

5 Days Leadership Development Program at IIM Ahmedabad

For Principals of Municipal Corporation of Delhi Schools



Indian Institute of Management Ahmedabad Capacity Building Program for Heads of Municipal Corporation Delhi

Executive Education

September 18 - 22, 2023



Sitting First Row
(Left to Right)

Sunil Gahlot, Arvind Kumar, Mukesh Kumar, Prof. Neharika Vohra, Prof. Rajeen Sharma, Prof. Kathan Shukla, Anil Kumar, Dr. Geeta, Govind Prasad Arjariya, Tanveeruddin, Suman Grover, Babita Garg

Standing Second Row
(Left to Right)

Kavya Sajwan, Anita Rani, Nisha Gautam, Mamta Sethi, Usha Gupta, Pratap Singh Dhama, Vijay Kumar Gupta, Seema, Anju Nagpal, Hemlata, Sabiha Rasheed, Savita Arora, Madhu Kumar, Anita

Standing Third Row
(Left to Right)

Lokesh Kumar, Narender Kumar, Raj Prakash, Mahendra Pal, Shambhu Dayal Meena, Dinesh Kumar, Anita Nashier, Kamlesh Solanki, Sugandha Rathore, Usha Nagpal, Kiran Vohra, Tara Kishore, Rekha Rani

Standing Fourth Row
(Left to Right)

Chandra Shekhar Gaur, Pranjay, Shailesh Dabral, Anupam Pandey, Charles Hembrom, Md. Khurshid Nasir, Vandna Malik, Arun Kumar, Rajendra Singh, Pratibha Diwan, Renu Ahuja

Standing Fifth Row
(Left to Right)

Mangalya Majmudar, Sher Singh, Ramawatar, Brij Kishor Sahu, Ram Kishore Mishra

Acknowledgment

A five days training program started on 18th Sept. and ended on 22nd Sept 2023 provided a life time learning experience to each one of the participants , which is going to be beneficial for them throughout in profession as well as in personal life.

We are extremely thankful to SCERT Delhi and Municipal Corporation of Delhi (MCD) for providing us this unique opportunity to be able to enhance our knowledge and skills not only on leadership qualities but many more. Our heartfelt gratitude to IIM Ahmedabad faculty members who enlightened us with insightful knowledge and hands on experiences with their expert facilitation skills.

About IIM Ahmedabad

IIM Ahmedabad was established on 11 December 1961 with the active support of the Government of India, Harvard Business School and prominent members of the Indian industry. The physicist Vikram Sarabhai and businessman Kasturbhai Lalbhai, natives of Ahmedabad, played pivotal roles in setting up the institute. The institute's Kasturbhai Lalbhai Management Development Centre and a Kasturbhai Lalbhai Chair in Entrepreneurship are named in his honor. The management educator Ravi J. Matthai and several other Ahmedabad-based businessmen also played a major role in its creation. Kamla Chowdhary was the first faculty of the institute and the coordinator of programmes between 1962 and 1965.

Established in 1961, the institute offers master's degree programs in management and agri-business management, a fellowship program and several executive training programs.^[5] The institute's founding director was Ravi J. Matthai. Other notable founding figures were the Indian physicist Vikram Sarabhai, Indian businessman Kasturbhai Lalbhai and Indian educator Kamla Chowdhary. In 2020 it was ranked first among the business schools in India by the National Institutional Ranking Framework. During 2017–21, it was ranked first among the management institutions.

Why IIM Ahmedabad

development of the children. For this purposes IIM Ahmedabad is one such place where team

a collaborative and a meaningful space in their respective schools where all the stake holders being equally responsible for the overall grooming of the students can be further benefitted.

