreesen19@gmail.com

Well-Being as the Foundation of Learning

NEP 2020 and the National Curriculum Framework clearly recognize that meaningful learning cannot occur without emotional well-being. In an age where AI accelerates pace and expectations, schools must intentionally slow down to create safe, supportive, and joyful learning environments. When students feel emotionally secure, respected, and understood, curiosity flourishes and learning becomes deep, lasting, and humane.

THE FUTURE OF LEARNING

How AI is Transforming Classrooms and Curricula

Mrs. Sheetal Tembulkar Director,
St Anthony's High School,
Badlapur, Maharashtra.

The classroom has long been defined by the static pace of the textbook and the centralized instruction of the teacher. Today, however, a profound shift is underway. Artificial Intelligence (AI) is moving beyond simple administrative tasks to become a core transformative agent, fundamentally changing what students learn and how educators teach it. This isn't just about integrating a new piece of software; it's about engineering a truly personalized, adaptive, and global learning ecosystem.



The most significant impact of AI lies in its ability to shatter the traditional, linear curriculum model. The data-driven AI-powered platforms are capable of diagnosing a student's precise knowledge gaps, strengths, and preferred learning styles with astonishing accuracy, creating dynamic learning paths in real-time. This is the actual end of the 'ONE SIZE FITS ALL' Curriculum.

Instead of moving the entire class forward when 80% grasp a concept, AI ensures 100% mastery before progressing. This hyper-personalization means:

- ♦ **Curriculum Adaptation:** The curriculum itself becomes fluid. A student struggling with algebra might be immediately rerouted to interactive geometry examples that utilize the same underlying logic, while another student can accelerate into advanced topics like calculus or data science.



- ♦ **Micro-Content Delivery:** AI breaks down complex subjects into digestible micro-lessons delivered exactly when the student is ready to receive them, maximizing engagement and retention.

- ♦ **Data-Driven Design:** Educators and administrators receive granular data on where the curriculum breaks down for specific student demographics, enabling continuous, evidence-based improvements to the overall educational program.

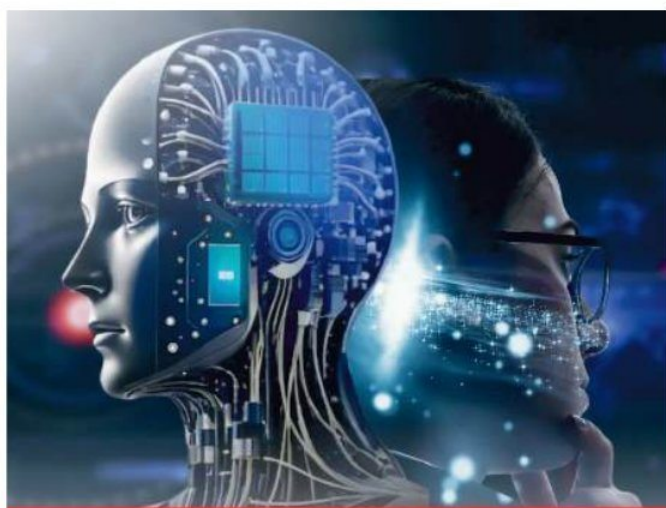
The arrival of AI does not diminish the teacher; it liberates and elevates the role of the teacher. By automating repetitive and time-consuming tasks, AI allows educators to move from being lecturers to becoming expert facilitators, mentors, and designers of learning experiences.

Automation of Administration:

- ♦ **Smart Grading:** AI tools can instantly grade multiple-choice, short-answer, and even structured essay responses, providing immediate feedback to the student and saving teachers hours of manual correction.
- ♦ **Predictive Intervention:** AI can flag students showing early signs of disengagement or academic difficulty, allowing the teacher to intervene proactively with targeted emotional or academic support, rather than reacting only after a failure has occurred.

Focus on Human Skills: With the clerical burden lifted, teachers can dedicate their energy to cultivating the uniquely human skills that AI cannot replicate: critical thinking, emotional intelligence, collaborative problem-solving, and creativity. The future classroom relies on the teacher to inspire, motivate, and manage the complexity of human interaction.

