NATIONAL CENTRE FOR SCHOOL LEADERSHIP - NIEPA

IN COLLABORATION WITH GSCERT SCHOOL LEADERSHIP ACADEMY GOA

ORGANISED

THE REGIONAL REVIEW AND PLANNING WORKSHOP 29TH TO 31ST JANUARY 2026

REPORT OF THE REGIONAL REVIEW AND PLANNING WORKSHOP 29th to 31st JANUARY 2026

INTRODUCTION:

The National Centre for School Leadership (NCSL) at the National Institute of Educational Planning and Administration under the aegis of Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Department of School Education and Literacy, Government of India in collaboration with Goa State Council of Educational Research & Training's wing School Leadership Academy organised a three days Regional Review and Planning Workshop in Goa from 29th to 31st January 2026. Resource group members of School Leadership Academies from Karnataka, Maharashtra and Goa participated in this workshop.

This workshop was facilitated by Dr. Charu Malik, Dr. Gyaneshwari Longjam and Dr. Yogesh Pahariya, faculties from NCSL.

DAY 1: (29th JANUARY 2026)

INAUGURATION SESSION: The inaugural session was graced by Mrs. Meghana Shetgaonkar, Director (Goa State Council of Educational Research & Training), Shri. Govind Parwatkar, Chairman (Goa Education Development Corporation along with the faculties from NCSL. The honoured guests were welcomed with saplings as a symbol of growth, knowledge and environmental stewardship.

Introducing the context of this workshop Shri Govindraj Desai (Nodal Officer SLA-Goa) referred to the National Education Policy 2020 which emphasizes on School Leadership Development as a key enabling factor for improving school quality, governance and learning outcomes. The

quality of Education is linked to the quality of School Leadership and Learning Outcomes. NEP 2020 states that schools Leaders are also instructional leaders and change agents who are able to promote collaborative cultures, enable teacher empowerment and student centric learning.



Smt. Meghana Shetgaonkar, Dir. (GSCERT) delivered the welcome address emphasizing the importance of school leadership activities. She highlighted the importance of the role of School Leadership Academies in shaping the school education system. A school can progress only if the school leadership has a vision to achieve. Therefore investing in Leadership Development is truly an investment for better learning, better teaching, and better learning outcomes. She further added that this workshop is a valuable opportunity to understand our collective journey, our successes and our challenges and to plan strategically for a successful future. She desired to see improved positive school culture where students not only learn but also enjoy a positive and safe environment. She instructed saying that these three days should focus on improving leadership competencies, sharing best practices and learning from each other's experiences. She concluded by welcoming all the participants and faculties with her warm and encouraging words.

This was followed by the lighting of the lamp by dignitaries to mark the beginning of the journey of analysis and recommendations over the next three days.



Shri. Govind Parwatkar, Chairperson (GEDC) through his key note address encouraged and appreciated the school heads. His address highlighted the practical and aspirational role of the Academy in advancing the vision of Viksit Bharat 2047, a concept frequently mentioned by Prime Minister Narendra Modi. He urged the participants to work with a vision for future generations and emphasized core values such as innovation, discipline, joyful learning, and community trust. He stated there is a notable contrast between superficial administrative actions and genuine community involvement. He highlighted that while many societies struggle with infrastructure and resources, some manage to perform better despite limited means, suggesting that effective leadership and community support are more critical than mere resources or infrastructure. Leadership and academic excellence are considered essential pathways to progress. It calls for a long-term vision centered on future generations, advocating for academic and social leadership as pathways to sustainable development. Success depends more on human factors and values than on material wealth alone. He concluded by addressing the importance of civic awareness and responsibility, particularly emphasizing the role of school leaders and teachers in nurturing these values among students to contribute to the



broader vision of Viksit Bharat 2047(a developed and progressive India by 2047). He further added that it highlights a common everyday example—the disregard for zebra crossings in India—which reflects a larger issue of citizens not fully understanding or respecting their rights and duties. The speaker contrasts pedestrian behavior in India with that in foreign countries, where drivers actively encourage pedestrians to cross, and exemplifying respect for civic rules. In India, pedestrians tend to wait for cars instead of asserting their right of way, indicating a lack of awareness about civic duties. Understanding rights must be complemented by recognizing associated duties. This dual awareness should be instilled early in students. Teachers and school leaders have a critical responsibility to embed this sense of civic duty and responsibility in students. When school leaders are empowered and motivated with proper conviction and innovative ideas, teachers become motivated students become confident learners, parents turn into partners and communities become stronger. The journey toward 2047 is long but the direction is clear—building responsible citizens who understand their rights and duties is foundational for national development.

