REGIONAL REVIEW AND PLANNING WORKSHOP ON SCHOOL LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERSHIP ACADEMIES

ORGANISED BY

NATIONAL CENTRE FOR SCHOOL LEADERSHIP,
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION, NEW DELHI

IN COLLABORATION WITH

SCHOOL LEADERSHIP ACADEMY, SCERT-SIKKIM

REPORT

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1.0: INTRODUCTION

The Regional Review and Planning Workshop on School Leadership Development for School Leadership Academies was organised by the National Centre for School Leadership (NCSL), National Institute of Educational Planning and Administration (NIEPA), New Delhi, across six host states—Andhra Pradesh, Madhya Pradesh, Jammu and Kashmir, Goa, Sikkim, and Tripura as part of a decentralised regional engagement strategy. In Sikkim, the workshop was conducted from 3rd–5th February 2026 at SCERT, Gangtok.

The workshop commenced with a zone-wise grouping of 31 School Leadership Academies (SLAs), enabling structured deliberations, peer learning, and collaborative review among participating states. It provided an important platform for strengthening the institutional framework of school leadership and aligning state-level initiatives with national priorities in educational leadership and reform.

The School Leadership Academy (SLA), SCERT, Sikkim actively participated in the workshop to review its ongoing initiatives and to reflect upon its implementation strategies. The programme facilitated critical discussions on contextualisation of leadership development modules, institutional mechanisms, mentoring systems, and sustainable capacity-building practices.

Through thematic sessions, collaborative discussions, and state presentations organised within the zonal framework, the workshop reinforced the pivotal role of SLA, SCERT, Sikkim in nurturing transformative, accountable, and context-responsive school leadership aimed at improving institutional effectiveness and student learning outcomes across the state.

2.0: INAUGURAL SESSION



A three-day Review and Planning Workshop on School Leadership Development for School Leadership Academies began on 3rd Feb, 2026 at SCERT, Lower Burtuk, Gangtok organised by the National Centre for School Leadership (NCSL), NIEPA, New Delhi in collaboration with the School Leadership Academy (SLA) SCERT Sikkim. The participating School Leadership Academies were Jharkhand, Bihar and Sikkim. Total 25 Participants were there which included Nodal Officer and SLA Staff; Samagra Shiksha Planning Officers, Select Core Group Members and School Leaders.

This objective of the workshop was to orient and empower the SLA SRG members, to provide a platform for sharing of knowledge and practices related to School Leadership Development; reviewing the work of SLAs over the past years, creation of networks and documenting of innovative practices and researches conducted by SLA Faculty and School Leaders.The Resource Persons of the workshop were Dr. Charu Smita Malik, Dr. Yogesh Paharia and Dr. Pankaj Singh – Assistant Professors of NCSL- NIEPA, New Delhi.

The inaugural session of the workshop was chaired by Dr. Shanti Ram Adhikari, Director-in-Charge, SCERT, Sikkim and attended by Karma Doma Kaleon - Deputy Director, SCERT, Assistant Professors of SCERT and participants from the School Leadership Academies of the three states. The tone of the programme was set by Dr. Adhikari by welcoming the Resource Persons and the participants by offering them with traditional scarves followed by lighting of the ceremonial lamp. In his welcome address, Dr. Shanti Ram Adhikari highlighted the journey of SLA Sikkim and gave a brief overview of the various tasks undertaken by SLA Sikkim.



Dr. Charu Smita Malik – Assistant Professor, NCSL then set the context of the programme. She drew a roadmap of the 03-day workshop and appreciated the good work being carried out by the School Leadership Academies across the country. Dr. Charu also informed the house that there is currently a total of 31 School Leadership Academies in 31 States/UTs respectively who are engaged in multifarious activities related with the field of school leadership and aligned with the mandate of the Centre. Dr. Yogesh Paharia – Assistant Professor, NCSL proposed the vote of thanks and Mr. Ajay Pokhrel – Nodal Officer of School Leadership Academy, SCERT-Sikkim was the master of ceremony of the programme.