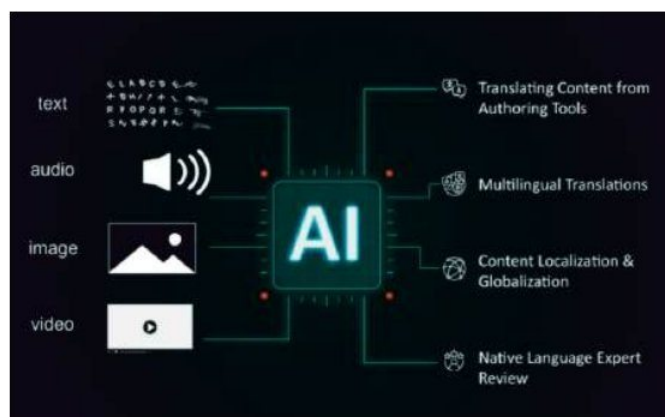
offering high-quality learning resources regardless of geographic location or socio-economic status.



Democratizing Tutoring: and virtual tutors provide access to personalized, round-the-clock academic support, effectively making high-end tutoring available to every student with a device. This is crucial for students in remote areas or those who require additional support outside of school hours.



Language and Accessibility: AI translation and transcription services instantaneously break down language barriers, making global curricula accessible to multilingual learners and allowing students to connect with resources from around the world. Furthermore, AI tools ensure accessibility for students with diverse needs by offering text-to-speech, visual descriptions, and adapted interfaces.



Conclusion:

The transformation of learning by AI is not a question of if, but how fast. As we move forward, the challenge for education leaders is not technological but ethical and pedagogical. We must ensure that this powerful technology is implemented equitably, maintains data privacy, and—most importantly—is designed to support, not supplant, the essential human interaction between student and teacher.

By thoughtfully integrating AI, we can move beyond simply modernizing the classroom and realize the true promise of education: a perfectly tailored learning journey for every single student.





CULTIVATING HUMAN SKILLS

Empathy, Ethics, and Critical Thinking in the Age of Automation

By **B.S.N.Murthy**

Psychologist, Educationist, Inspirational Speaker,
Life Skills Coach, Master Teacher Trainer,
Student Counsellor, Parenting Expert, Yoga Instructor

As automation and artificial intelligence rapidly reshape the world, schools stand at a critical crossroads. While technology is transforming classrooms through digital tools, adaptive learning platforms, and data-driven insights, it is becoming increasingly clear that the true differentiator of future-ready learners lies not in technical proficiency alone, but in the cultivation of deeply human skills. For school leaders, nurturing empathy, ethics, and critical thinking is no longer optional—it is central to the mission of education in the 21st century.

The National Education Policy (NEP) 2020 strongly emphasizes holistic, value-based, and competency-driven education. It clearly articulates that education must develop not only cognitive capacities but also social, ethical, and emotional capacities. In an age where machines can compute faster and recall more information than humans, schools must focus on what machines cannot replicate—human understanding, moral judgment, and reflective thinking.

Empathy forms the foundation of a healthy school culture. Schools are social spaces where children learn to interact, collaborate, respect diversity, and resolve conflicts. NEP 2020 underscores the importance of social-emotional learning, mental well-being, and inclusive education. By integrating empathy into classroom practices—through group work, discussions, storytelling, service learning, and peer mentoring—schools can nurture compassionate learners who are sensitive to others' needs. Empathetic students grow into responsible citizens and humane leaders, capable of building trust and harmony in an increasingly fragmented world.



Ethics and values education gain even greater relevance in the context of automation. The policy highlights the need to instill constitutional values, integrity, responsibility, and respect for human dignity. As students engage with technology from an early age, ethical questions around data privacy, fairness, digital conduct, and responsible use of AI become unavoidable. Schools must consciously create spaces for ethical dialogue—case studies, moral dilemmas, debates, and reflective writing—so that learners develop a strong moral compass. Ethical education ensures that future innovators and decision-makers place humanity above convenience and conscience above competition.