Developing responsible citizens through education is central to achieving Viksit Bharat 2047. This requires a systemic approach where school leaders are empowered to inspire teachers and students, fostering strong partnerships with parents and communities. Concluding his address, he affirmed that the School Leadership Academy is a key institution to drive this transformation, ensuring that educational practices align with the country's aspirations for a developed, responsible, and progressive society by 2047.

Shri. Govindraj Desai, Nodal officer of School Leadership Academy Goa (SLA-Goa) proposed the vote of thanks and expressed gratitude to the participants with his warm greetings and words of welcome.

The inaugural session was efficiently compered by Dr. Jacintha Mascarenhas, Jr. Consultant, SLA-Goa.

POST TEA SESSION: SESSION 1: INTRODUCTION TO THE NCSL INITIATIVES: DR. YOGESH PAHARIYA

The session began with Dr. Yogesh Pahariya introducing the works/ programs of NCSL at the National level, then focusing on the importance of the School Leadership Academies. He presented further the details on the website of NCSL, and the latest seminars organized by NCSL at regional level and expressed appreciation for their support and co-operation for the well organized and implemented programs. During the session videos of the seminars organized by Kerala and Maharashtra were also screened.



PRE-LUNCH SESSION: SESSION 2: HOW DOES SCHOOL LEADERSHIP CONTRIBUTE TO SCHOOL BASED OUTCOMES? SEVEN CLAIMS ON SCHOOL LEADERSHIP

Dr. Charu Malik commenced her session by sharing the article on School Leadership & Management authored by Kenneth Leithwood, Alma Harris & David Hopkins titled 'Seven strong claims about successful school leadership revisited'. She explained the importance of this article.

Activity: Dr. Charu requested the participants to silently read the article and understand the gist of the article. She then invited the participants to express the gist as per their understanding. Explaining with examples Dr. Charu further elaborated on the topic. Further she presented additional pointers as extra claims adding to the above seven claims of Kenneth Leithwood.

Emphasizing the role of the school leadership academies she proposed the following two objectives that would build the ecosystem of School Leadership.

1. To document and disseminate Leadership practices of school ecosystem in the Govt. and aided sector.

2. To strengthen the institutional capacity of state govt. educational institutions i.e. strengthening the institutional capacities of SCERTs and DIETS faculties.

Further Dr. Charu elaborated her thoughts expressing that SLAs should always be there for continuous professional development. School leaders need to develop themselves as resource persons. To become resource persons they need to develop their competencies in order to build

capacities of others and team members. The responsibility of the SRG members is to improve the School Leadership Development academy. She informed that CPD modules on the websites are available and can be accessed easily. As researchers she explained that it is needed to start anchoring one's work as all researchers' are practitioners. It is important to document and anchor the work in a research framework.

While reviewing the contribution of SLAs on the NCSL website, she focused the need of video documentaries and modules from the state of Goa to be posted on the website. Dr. Charu also asserted that Goa needs to push them-selves a little harder so that their state portal also has the required number of case studies, video documentaries of best practices/school innovations and modules. School Leaders need to engage in research and development as well. All leaders are practitioners and all practitioners should strive to be researchers as they are already pioneering many ideas. SLAs should create multiple hands. The SLA Goa portal should be populated with a number of content development materials.

POST LUNCH SESSION: SESSION 2 Cont..

Dr. Charu continued to facilitate the discussion on the 7 Claims of School Leadership one by one as per **Annexure 1.**

The 7 Claims of the Article

1. School Leadership is second only to classroom teaching as an influence on pupil learning.

2. Almost all successful leaders draw on the same repertoire of basic leadership practices.

3. The ways in which leaders apply these basic leadership practices not the practices themselves demonstrate responsiveness to rather than dictation by the context in which they work.