3.0: TECHNICAL SESSION DAY ONE





The first technical session was conducted by Dr. Yogesh Paharia on the theme "NCSL: Positioning School Leadership in India." The session highlighted the role of school leadership in steering educational reforms aligned with the vision of Viksit Bharat. Key focus areas of NCSL, including curriculum and material development, continuous professional development, capacity building, networking, institutional strengthening, research and development, and inter-ministerial collaborations were discussed. Collaborations with the Ministry of Education, Ministry of Finance, Ministry of Jal Shakti, Ministry of Skill Development and Ministry of Minority Affairs were specifically highlighted. The agenda of the Regional Review and Planning Workshop, focusing on continuous professional development, skills, advocacy, research and planning, was also presented.



The subsequent technical session was facilitated by Dr. Charu Malik on the mandate of the School Leadership Academy. She elaborated on the objectives of SLA, which include documenting and disseminating best practices within the school ecosystem and strengthening the institutional capacity of state education institutions. The mandate of SLA to lead school leadership development through research-informed practices and policy support was discussed in detail. She also outlined the roles and responsibilities of SLA and its core group members, emphasizing implementation, networking and influence at state and district levels.

An interactive group activity was conducted at the conclusion of the session. Participants from Jharkhand, Bihar and Sikkim were divided into five groups and tasked with developing a vision for the School Leadership Academy. Each group prepared a structured framework comprising Video Documentary, Case Studies and Modules, and identified key components under each category. The activity facilitated collaborative learning and active participation, with all groups contributing meaningfully to the discussions.

The proceedings of the first day concluded with focused deliberations and a shared understanding of the need for structured planning, collaboration and continuous professional development to strengthen school leadership initiatives at the state level.










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4.0: TECHNICAL SESSION DAY TWO

The second day of the Regional Review and Planning Workshop commenced with a technical session by Dr. Charu Malik on "Content and Material Development by School Leadership Academies." In her address, Dr. Malik delineated comprehensive guidelines for the development of academic modules and their essential components. She emphasized that each module should be systematically structured into four distinct sections. Section I should focus on conceptual clarity and include reflective questions along with theoretical perspectives on pedagogic leadership. Section II should present real-life case studies to contextualize theory within practice. Section III should position pedagogical leaders as experts in teaching-learning processes, while Section IV should concentrate on the development of an action plan, which may be supported through flow charts, diagrams, and visual representations. Additionally, she underscored the importance of incorporating an author profile to ensure academic credibility and contextual grounding.

Continuing the session, Dr. Malik elaborated on the process of identifying themes for module development. She highlighted that themes must align with the National Policy priorities outlined by the National Centre for School Leadership (NCSL) while also integrating local contextual dimensions such as linguistic diversity, geographical specificity, and cultural heritage. According to her, themes may broadly encompass administrative structures, knowledge and skill development, and value transactions, thereby ensuring a holistic approach to leadership preparation.



The subsequent technical session was conducted by Dr. Yogesh Paharia on "Themes Pertaining to NCSL–CF, NEP 2020, and School Education." Dr. Paharia emphasized the role of Indian Knowledge Systems in schools and the significance of nurturing citizen competencies through education.



He highlighted civic leadership as a critical outcome of schooling, describing schools as nurseries of civic sense where learners transition from self-oriented perspectives to societal responsibility. Key areas discussed included respect for diversity, environmental responsibility, organizational citizenship behaviour, nation-building, and preparedness for active citizenship.

This was followed by a session by Dr. Pankaj Singh on "Investigating History and Drawing Learnings for Leadership." The session highlighted the Indian Knowledge Systems division featured on the official webpage, with a specific focus on the vision of Viksit Sikkim.

Participants were encouraged to reflect on historical narratives and identify key leadership messages that could inform contemporary educational leadership practices.

