

# REPORT ON "LEADERSHIP FOR EXCELLENCE IN EDUCATION PROGRAMME BY IIMA"

## Details of the Programme:-

1. **Name of the Program:** Leadership for Excellence in Education for SCERT/DIETs
  2. **Date:** 20th to 24th December 2021
  3. **Venue:** IIM Ahmedabad Campus
  4. **Batch No.:** 02
  5. **Name of the Coordinator:** Ms. Nishtha Verma
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Session No. & Name of the Resource Person	Session Name/Topic Name	What did you learn from this session?	What are you taking away from this session?	Any other remarks for the session?
<b>DAY 1</b>				
<b>Session 1,</b>	<b>Registration &amp; Introduction</b>	Strengths of participants of Batch. Challenges participants are facing as on date.	Future sessions can be built around the challenges or the need of participants	Good strategy for identifying needs of participants of training
<b>Session 2, Vijaya Sherry Chand</b>	<b>Roles of SCERT &amp; DIET Faculty Members: Enhancing Research and Training Competence-1</b>	<p>Problem-solving practices of teachers.</p> <p>Dialogic Learning: Case study from real-life situations for playing certain roles (Case role to class role level) to become skilled and skilful appliers of Knowledge by challenging at Engagement stage, Contributor stage and at Integration stage.</p> <p>Understanding – ‘third space’ Curriculum</p> <p>Blended approach an emerging trend in education</p> <p>Four levels of Professional development during CPD program</p>	<p>Dialogic learning as a classroom teaching learning practice can be promoted among teachers as 21<sup>st</sup> century teachers and to support learners to be 21<sup>st</sup> century learners having 4C’s competences.</p> <p>Identifying and recognizing existing innovative problem-solving practices of teachers. Adding value to it for popularising and up-scaling through research and through sharing for learning of others.</p> <p>Blended learning as third space curriculum</p> <p>Using four levels of professional development to assess impact of interventions/trainings</p>	District level support systems need to be developed for identifying classroom practices and undertaking research on it.

<p><b>Session 3 &amp; 4</b> <b>Kathan</b> <b>Shukla</b></p>	<p><b>Data Driven Improvement through Assessing School Climate</b></p>	<p>Effect of narrow vision of students' assessment as evident from prevailing scenario: Focused on low-levels of cognition. Assessing school/zone/district on the basis of Pass-rates, Enrolment-rates, Dropout-rates, Absenteeism, Number of beneficiaries and like. Top down approach may be political compulsions. Need is to identify the gaps and revamping the existing system of education through Research based/ Data driven decision making at Policy makers level.</p>	<p>Raising our expectation by communicating to the Public &amp; broadening the definition of education</p> <p>Orienting &amp; Operationalizing the existing system for bottom-up policy making keeping schools at centre</p> <p>Developing capacity at District-level &amp; lower-levels of administration in a phased manner</p> <p>Collaborating with educational institutes for research to identify needs from grass root levels and addressing policies, training, teaching learning practices, students' safety, students' engagement around the needs and findings.</p> <p>Developing support systems at district level</p>	<p>Problem identification from the grass root level will help the Researcher to carry the need based research and findings will help the policy makers at top level to take data based decisions. The bottom to top approach is the need of hour.</p>
<p><b>DAY 2</b></p>				

<p><b>Session 1,</b> <b>Vijaya Sherry Chand</b></p>	<p><b>Roles of SCERT &amp; DIET Faculty Members: Enhancing Research and Training Competence-2</b></p>	<p>Dialogic learning revisited with emphasis on skilful appliers of knowledge. 8 principles in dialogic learning explained</p> <p>Develop a QUICK-AND-SMART ecosystem for research</p> <ul style="list-style-type: none"> <li>– Non-traditional formats</li> <li>– Use available data based (supplement)—skills in retrieval and analysis</li> <li>– Develop research partnerships (outside-inside)</li> </ul>	<p>Participatory approach. Ample opportunity for participants to actively participate in sessions.</p> <p>Ecosystem (whether research or training) influenced by organizational culture, team practices and systems for reward/encouragement/removing constraints</p>	<p>.</p>
<p><b>Session 2,</b> <b>Kathan Shukla</b></p>	<p><b>Strengthening the Research Competence</b></p>	<p>Producing knowledge and disseminating. Inquiry as Scientific process. Unacceptable evidence in research. Data, Hypotheses and theory Research as a process</p>	<p>Understanding of Research Process and role as researcher</p>	
<p><b>Session 3 &amp; 4,</b> <b>Ambrish Dongre</b></p>	<p><b>Research based Programme Evaluation</b></p>	<p>Experimental Design of research and minimising heterogeneity in the sample through Randomized control Trials</p>	<p>How the effect/impact of interventions / training can be evaluated</p>	<p>-</p>
<p><b>DAY 3</b></p>				