4. School Leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, ability and working conditions.

5. School Leadership has a greater influence on schools and students when it is widely distributed

6. Some patterns of distribution are more effective than others.

7. A small handful of personal traits explain a high proportion of the variation in leadership effectiveness.

She mentioned that few more claims were added to these 7 claims during the regional review and planning workshop held in Kerala. These are the following:-

8. Effective School Leadership facilitates a conducive socio-emotional learning environment in school leading to wellbeing of all stakeholders

9. Data informed decision making improves school outcomes

10. School Leadership has an expansive reach, beyond the school boundaries, influencing the community and the larger society

11. Effective School Leadership creates a value based, ethical and adherence to civic sense as foundation to school processes

12. Effective School Leadership ensures beneficiary (all stakeholders including children) satisfaction.

13. School Leaders create a facilitative school environment that generates a spirit of inquiry, critical thinking and an aptitude for problem posing and problem solving.

Explaining the above claimsshe also correlated with Table 1 in the Article which mentions the four domains of practice which successful school leaders do to achieve school level outcomes. The four domains are 1. Set Directions 2. Build Relationships and Develop People 3.Develop the Organization to Support Desired Practices 4. Improve the Instructional Program. Citing examples such as innovation, classroom practices and alumni she stated that these are all direct and indirect outcomes.

Activity: Dr. Charu instructed the participants to list down school outcomes which each one aims to achieve. The participants had to reflect on the road map and the School Development Plan.



POST TEA SESSION: HOW TO CREATE CONTENT:

She instructed the SLA Goa to share at-least 20-25 video documentaries and case studies to be posted on the portal of NCSL. She listed down the

requirements to develop a video documentary. Each video should be of one school only. The theme can be one of a teaching practice or of holistic development. The video should be of 8-10 minutes and developed in HD quality. It should be well thought and scripted and based on the 7 key areas. It was requested to film the video and not use photographs. The processes should be captured and not only the outcomes. For example staff meetings should also be captured. Sports for learning outcomes or leading whole school improvement can also be topics for filming a video. Voice over is necessary for the documentary. The video can document evidences, processes, outcomes or strategies and it should be 1 school-1 theme-1 documentary. She also informed what needs not to be filmed. Position and authority of the School Leader and only achievements like prizes won, certificates received or medals honoured with. Climax should be exciting and inspiring. The title should have the words 'Leader' and 'Goa' if it is for Goa.

Regarding case studies Dr. Charu informed a minimum of 10-12 case studies should reach NCSL by 15th March 2026 in 1500-2000 words. Logos of NCSL, NIEPA and Govt. of Goa should be inserted. Case studies are developed at school level.

In case of modules they are developed for state level and for a larger population,odules can be written in about 3000-3500 words. She suggested themes that are unique to the state such as geographical diversity, population diversity, linguistic diversity, social, cultural and other contemporary themes (FLN , NEP 2020, IKS).

The day concluded with reflection and discussion on the 7 claims.

DAY 2: (30TH JANUARY 2026)

MORNING SESSION 3: The day began with the re-cap of the previous day. Highlighting the importance of the two objectives mentioned on day-1, Dr. Charu further emphasized on the role of a core-group member. She stated the following.

- To develop content which is text based and video based on School Leadership Development
- To professionally develop oneself and other stakeholder members
- To network with other institutions across the states
- To contribute in research and development in the field of school leadership

POST TEA SESSION: SESSION 4

To explain the importance of teams and team work, Dr. Charu began explaining the difference between teams and groups. She mentioned that teams are created for professional work based on their competencies while groups can be naturally formed. She further elaborated on the four stages of Team Development such as forming, storming, norming and performing and explained these in detail.

Activity: Dr. Charu began with the 'Compass Points Activity'. Firstly the compass points sheet was given to all the participants were invited to reflect on it and then they were asked to select one direction as per in the sheet North, South, East and West.

As per the compass directions sheet each direction had a title with 4-5 attributes that team members have. **(Annexure 2)**

Then 4 sheets of paper were written (North, South, East & West) and were pinned in four corners of the room. After reflection the teams were invited to participate in a debate to justify that their compass direction was better than their counterparts and thus a debate was conducted



between North and South and East and West.