Another session on “How to Write a Module” was facilitated by Dr. Charu Malik, wherein she stressed a reflective and research-oriented approach to academic writing. She emphasized the principle of “not writing initially,” advocating instead for the collection and organization of relevant materials such as references, photographs, videos, and contextual resources. According to her, extensive reading and content familiarization are prerequisites for effective module development. Once materials are systematically organized and aligned through mind mapping, the actual writing process becomes more coherent and meaningful.

A panel discussion on “The Role of Institutional Heads as Pedagogical Leaders in the Light of NEP 2020” followed, chaired by Dr. Charu Malik. The panel comprised Dr. Hannah Yonzon, Joint Director, School Education; Mr. Rajesh Thapa, Joint Director, District Education Office, Gyalshing; and Dr. Manisha Subba, Assistant Professor, Department of Education, Sikkim University. During the discussion, Mr. Rajesh Thapa highlighted the paradigm shift in school leadership and shared field-level challenges such as lack of accountability and a sense of belonging among stakeholders. He emphasized that these challenges could be addressed by translating leadership vision into classroom practices and by focusing on effective execution.







Dr. Hannah Yonzon underscored the distinction between school heads and school leaders, pointing out gaps in monitoring, mentoring,and institutionalization. She emphasized the need for capacity building in Sikkim, strengthened monitoring mechanisms, and bridging the gap between administration and schools through encouragement, mentoring, constructive feedback, and digitalization initiatives such as the EMMI Portal. She further stressed the importance of setting academic goals at school, block, and district levels, supported by structured academic improvement programmes. Dr. Manisha Subba highlighted the significance of mentoring through small-group models to ensure regular guidance and professional support. She advocated for flexibility for teachers, shared decision-making, regular interaction, and acceptance of diverse ideas. Drawing from examples such as innovative alternative learning initiatives in Jaipur, she emphasized the role of community involvement in sustaining educational change and reiterated that exemplary leadership is central to holistic school development.

Dr. Shanti Ram Adhikari, Director-in-Charge, SCERT, added to the discussion by emphasizing the concept of the Zone of Proximal Development, describing it as the critical space where learners transition between dependence on external support and independent learning.

The afternoon session began with "Team Building and Processes," facilitated by Dr. Charu Malik. Participants were divided into four groups—North, South, East, and West—based on compass-point personality traits that aligned with individual orientations toward teamwork. The interactive activity fostered active engagement and reflection. Dr. Malik highlighted the importance of balanced teams comprising diverse personality traits and explained how each direction represents a distinct approach to collaboration. She further elaborated on the stages of team development—forming, storming, norming, performing, and adjourning—demonstrating how balanced representation enhances team effectiveness.

The day concluded with a session on "Seven Strong Claims about Successful School Leadership Revisited," led by Dr. Charu Malik. Participants were provided with a handout and encouraged to read and reflect on the article as she discussed its key claims. These included the assertion that school leadership is second only to classroom teaching in influencing student learning; that successful leaders apply core leadership practices; that they demonstrate responsiveness to context; that leadership influences teaching and learning indirectly by creating conducive environments; that distributive leadership is more effective; that school leaders significantly influence schools and students; and that certain personality traits are non-negotiable for effective leadership. The session concluded with a reflective discussion on how school leadership influences school-based outcomes, and participants were encouraged to contextualize and extend these claims with insights from Sikkim, Bihar, and Jharkhand









5.0: TECHNICAL SESSION DAY THREE

The final day of the programme commenced with an insightful session by Dr. Charu Malik on "How to Write Content at the State and National Level." She emphasised that module development must be both context-sensitive and aligned with national priorities. Highlighting the importance of coherence, structure, and relevance, she demonstrated how modules should be systematically designed with clear objectives, thematic flow, and logical sequencing. Drawing examples from national initiatives such as NISHTHA and PM SHRI, she explained the chronology of content development—from conceptualisation and framing of outcomes to integration of case studies, reflective exercises, and assessment components. She further underscored that module titles should explicitly reflect the leadership dimension along with the name of the concerned State/UT to ensure contextual ownership and clarity. The session provided practical guidance on content structuring, integration of policy mandates, and alignment with leadership competencies.

