PERSPECTIVE PLANNING BY SCHOOL LEADERSHIP ACADEMY 2025-2030

State/UT Name: TRIPURA
Year of Establishment: 2015

LONG-TERM GOALS 2025-2030

- **Universal Access to Quality Education:** To establish school leadership Branches in all Blocks to ensure all School Heads lead students complete free, equitable, and quality FLN, PREPARATORY, MIDDLE and SECONDARY education.

- **Technical and Vocational Training:** Leadership programmes will promote access to affordable technical, vocational, and higher education.

- **Skills for Employment:** Enhance leadership capacity to increase the number of youth and adults with relevant skills for employment and entrepreneurship.

- **Eliminating Discrimination:** Leaders will be equipped to eliminate gender disparities and ensure equal access to education for all, including vulnerable groups.

- **Sustainable Development Education: Leaders will** Promote education for sustainable development, global citizenship, and cultural diversity through leadership initiatives.

- **Leadership Academy will lead in Policy making decisions for meeting up the imminent challenges due to disruptive technologies**

Leadership Capacity Building: Implement advanced training programs focusing on strategic thinking, emotional intelligence, and adaptability for school leaders. In each district there'll be a branch of SLA. Advocating for placing the Best Leaders as school complex leader(HUB SCHOOL)

Data-Driven Decision Making: Establish systems for data collection and analysis to inform school policies, improve teaching practices, and enhance student outcomes keeping evidences.

Infrastructure Improvement: Upgrade school facilities to ensure that they are safe, inclusive, and conducive to effective learning.

Curriculum Innovation: Integrate contemporary educational practices and technologies to enhance curriculum delivery and student engagement.

Stakeholder Collaboration: Strengthen collaboration among educators, parents, and community members to support holistic student development.

Professional Learning Communities: Develop networks of school leaders to share best practices and support continuous professional growth

MEDIUM-TERM GOALS 2025-2028

SHORT-TERM GOALS 2025-2026

○ **Immediate Priorities for 2025**

• **Workshop:** Implement intensive workshop for School Leaders to improve instructional quality and student performance. (Following guidelines of NCF). Prioritize Newly Promoted AHMs of HS Schools, FLN to Middle Stage School Heads.

• **Mental Health Support:** Establish comprehensive mental health support systems for students and staff to address well-being and resilience through SEL Curriculum.

• **Technology Integration:** Ensure all school heads acquire capacity to use necessary digital tools and resources

• **Monitoring and Evaluation:** Develop robust monitoring and evaluation frameworks to track progress and ensure accountability in achieving educational goals.

• **Inclusive Education:** Focus on strategies to include marginalized and vulnerable groups in mainstream education.

STRAND 1: CONTENT AND MATERIAL DEVELOPMENT
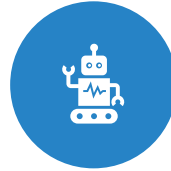
SEL BASED MODULE , SPECIAL MODULE FOR VE, PRE VE

CASE STUDIES

CERTIFICATE COURSE DESIGN FOR CAPACITY BUILDING OF SCHOOL HEADS IN LINE WITH ARTHAQ TIMELINE

CASE STUDY

VIDEO DOCUMENTATION OF BEST PRACTICES

ONLINE PUBLICATION OF BOOKLETS

OPTIMAL USE OF FB PAGE & YOUTUBE PLATFORM

STRAND 2: CAPACITY DEVELOPMENT

1. **Crisis Management and Resilience Training**: With conflicts, pandemics, and natural disasters disrupting education, school heads need training in crisis management and resilience. This includes developing emergency response plans, ensuring the safety and well-being of students and staff, and maintaining continuity of learning during crises

1. **Equity and Inclusion Initiatives**: Addressing systemic barriers such as gender inequality, socio-economic disparities, and accessibility issues is crucial. School heads should be equipped with strategies to create inclusive environments that support all students, particularly those from marginalized communities

2. .

3. **Mental Health and Well-being Programs**: The mental health of students and staff has become a significant concern. School heads should implement comprehensive mental health programs, provide access to counseling services, and promote a supportive school culture

1. **Sustainable Practices and Climate Education**: With climate change impacting education infrastructure and student health, school heads should lead initiatives on sustainability. This includes integrating climate education into the curriculum and adopting eco-friendly practices within the school

2. **Digital Literacy and Remote Learning**: The shift to online learning during the COVID-19 pandemic highlighted the importance of digital literacy. School heads need to ensure that both teachers and students are proficient with digital tools and can effectively engage in remote learning when necessary

STRAND 3: NETWORKING AND INSTITUTIONAL BUILDING

○ SLA established networking with

○ IASE , DIETs, DoT conducted VE training in collaboration with SLA

○ Under the Guidance of SLA, all DIETs are organizing 5- day SLDP

STRAND 4: RESEARCH AND DEVELOPMENT

Impact Study to be conducted after each training

CASE STUDIES WITH EVIDENCES –to be analyzed

A study to understand the problems of School Heads in the State

Gaps in school leadership academy's visibility on the SLA portal

◦ FB PAGES & YouTube Channel Links to be embedded

◦ SLA logo needed

◦ Picture of state's cultural manifestations should be at the top (e,g HOJAGIRI dance for Tripura

◦ Everything is ok ….Just have to supply data to be uploaded.

Specific details to be added in the SLA Decadal Report 2015-2025

○ Capturing Gradual progress of SLA over the decade

○ Assessment of impact all over the country

○ New Challenges & pathways to challenge those