Critical thinking, a core focus of both NEP 2020 and the National Curriculum Framework (NCF), is essential in an era of information abundance and algorithm-generated answers. The shift from rote memorization to competency-based learning calls upon schools to encourage inquiry, analysis, problem-solving, and reasoning. Teachers are envisioned as facilitators who provoke questions rather than merely deliver answers. When students learn to question assumptions, evaluate sources, connect concepts, and think independently, they become empowered learners—capable of using technology wisely rather than being controlled by it.



For principals and school leaders, the challenge is to translate these policy ideals into everyday practice. This requires curriculum redesign, teacher capacity building, assessment reforms, and a supportive school ethos that values reflection as much as results. Assemblies, classroom interactions, discipline practices, and co-curricular activities must all align with the goal of human skill development.

In conclusion, as automation advances, the role of schools becomes more profound, not less. By consciously cultivating empathy, ethics, and critical thinking—as envisioned in NEP 2020 and NCF—schools can ensure that education remains human-centered, future-ready, and deeply meaningful. Technology may change the tools of learning, but it is human values and thinking that will define the leaders of tomorrow.

“AI will never replace teachers, but teachers who use AI wisely will replace those who don’t.”

— **Salman Khan**

Values as the Compass in the Age of AI

As artificial intelligence becomes more powerful, values become more essential. NEP 2020 places ethics, empathy, integrity, and responsibility at the heart of education. While AI can assist decision-making, it is human values that guide judgment. Schools play a crucial role in ensuring that technological advancement is always anchored in moral clarity and social responsibility.

Technology as an Enabler, Not a Replacement

NEP 2020 envisions technology as a tool to enhance learning, not replace human thinking or relationships. In classrooms supported by AI, the focus must remain on critical thinking, creativity, and problem-solving. Teachers guide learners in using technology wisely — as an aid for exploration — while nurturing independent thought, ethical reasoning, and intellectual curiosity.

BALANCING INNOVATION AND CARE

Using AI to Support, Not Replace Educators



In an age of rapid technological advancement, Artificial Intelligence (AI) is reshaping industries across the world—and education is no exception. While AI brings powerful tools for efficiency, personalization, and data-driven decision-making, it also raises an important question: *Can technology ever replace the human educator?* The answer, quite clearly, is **no—and it should not try to**.

Education is fundamentally a human-centered endeavor, built on relationships, empathy, and professional judgment—qualities no algorithm can replicate. Teachers do far more than deliver content. They inspire curiosity, nurture values, provide emotional support, and shape character. A teacher understands a child's silence, senses anxiety, celebrates effort, and builds trust—qualities that no algorithm can replicate. Education is fundamentally a **human relationship**, rooted in empathy, care, and moral guidance.

When used wisely, AI can become a powerful *ally* to educators rather than a threat. Acknowledge AI as a Support System, not a Substitute. AI can automate routine administrative tasks like attendance, grading objective assessments, and report generation. AI can offer personalized learning pathways based on student progress and learning styles. AI can provide diagnostic insights to help teachers identify learning gaps early. AI can support inclusive education through assistive technologies for diverse learners.



By handling repetitive and time-consuming tasks, AI **frees teachers' time**—allowing them to focus more on mentoring, creativity, and meaningful classroom interactions. Rather than fearing AI, educators must be empowered to use it effectively. Continuous professional development, digital literacy training, and clear policy frameworks can help teachers confidently integrate AI into teaching practices—while preserving the heart of education. Teachers are best positioned to decide when innovation adds value and when traditional approaches are more appropriate. By combining new methods with empathy, experience, and ethical awareness, teachers can create learning environments that are both forward-looking and deeply human.