Continuing the session, Dr. Malik elaborated on the process of identifying themes for module development. She highlighted that themes must align with the National Policy priorities outlined by the National Centre for School Leadership (NCSL) while also integrating local contextual dimensions such as linguistic diversity, geographical specificity, and cultural heritage. According to her, themes may broadly encompass administrative structures, knowledge and skill development, and value transactions, thereby ensuring a holistic approach to leadership preparation.





The second session, titled "A Research Study on Good Governance in School Education: Prospects and Innovative Practices," provided a comprehensive understanding of governance frameworks within school education. Dr. Malik outlined the primary objectives of the study, which included examining the roles, responsibilities, and interrelationships of key stakeholders; assessing accountability mechanisms; and identifying innovative governance practices across states. She elaborated on the conceptual distinction between governance and good governance, identifying transparency, citizen engagement, and accountability as the three foundational pillars. Data and findings from research conducted in eight States and Union Territories were presented to illustrate comparative practices and emerging trends. Broad areas of innovation in educational administration were categorised under promoting ease of governance and strengthening transparent, accountable, and citizen-centric systems.

Dr. Malik detailed specific criteria for good governance, including transparency in policy implementation and fund flow, effective monitoring and supervision, regular follow-up with weekly reporting mechanisms, clear operational guidelines, harmonious inter-departmental coordination, inclusiveness, and 360-degree accountability involving all stakeholders.

The session also examined both established and emergent models of good governance identified through the study, highlighting how systemic reforms, participatory approaches, and technology-enabled monitoring contribute to improved educational outcomes. Innovative administrative practices adopted at state, district, and school levels were also discussed to provide practical illustrations.

The afternoon session focused on "Perspective Planning for School Leadership Development for the State/UT (2025–2030)." Dr. Malik presented a structured framework comprising four critical stages: Stage I – Situational Analysis of the School Education System in the State/UT; Stage II – Development of Vision for the School Leadership Academy (SLA); Stage III – Mapping of Specific Contexts, Thematic Priorities, and Needs Assessment; and Stage IV – Planning and Implementation for Continuous Professional Development (CPD). Each stage was explained in detail, emphasising evidence-based planning, stakeholder consultation, and alignment with long-term strategic goals.

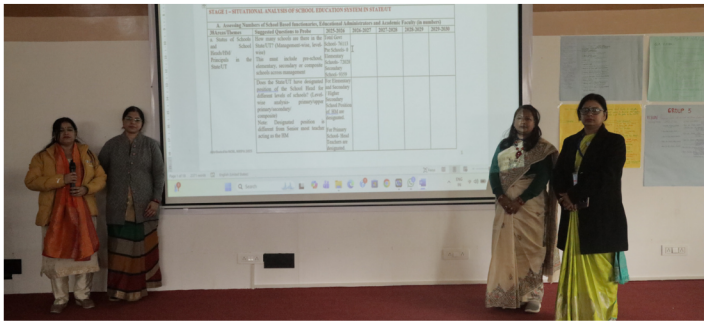






In alignment with the framework, Team Sikkim was divided into groups and provided with appendices to systematically record inputs and develop their perspective plan. The groups presented their findings and proposed strategies based on the assigned stages. Similarly, participants from Jharkhand and Bihar shared their respective planning frameworks, enabling cross-learning and comparative reflection. The session witnessed active engagement, collaborative dialogue, and critical analysis, thereby reinforcing collective commitment towards strengthening School Leadership Academies. The workshop concluded on a constructive and forward-looking note, with states better equipped to undertake structured and strategic leadership development planning for the period 2025–2030.