POST-LUNCH SESSION: PANEL DISCUSSION:

The introduction and questions posed by Mr. Chandrakant Shinde (Moderator) to the panelists is enclosed as **Annexure 3.**

Summary of the responses of the panelists:

The panel discussion was moderated by Shri. Chandrakant Shinde faculty from GSCERT.

Panelist 1: Topic: Institutional Building : Mr. Vilas Satarkar, Headmaster, Dr. K.B. Hedgewar, High School , Cujira. Panaji, Goa.

The school's journey reflects a transformation from humble beginnings to a thriving institution built on **community support, collaborative**



leadership, and innovation. Initially operating out of shops with stray animals wandering into classrooms, the school overcame infrastructure challenges by forging strong relationships with parents and the community. This partnership enabled the development of modern facilities such as smart classrooms and solar power—funded entirely by community contributions.

A culture of **teamwork and shared responsibility** defines the institution. Teachers, lab assistants, and staff collectively take guardianship of students, ensuring consistent success, including 19 years of 100% SSC results, high distinctions, and multiple board toppers. Decision-making is democratic, with staff meetings and data-driven analysis guiding strategies. Teachers observe each other's lessons, exchange constructive feedback, and engage in peer-led professional development, fostering competency-based learning rather than rote syllabus completion.

The school emphasizes **holistic student development** through initiatives like winter camps, hands-on activities, and creative programs. Weekly school band training culminated in large-scale performances, while Vedic Mathematics and competitive exam preparation are integrated into the curriculum. The Atal Tinkering Lab (ATL) nurtures innovation through the "Festival of Ideas," where student ideas evolve into projects and products under mentorship. Recognition and appreciation of both teachers and students reinforce motivation and continuous improvement.

Leadership is **distributed and collaborative**, reducing stress and



bridging generational gaps between senior educators and Gen Z teachers through workshops and dialogue. Post-COVID challenges, such as increased screen time, are addressed with campaigns promoting activity-based learning, including daily reading programs with monthly "Star Reader" awards. Though administrative responsibilities have grown, the school sustains its academic focus by empowering teachers and working as a united team.

In essence, the school's philosophy is built on **community engagement, democratic decision-making, teamwork, innovation, and data-driven strategies**. These values have enabled it to evolve from modest beginnings into a model institution that consistently delivers academic excellence while nurturing creativity, collaboration, and holistic growth.



Panelist 2: Topic: Capacity Building: Sr. Liberata, Headmaster, St. Teresa's High School, St. Estavam.

The speaker's journey in education reflects a deep commitment to **transformational leadership, teacher empowerment, and community engagement**. Beginning as president of the Goa Headmasters Association during the introduction of the National Education Policy (NEP), they emphasized **empathetic listening** to teachers, addressing fears around competency-based assessments and holistic report cards. By streamlining formats and aligning them with GSCRT and Goa Board requirements, they reduced workload and built acceptance. Teachers

learning activities rooted in Goan culture, making NEP practical and relevant.

Recognizing the anxiety among staff, the speaker prioritized **clear communication of purpose** and phased implementation of reforms. Piloting changes in primary sections before extending them to higher classes ensured smoother transitions. Weekly gatherings for capacity building, public recognition of teachers' contributions, and appreciation during assemblies fostered motivation and morale. Innovative practices like "bagless days" encouraged creativity and engagement.



At the core of their philosophy was the belief that **teachers are the greatest resource**. Structured lesson planning, audits, and addressing learning gaps were coupled with mentoring systems for new teachers, collaborative lesson planning, and outreach to nearby shelters to extend education beyond the school walls. These initiatives strengthened teacher capacity and improved student outcomes while building community trust.

The speaker also encouraged **teacher-led inquiries and projects**, supported with small grants, and promoted inclusive decision-making. Their leadership style was rooted in **support, trust, and recognition of**

collective achievement. Drawing from personal experiences across Silvassa, Haryana, and Goa, Sr. Liberata emphasized collaboration, cooperation, and innovation as lifelong priorities in education.