Objective of the Program

Learning leadership skills and concepts

Enhance leadership potential and capacities

Connect with own-self's wisdom to identify possibilities and solutions

The first day of the capacity building program for the Head of Schools from Directorate of Education, Delhi under the aegis of SCERT started with the assembling of all the participants at the venue of the first session at Indian Institute of Management, Ahmedabad at Conference Room 2 at First Floor of IMDC at 8:45 AM. All the participants were welcomed and guided to



their name plate on the designated seats, arranged in alphabetical order in the conference room by the staff of IIMA.

The session started with welcome address and brief introduction to the Leadership program by Prof. (Dr.) Kathan Shukla. He emphasized upon school heads being the most important stakeholder in the transformation of an educational ecosystem. It was followed by a round of introduction by all the participants attending the program who described their schools focusing mainly on the strength of their schools and challenges faced by them at their workplace.

The first session ended with a tea break and was followed by second session where Professor Kathan discussed case study of **Mihir, The principal: A school leader or A follower** in four episodes. Each episode focused on various stakeholders of educational ecosystem -teachers, parents, Community etc.in diverse situations reflecting the prevailing scenario of education in our country. He then explained Mihir in the role of school head as a leader in each episode that led to improvement of school climate. He emphasized on working in collaboration with all the stakeholders using effective techniques taking examples from success stories in daily life. He concluded with the suggestion to be mindful of the schooling experiences of all the children in our schools. The session was engaging and thought provoking as to what can be and should be done to contribute to improvement of school ecosystem in collaboration with the stakeholders in an effective manner. After the session all the participants were taken for a sumptuous yet healthy lunch within the IIMA campus. A group photo of participants was also taken along with the faculty members of IIMA and SCERT after first session in the campus.

The Post lunch session started at 1:30 pm in Seminar Room & and was taken up by Professor Neharika Vohra on '**Roles of a School Principal**'. All the participants were directed to sit in groups around a round table during the session. The session started with a brief introduction by Neharika madam about her area of work i.e., organizational behavior and training offered by IIMA to school heads across the country. She instructed all the participants to write down the roles of a school principal based on the experiences they had or as they have observed in their schools as teachers



This individual activity was followed by another where all participants in the group were instructed to discuss among themselves and prepare a common list of roles of a principal in a school along with mention of some unique features of their work place based on previous experiences. The participants were then given a chart paper and some colors to translate the idea of role of a school principal as one picture that conveys the features mentioned in the list. All the participants were then told to present the idea as a group before everyone within 5-7 min.

Eight groups were formed and they came up with very interesting presentations reflecting their ideas in colorful display using interesting visual metaphors- like God having many arms, Tree with many branches, etc.



The presentations were then consolidated by Prof. Neharika in the form of a table for reflections of our perceptions about role of a school head.

She discussed that the common perception about the role of a school principal we have in society is that of a super power who can do everything. She emphasized that a school principal's role is to keep the staff motivated and work as a team. She also encouraged the participants to focus more on the pedagogical processes and facilitate learning to learn among students to prepare them for the future job roles. She discussed many anecdotes from real life while explaining Instructional leadership and moral and Ethical leadership as main roles of a principal.

The second day at IIM conference room no 2 offered a range of insightful sessions and activities focused on understanding challenges faced by educators, the importance of vocational education, differentiated instructions, and the role of innovation in teaching practices.

Session 1& 2: Eklavya School Visit

A visit was organized to understand the concept behind The Eklavya School. This school is situated at a distance from the city. Built in a vast area the school was established in 1997. The school has an interesting layout. Junior students sit on the floor. There are nature clubs where children indulge in farming activities. They have night outs where they prepare their own food, engage in various activities. They are well versed with traffic rules, safety signs and follow them regularly. They have activity-based learning right through kindergarten classes which helps them to understand concept right from lower level.

Session3: Data driven decision making for school improvement by Prof. Kathan Shukla



Session 4: Understanding self and others by Ms. Neharika Vohra

In the third session, Ms. Neharika Vohra conducted a group activity involving three groups tasked with building towers using blocks. The activity began with each group estimating the height of their tower and forming a team. Ms. Vohra highlighted that the target was set without any relevant data, illustrating the challenges of goal-setting in such circumstances. She emphasized that goals can sometimes become barriers, and excessive instructions may lead to confusion. The activity aimed to enhance participants' understanding of effective goal-setting, emphasizing the importance of data, communication, and collaboration within a team.