6.0: VALEDICTORY SESSION

The Valedictory Session of the Regional Review and Planning Workshop (RRPW) was graced by Shri Amber Das Chhetri, Director, Language and Textbooks, Education Department, Government of Sikkim, as the Chief Guest. The session was also attended by distinguished dignitaries including Dr. Shanti Ram Adhikari, Director-in-Charge, SCERT; Ms. Tshering Lhamu Bhutia, Additional Director, SCERT; Ms. Karma Doma Kaleon, Deputy Director, SCERT; faculty members of SLA; and representatives from participating states. The ceremony commenced with a formal welcome, during which Dr. Adhikari honoured the Chief Guest with a traditional scarf and presented an ornamental plant as a token of respect and appreciation. In his welcome address, he expressed gratitude to NCSL, NIEPA, New Delhi, and extended appreciation to the School Leadership Academies and SCERTs of the participating states for their meaningful engagement and collaborative spirit throughout the workshop.





A comprehensive overview of the deliberations and outcomes of the three-day workshop was presented by Dr. Charu Smita Malik, Assistant Professor, NCSL, NIEPA, New Delhi. The presentation highlighted key thematic discussions, reflections from state representatives, and the strategic planning exercises undertaken during the workshop, particularly the development of Perspective Plans up to 2030. This was followed by feedback from representatives of each participating state, who shared their learnings, experiences, and commitments towards strengthening school leadership systems within their respective contexts.



In his address, Shri A.D. Chhetri commended NCSL for its sustained efforts in empowering State Resource Groups and institutionalising leadership development mechanisms across states. He emphasised the critical role of effective school leadership in enhancing institutional performance and improving student learning outcomes. Stressing the foundational purpose of schooling, he underscored that all educational initiatives must remain child-centred, reaffirming that leadership practices must ultimately serve the holistic development and well-being of learners.



The programme concluded with the formal presentation of tokens of appreciation to the Resource Persons from NCSL—Dr. Charu Smita Malik, Dr. Pankaj Singh, and Dr. Yogesh Paharia, Assistant Professors, NCSL, NIEPA, New Delhi in recognition of their valuable guidance and academic contribution. Certificates were subsequently distributed to all participants as acknowledgment of their active involvement in the workshop.

The programme was efficiently coordinated by Mr. Ajay Pokhrel, SLA Nodal Officer, SCERT, Sikkim. The Valedictory Session was compered by Mr. Ashim Dhakal, Consultant, SLA, who adeptly served as the Master of Ceremony.











7.0: APPENDICES

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6th Regional Review and Planning Workshop on School Leadership Development
For School Leadership Academies (North East Region)
Date: 9–11 February 2026
Venue: Agartala, Tripura (Pragna Bhawan & SCERT Auditorium)
Organized by: National Centre for School Leadership (NCSL), NIEPA & School Leadership Academy (SLA), SCERT Tripura

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The Sixth Regional Review and Planning Workshop on School Leadership Development was conducted to strengthen collaboration between the National Centre for School Leadership (NCSL), NIEPA and the School Leadership Academies (SLAs) across the North Eastern states.
The workshop aimed to:

- **Review the progress of SLAs across the North East.**
- **Strengthen leadership development frameworks aligned with NEP 2020.**
- **Develop Perspective Plans (2025–2030).**
- **Build capacities for research, documentation, and governance.**
- **Identify best practices and create contextualised Indian leadership modules.**

During the Inaugural Programme, approximately 250 resource persons, school leaders, and education administrators from Tripura, Assam, Meghalaya, Nagaland, Manipur, and Arunachal Pradesh participated.

The workshop witnessed active participation from representatives of six North Eastern states. As per the nomination records, a total of 37 officially nominated participants attended the programme from the region.
The state-wise distribution of participants is as follows:

- **Tripura – 25**
- **Manipur – 4**
- **Arunachal Pradesh – 2**
- **Meghalaya – 2**
- **Nagaland – 2**
- **Assam – 2**

The majority of participants were from Tripura, being the host state. The other North Eastern states were represented by State Nodal Officers, Core Group Members, SCERT faculty members, and school leaders. This diverse representation ensured meaningful inter-state dialogue, peer learning, and collaborative planning throughout the workshop.