Ultimately, the goal of education is not automation, but human growth. AI can be a valuable assistant—amplifying teachers' impact, expanding access to support, and freeing time for deeper learning. Innovation and care must walk hand in hand. AI has the potential to make education smarter, more inclusive, and more efficient—but only when guided by human wisdom and compassion. The future of education lies not in replacing teachers with machines, but in **strengthening teachers with technology**. It lies in creating a balanced partnership where AI enhances efficiency, while educators preserve empathy, wisdom, and purpose.



Extraordinary Teachers Are Using Technology to Transform Education

After all, **technology can teach information, machines can process data. — but only a teacher can teach humanity, Teacher's shape minds, values, and futures.**

**- Mr. Dhananjay Sirur, Principal
Sanjeevan Vidyalaya,
Panchgani, Maharashtra**

CREATING HUMANE AND INCLUSIVE SCHOOL CULTURES

NCF envisions schools as nurturing ecosystems where every child feels a sense of belonging. In the age of AI, inclusion, empathy, and dignity become even more important. Schools must consciously cultivate respectful relationships, emotional safety, and ethical use of technology, ensuring that progress never comes at the cost of humanity.

School–family Partnership In The Digital Age

NEP 2020 emphasises shared responsibility between schools and families in shaping learners. In the age of AI, this partnership becomes vital in guiding children's digital habits, emotional health, and value formation. When schools and families work together, children receive consistent messages that balance technological use with well-being and ethical living.

PREPARING LEARNERS FOR AN UNCERTAIN FUTURE

NEP 2020 focuses on developing adaptable, resilient, and lifelong learners. As AI reshapes careers and societies, students need more than technical skills — they need emotional strength, ethical clarity, and a strong value system. Education must empower learners to navigate change with confidence, responsibility, and compassion.

Education in the age of AI is not about choosing between technology and values. It is about integrating innovation with wisdom, efficiency with empathy, and intelligence with integrity — in the true spirit of NEP 2020 and the National Curriculum Framework.

**“The key question is not what AI can do,
but what we should allow it to do.”**

— Stuart Russell



Exams are a Phase of life, not the Measure of life.

The season of examinations has begun. Practicals and theory exams are approaching rapidly, bringing with them the familiar **Exam Fever**. It touches everyone -students, parents, teachers, principals and management - each playing a role, directly or Indirectly, in this demanding time.

As expectations rise, so does pressure. Unfortunately, this pressure falls most heavily on students. Fear of failure, comparison and the race for high marks often overshadow their emotional well-being. In this pursuit, we forget an important truth: ***not everyone is born to score top marks.***

Every child is unique. Each student carries a different energy, talent and potential. Our responsibility is to discover it, nurture it, support it and encourage it to reach high. Growth does not happen overnight; it happens slowly and steadily, at every level, in every child, in their own way.

What students need most during this phase is guidance and mentoring. Understanding their difficulties, supporting them patiently and correcting them with compassion helps build confidence. When students feel trusted and valued, they begin to believe in themselves—to say, **“Yes, I can.”** ***Schools are not mark mills; they are places where lives are shaped.*** Because marks may open doors but confidence, care and character build the future.

Rajendra Prasad
President, PSPA

**EXAM CORNER**

10 EFFECTIVE TIPS

TO SCORE HIGH MARKS IN BOARD EXAMINATIONS



1. **Understand latest exam pattern and marking scheme.**
Know which chapters carry more weight and how marks are distributed (MCQs, short answers, long answers).
2. **Make a realistic study timetable**
Divide time for each subject daily and include revision and breaks. Consistency matters more than long study hours.
3. **Focus on concepts than on rote learning**
Strong understanding helps you answer application-based and competency questions confidently.
4. **Practice previous years' question papers**
This improves speed, accuracy, and familiarity with question patterns.
5. **Revise regularly**
Weekly revision prevents forgetting and reduces last-minute stress.
6. **Write neat and structured answers**
Use headings, points, diagrams (where applicable), and underline keywords to make answers examiner-friendly.
7. **Manage time during exams**
Don't spend too long on one question. Attempt easier questions first to secure marks quickly.
8. **Clear doubts immediately**
Ask teachers, friends, or use reliable study resources instead of leaving topics unclear.
9. **Take care of your health**
Sleep well, eat nutritious food, stay hydrated, and take short breaks to avoid burnout and listen to your favourite music
10. **Stay confident and keep a positive mind.**
Believe in yourself and your preparation. A calm mind performs better than a stressed one.