<b>Session1 &amp; 2, Vijaya Sherry Chand</b>	<b>Scaling-up Teacher Innovations for System Reforms</b>	Eco system : Team building approach.  Blending at many levels of Professional development programme  Key points of innovation  Research questions for teachers to seek answer for  Nine principles for an effective offline and/or online in-service programme for professional development	Planning evaluation of programme alongwith programme design as integrated part of training.  Evaluating programme at four levels for improvement.  Informed consent of the participants to the use of their data for evaluation and research purposes	Planning a training programme for Professional development need to be considered as scientific thoughtful process
<b>Session 3, Kathan Shukla</b>	<b>Data-driven Approach to Improve Teaching Learning</b>	Stating researchable problems/topics. Framing research questions. Listing dependent and independent variables Research design Conceptual & operational definitions of terms used in research topic. Criterion for high quality research	Better understanding of research	-
<b>Session 4 &amp; 5, Rajesh Chandwani</b>	<b>Performance Management System for Talent Management</b>	Human resources or talent need to be sustained through professional development	Specified role at different level needs to be identified, appreciated and followed	Analogy used in the session with hindu mythology helped in making session interesting and engaging
<b>DAY 4</b>				
<b>Session1 &amp; 2, Devasmita Chakraverty</b>	<b>Best Practices for Survey Development and Implementation</b>	Difference between good and badly framed surveys	Points to remember while developing and administering survey tools for research purpose	Examples used for session understanding is exemplary

<b>Session 3 &amp; 4, Vishal Gupta</b>	<b>Understanding the Inner Game through Mindfulness Management of Negative Emotions</b>	Happiness and Role of Mindfulness. H E Al explained Automatic cycle of behaviour	How to cope with negative emotions (Fear, Anxiety & Envy)  Managing multi-tasking	Case study method used for critical thinking helped in better understanding of topic
<b>DAY 5</b>				
<b>Session 1 &amp; 2 Kathan Shukla</b>	<b>Improving Learner's Engagement through Gamification</b>	Gamification and its role in enhancing learner's engagement	How to gamify an activity. Essential elements of game. Game mechanics and dynamics  Importance of instructional design	Group presentation highlighted the common errors that can occur while gamifying activities.
<b>Session 3 &amp; 4 Kathan Shukla</b>	<b>Participant Presentation for Research Topic</b>	Understanding of Research design	Different methods /designs of research: Experimental, survey, Descriptive, Case study	Learning from earlier sessions applied in this session has strengthened the research designing
<b>Session 5</b>	<b>Feedback &amp; Vaediction</b>	Coordination among academic and administrative personnel	Effective organisation of programme	

**6. What did you find about the training the best?**

Well designed course structure. Sessions are useful for DIETs and SCERT teacher educators. It broaden the dimension/scope of our vision towards our profession

**7. What is the various learning from the training program that you will be implementing at SCERT/DIETs?**

- Identifying existing classroom practices
- Research Problem identification should be need based and scientifically taken.
- Research should be for supporting grass root functionaries.
- Collaborating and sharing among faculty need to be strengthened.
- Recognising and appreciating existing talent of the education system,
- Innovations at the grass root level to be identified and our responsibility is to add value to it for popularising and up-scaling.



**8. How do you plan to implement those learning?**

In classroom practices, Academic input to district as Nodal Officer of MT & TDC Programme, while planning for INSET thinking of assessing training scientifically and research based at different level, identifying and recognising classroom practices for validating and popularising through sharing, Taking up research to solve grass root problems of teachers-Believing in bottom up approach

**9. Any other suggestions/remarks?**

Good learning from the programme. In future such collaboration with reputed educational institute may be promoted to keep faculty updated on recent trends in education and for sharing of knowledge.