At Saint Michael's School, her team tackled social challenges head-on. With only 300 students initially, they engaged directly with the community, addressing issues like drug vulnerability and parental illiteracy. Students were mobilized to help parents learn basic writing skills, while after-school programs and tutoring kept children engaged. Outreach extended to slum areas, ensuring marginalized children had access to learning opportunities, even during disruptions like COVID.

A strong focus was placed on **special education and inclusive practices**. With around 40 "slow learners" identified, the speaker ensured parental involvement, peer mentoring, and collaborative teaching approaches. Teachers were guided to avoid negative labels, recognizing that every child has unique potential. Pre-service and in-service training, peer monitoring, and the involvement of special educators strengthened support systems. Even parents who were illiterate were taught to sign their names, reinforcing dignity and inclusion.

Panelist 3: Topic: Pedagogical Leadership: Mr. Vishal Signapurkar, Headmaster, Govt. High School, Merces.

NEP and IPS Implementation: The speaker expressed gratitude for the National Education Policy introducing Integrated Pedagogical Strategies (IPS). They worked to keep children engaged in school until evening, collaborating with Bal Bhavans for activities like music, despite

challenges of poor infrastructure and limited staff in government schools. Teamwork and departmental support helped overcome these difficulties.

COVID Innovation & Social Responsibility: During the pandemic, they created an authenticated booklet with Goa Medical College and organized large online awareness sessions with doctors. Out of this came **Vidyansethu**, blending science with the Indian Knowledge System (IKS), extending experiments to government primary schools to make learning magical and accessible.

Raising Standards & Vigyan Setu: This initiative raised academic expectations by requiring students to clear all subjects and aim for higher percentages. Through **Vigyan Setu**, teachers across disciplines collaborated to teach science, volunteering without financial demands. This built a culture of confidence and teamwork, with the vision of creating a sustainable system that could thrive even without their presence.

Vision for Viksit Bharat: Involvement with NCSL and SLA reinforced the belief that every student must learn and every school must excel to build a strong foundation for **Viksit Bharat**. They inaugurated an **Indian Knowledge System Learning Hub** in Goa, linking education to the dream of India as a **Vishwa Guru**, while fostering unity, patriotism, and shared purpose among staff.

Vigyan Kidki Initiatives: This initiative launched family and community based programs such as **Vigyan Sahal** (parents taking children out

monthly to explore science), **Vigyan Rasoi** (kitchen as a laboratory) and **Vigyan Mahotsav** (community science awareness). These initiatives embedded science into everyday life, promoting rational and critical thinking across society.

Festival of Science & Multidisciplinary Teaching: They planned a **Festival of Science** with three sections—**Vigyan Prerna** (projects), **Vigyan Chunoti** (interactive experiments), and **Vigyan Ganga** (IKS). Together with Vigyan Setu (schools), Vigyan Khidki (families), and Vigyan Mahotsav (community), this formed **Vigyan Manthan**. They also experimented with **multi-disciplinary teaching**, sending teachers from different subjects.



In conclusion he added from NEP reforms to Vigyan initiatives, his journey reflects resilience, innovation, and vision transforming government schools, empowering teachers, embedding science and traditional knowledge into daily life, and building a sustainable education system aligned with the dream of Viksit Bharat.

The Moderator (Mr. Chandrakant Shinde) then concluded the session by summarizing the discussions and sharing of initiatives.

POST TEA SESSION: In this session there was an in depth discussion about video documentation and case-studies. Maharashtra and Karnataka's contribution were also discussed regarding the portal and Dr

Charu shared more inputs on the need of developing case-studies and video documentaries.

DAY 3: (31st JANUARY 2026)

Morning Session : The previous day's session on 'Content Development' continued as Dr. Charu continued to inform that schools can use some fancy items too while developing content such as videos. Use of simple language which is interactive in nature should be used.

Module Development: Dr. Charu informed the structure of a Module. The structure should contain the following sections she reiterated.

1. Brief Introduction

2. Key Words

3. Course Outline

4. Video links can be shared./Video transcripts can also be inserted such as in NISHTHA 2.0 as done by NCSL.

5. After 2-3 sections, there should be an activity/exercise to be conducted.

6. A role play can also be added.

Before beginning to write the module, create a design in the mind through researching and reading as much possible about the topic. Modules are written at state level. State level issues can be highlighted for a larger population. The summary can be written through a mind map. Module should be a play of colours. At least 5 MCQs should be written at the end.