2. Inaugural Session Highlights **(Day 1)**
The inaugural programme was graced by:

- **Prof. (Dr.) Manik Saha, Hon'ble Chief Minister & Education Minister, Government of Tripura**
- **Prof. Shashikala Wanjari, Vice Chancellor, NIEPA & Head, NCSL**
- **Dr. Milind Dharmarao Ramteke, IAS, Secretary Education, Tripura**
- **Directors of Education (Tripura)**
- **Smt. L. Darlong, Director, SCERT Tripura**
- **Dr. Santwana Mishra, Associate Professor & In-charge, NCSL, NIEPA**

Key Messages:

- Emphasis on contextualizing NEP 2020 within state realities
- Importance of indigenous knowledge systems and inclusive education
- Need for strong school leadership for achieving equitable and quality education
- Strengthening collaboration among SLAs across states

Academic support was provided by NCSL faculty:

- Dr. Charu Smita Malik, Assistant Professor
- Dr. Tripti Singh, Assistant Professor
- Dr. Gyaneshwari Longjam, Assistant Professor

Workshop coordination:

- Shri Partha Pratim Acharya, OSD SCERT & Nodal Officer, SLA Tripura
- Shri Alokesh Debnath, SLA SCERT Tripura

3. Technical Sessions – Key Proceedings

Day 1: SLA Review and Context Setting

Facilitators: NCSL–NIEPA Faculty

Discussions and Outcomes:

1. Introduction & Alignment with NCSL Vision
    - Overview of SLA objectives across 31 SLAs nationwide
    - Role of core group members in strengthening SLAs
2. Review of Achievements and Areas for Improvement
    - State-wise reflection on SLA progress
    - Identification of gaps in research, documentation, and capacity building
3. SLA Portal and Documentation
    - States to submit decadal report (2015–2025) within 15 days
    - Submission to include:
        - Status reports
        - Case studies
        - 15–20 high-resolution photographs
        - Best practices for NCSL website
4. Roles & Responsibilities of Core Groups
   Focus on:
    - Research and studies
    - Advocacy with government
    - Capacity building initiatives
    - Participation in large-scale research led by NCSL
5. Capacity Building and Competencies
   Core competencies identified:
    - Research & documentation
    - Policy advocacy
    - Leadership training
    - Data analysis
    - Translation support for certification modules
6. Best Practices Shared
    - Inter-SLA seminars (Kerala model)
    - Need for video documentation by states
    - Tripura to develop a 6–7 minute documentary on RRPW

Day 2: Governance, SEL, and SLA Implementation

Facilitator: Dr. Charu Malik

Sessions Covered:

1. Good Governance Study (NCSL Findings)
    - Governance linked to leadership effectiveness and learning outcomes
    - Importance of transparency, autonomy, and inclusive practices
2. Panel Discussion

A focused panel discussion was organized as part of the technical sessions, bringing together distinguished experts and state representatives. The panel included **Mr.**

Ashwini Patekar, Associate Director – Research, Monitoring, Evaluation & Learning (RMEL), Labhya; **Ms. Manju Gupta, Director – Programs, Adhyayan Quality Education Foundation**; and **Shri Partha Pratim Acharya, OSD, SCERT, Tripura acted as moderator**.

The discussion centred on key thematic areas, including the implementation of the **Social Emotional Learning (SEL) Curriculum – "Saharsh" in Tripura**, operationalization of **school complexes** as envisioned under NEP 2020, and key insights emerging from **state-level assessment findings in Tripura**.