All the best.
PHANINDRA BORA,
Vice-President, PSPA



EXAM CORNER

"BALANCING PRESSURE WITH PREPARATION"

"THE ROLE OF SCHOOL & HOME"

By: B.S.N. Murthy

We check the lesson plans. We schedule the revision classes. By all academic metrics, the syllabus is covered. But there is a crucial difference between being prepared and being ready.

As educators, we know that exams do not happen in a vacuum. They often collide with one of the most turbulent phases of human development: puberty. Our students are navigating "teenage blues," hormonal shifts, and an intense search for identity, all while facing the most high-stakes assessment of their young lives. This collision often manifests not just as exam fear, but as behavioral issues—defiance, withdrawal, or sudden outbursts.

If we want our students to succeed, we cannot simply teach the subject; we must support the student. This requires a "Perfect Plan" that balances academic rigor with psychological safety, orchestrated by a strong connectivity between School and Home.

The School's Role: Beyond the Syllabus Our primary responsibility is to recognize that a student's behavior during this season is often a language. A student acting out in class might not be "difficult"; they might be terrified.

♦ **Psychological Counselling as a Pillar:** We must normalize the conversation around anxiety. Access to school counselors should be proactive, not reactive. Group sessions on stress management can provide students with a toolkit to handle panic, ensuring that "exam fear" doesn't paralyze their performance.

♦ **The Teacher as a Mentor:** Faculty members need to be vigilant observers. They are the first line of defense in spotting the difference between typical teenage mood swings and genuine distress. Our classrooms must be "Confidence Zones" where doubts are welcomed, and mistakes are treated as learning opportunities, not failures.



♦ **Connectivity with Home:** The Critical Link The school can do everything right, but if the environment at home is fraught with tension, our efforts are diluted. We must guide parents to understand that they are the "Safe Harbor."

♦ **Understanding Biology:** Parents need to be reminded that puberty is exhausting. A lethargic 15-year-old isn't necessarily lazy; they are biologically taxing their systems. Demand for high performance must be balanced with adequate sleep and nutrition.

♦ **Managing Behavioral Shifts:** When a child snaps back or retreats into their room, a parent's instinct might be to reprimand. However, during exam season, parents must be encouraged to offer empathy over judgment. The message from home should be: "We value you for who you are, not just for what you score."

The Shared "Perfect Plan" The "Perfect Plan" for exam success isn't just a study timetable. It is a holistic schedule that includes downtime, physical activity, and open communication.

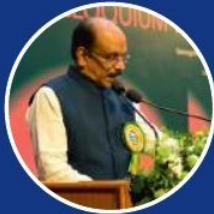
As Principals, we are the bridge builders. It is our duty to keep the channels of communication open, ensuring that the pressure to perform never outweighs the preparation to thrive. When School and Home align to support the whole child—hormones, emotions, and intellect combined—we don't just get better grades. We build resilient young adults ready to face the world.

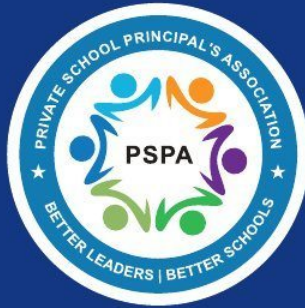


COLLOQUIUM 2025:

Unifying Schools, Colleges, Universities & Industry
National Conference of School Principals, Hyderabad

26th & 27th September 2025, GITAM University, Rudraram, Hyderabad





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PRIVATE SCHOOL PRINCIPAL'S ASSOCIATION

Registered Office : Plot No. 47, Richmond Park, Kondapur, Hyderabad

Admin. Office : # 5-4-670, Sri Durga Nilayam, Nampally Station Road,
Hyderabad - 500001