Subheadings: Regarding the sub-headings the following information was shared which are in addition to the above points.

1. Title (Thematic Themes from which people will enhance knowledge and learn)

2. Introduction: (It can be text of catchy (quotes). It should be exciting. Issues and challenges faced can also.

3. Key Words: (Write them after you have finished writing the module)

4. Literature Review: Dr. Charu affirmed that if the module is based on enrolment subject, it is acceptable to use the UDISE data. New information is also necessary to add. Interesting facts about Goa can be also included.

5. Number of Sections: The module can be divided in 3-4 sections. In Section 1, the gap/challenge can be highlighted.

6. Photos can also be added.

7. Add reflective questions on the topic explained and then suggest ways.

8. Can add video snap shorts, inspiration quotes, leadership qualities, sketches and pictures.

Case Study Development: It is important to write case studies. It can be written in 1000-1200 words. In the case study also you can mention websites or articles if you have referred to.

Purpose of Content Development:

The purpose of content development is to develop Change Agents.

Steps for Content Development:

1. Brain storm on ideas /themes

2. Finalize the Theme

3. Research on the theme for 10-15 days. Collect information, collect pictures, list down the references.

4. Make a flow chart and concept mapping

5. Write the objectives.

6. Write the 1st draft and send it to SLA to be sent to us.

7. After receiving NCSL's suggestions begin finalizing the draft.

8. Finalize the draft and submit.



During this session, discussion also included regarding use of psychometric scales such as commitment, empathy scales if the topic is Teacher commitment. If modules are written only to give information about Career development, then websites of NCS, MSDE can be viewed and information gathered.

Finally to brain storm on themes for content development, 5 teams of Goa participants were formed, one from Karnataka and one from Maharashtra. Format for Karnataka and Maharashtra was different. For Goa teams following points were given to discuss and present it through a chart.

1. Identify Potential Areas for Module Development	3. Schools that will submit case studies & videos to be listed down.
2. Develop a vision statement for SLA-Goa	4. Areas of Research

In the pre-valedictory session the teams presented their ideas as an action plan which would be completed in the coming two months. The Goa teams presentation is collated as **Annexure 4.**

Valedictory Session:

The three-day's workshop concluded with the valedictory session. Shri. Shailesh Sinai Zingde , Director, Directorate of Education was the Chief guest and Smt. Sarita Gadgil was the guest of honour along with the faculties of NCSL.

Agenda

1. Introduction:

Dr. Jacintha Mascarenhas, Jr. Consultant SLA-Goa brief introduction of the guests.

2. Highlights of the 3 days Workshop

Headmaster of Government High School, Surla, Mr. Sarveshwar Naik presented a summary of the workshop.



3, Welcome of Guests with samplings:

Guests of honour were extended gratitude by presenting saplings.

4. Introduction of Chief Guest- Sr. Liberata Fernandes, Headmaster of St. Theresa's High School introduced the Chief Guest, Shri. Shailesh Zingde. She extended thankfulness and appreciated his dedicated service to the Department of Education as a Teacher, Headmaster and Director over four decades.

5. Valedictory Address by the Chief Guest- Shri. Shailesh Sinai Zingade -Director, Directorate of Education. In his key note address he congratulated the Headmasters for their efforts in spite of limited resources. He further shared his reflections of the changes in the education system that were brought about and how leadership can be sustained.

6. Distribution of Certificates/mementos.



Each participant received a certificate appreciating their valuable participation.

7. Vote of Thanks -Shri. Govindraj Desai, Nodal officer of SLA-G proposed the vote of thanks, expressing gratitude to all the guests, faculties, organizers and participants for their valuable contribution and wished they continue to contribute to School Leadership development in Goa. The valedictory function was anchored by Dr. Jacintha Mascarenhas, Jr. Consultant, SLA Goa.



LIST OF ANNEXURES

1. Seven strong claims about successful school leadership revisited
2. Compass Points
3. Panel Discussion: Moderator's Concept Note
4. Chart Presentation: Goa
5. List of participants
6. Certificate Copy

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