The panel deliberated the integration of SEL into school systems, emphasizing its role in improving student well-being, engagement, and learning outcomes. The operationalization of school complexes was discussed as a strategic reform to enhance resource sharing, academic collaboration, and leadership effectiveness across clusters of schools. Further, the analysis of state-level assessment data highlighted the importance of evidence-based planning, leadership-driven school improvement strategies, and continuous monitoring mechanisms.

The session provided valuable insights and practical perspectives, enriching participants' understanding of governance, leadership practices, and systemic reforms necessary for strengthening school education in the North-Eastern region.

3. **Panelists included representatives from:**
    - Labhya Foundation
    - Adhyayan Foundation
    - Educational Initiatives
    - Moderator - Partha Pratim Acharya , SNO,SLA, Tripura
4. **Guidelines for SLA Implementation**
    - Visioning and deep-dive discussions
    - Mapping SLA development across NE states
    - State presentations and peer learning
5. **Key Reflections**
    - Strong linkage between leadership development and learning outcomes
    - Need for systematic TPD and impact evaluation
    - Emphasis on research-based planning

Day 3: Perspective Planning (2025–2030)
Facilitators: NCSL Faculty
Key Activities:

- Hands-on state-wise planning for next 5 years
- Situational and diagnostic analysis
- Development of vision statements
- Strategy design for implementation

Focus Areas:

- Leadership training frameworks
- Research and networking
- Advocacy and policy briefs
- Documentation and impact assessment
- Annual, mid-term (3-year), and perspective (5-year) plans

Each state presented its Perspective Plan (2025–2030) with implementation strategies.

4. Major Thematic Discussions

4.1 Documentation and Knowledge Creation

- Need for Indian-context leadership materials
- Development of repository of contextualized modules
- Video documentaries to capture best practices
- Focus on evidence-based impact stories

Guidelines for Documentation:

- 10–12 minute documentary (high resolution)
- Case study per school
- Teacher, student, and community voices
- Evidence of impact using assessment and portfolios
- English subtitles for regional content

4.2 Module Development for SLA

Modules to be developed (4000–4500 words max):

Suggested Themes:

- Multilingual classrooms
- Tribal and cultural diversity
- Digital leadership
- Safety and POCSO
- Multi-grade teaching
- Inclusive leadership
- ICT integration

Structure of Modules:

1. Context and literature
2. Case study/best practice
3. Challenges
4. Video/documentary links
5. Roadmap/action plan

Use of real data, case studies, visuals, and policy references emphasized.

4.3 Good Governance – Key Findings

Five Core Objectives:

- Transparency
- Strong leadership
- Equity and inclusion
- Teacher autonomy
- Institutional accountability

Criteria Identified:

State Level:

- Transparent fund flow and policy implementation
- Institutionalised review meetings
- ICT-enabled leadership

District Level:

- Innovation in administration
- Recognition systems
- Participatory planning

5. Action Points and Timelines:

Action Item	Responsibility	Timeline
Submission of decadal report (2015–2025)	All SLAs	Within 15 days
Video documentary (school-based case study)	States	Within 15 days

Module development (4000–4500 words)	States with NCSL guidance	By end Feb 2026
Perspective plan submission (2025–2030)	All states	Finalize post workshop
Translation of certification modules	Interested states	Ongoing
Research and documentation strengthening	SLA core groups	Continuous

6. Key Takeaways
   - ✓ Strong alignment of SLA work with NEP 2020 and Vikshit Bharat 2047 vision
   - ✓ Emphasis on contextualized leadership development for NE states
   - ✓ Need for evidence-based documentation and research
   - ✓ Strengthening networking among SLAs
   - ✓ Focus on governance, SEL, and leadership impact on learning outcomes

7. Conclusion:

The three-day regional workshop successfully facilitated collaborative review, knowledge sharing, and strategic planning among School Leadership Academies of the North-East. It reinforced the importance of strong school leadership, research-driven planning, and contextualized capacity building for improving educational outcomes. The workshop concluded with state-wise commitments to develop perspective plans and strengthen SLA implementation over the next five years.

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