Session 5: Nurturing performance by Ms. Neharika Vohra

Session 2:



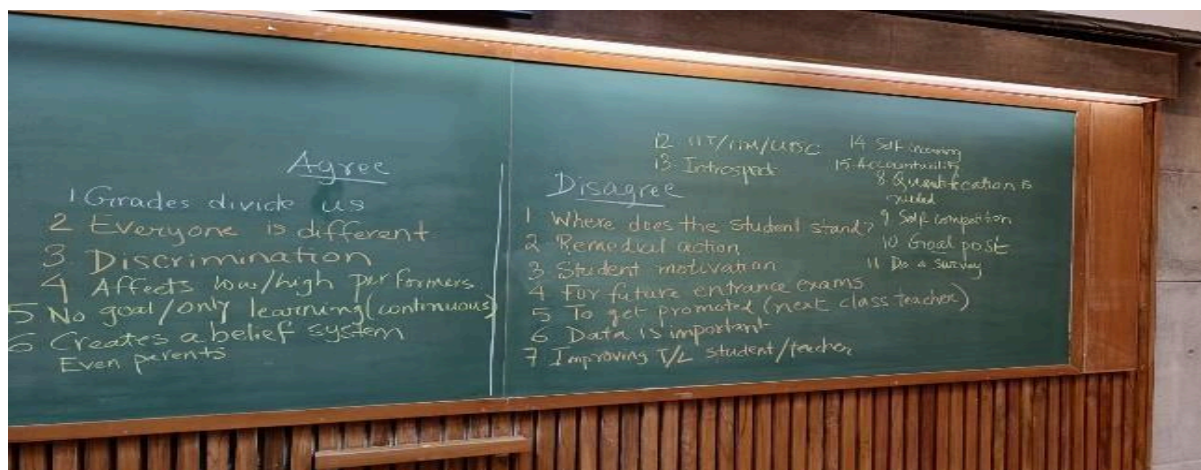
A controversial statement was given that **‘Grades are to be given to students’** and all the participants were asked to say their opinion in favour or against.

In favour of the statement, these statements came forth:-

- Grades divides, creates discrimination among students.
- Grades put a label to the students.
- As everyone is different and borne with different faculties, so grading affects the mental status of the students.
- It was discussed that education is a lifelong process, it is not like that you have to achieve a certain post or you have to reach a certain goal, moreover it creates a belief system even in parents.
- Grading is not about job finding but it is all about preparing the students for life.

Statements in disagreement: -

- Grading is important as it indicates the position of the students, based on that remedial action could be taken to uplift performance.
- Grading also serves as motivation for students to work hard.
- It also gives some directions for future goals.
- It also provides some impetus for future entrance exams.
- Grading system helps in the promotion to the next class, so data is important.
- Quantification is needed and after all nowadays education is inclined towards getting jobs and to reach a certain level.



Overall it was quite engrossing and engaging activity and at the conclusion of this activity what was important is that both the statements which were given in the 'favour and against' were also their own beliefs and they are true in their own way but why do students need grades and why do students don't need grades what was important is the feedback because feedback is needed for the students for their teaching learning and not grades, so feedback is non-negotiable for improvement of the students so this was the conclusion of this activity in session 2.

Session 3: School Discipline & Emotional Wellbeing: Restorative practices by prof Kathan Shukla

It was all about restorative practices regarding 'school discipline and emotional wellbeing'. In this session case of Riya was discussed. Riya was an adolescent girl she was disconnected with herself, friends, parents and the teachers and there was complete disruption and disconnection with outside world and the inner world, so in this case a conclusion was drawn that a multidimensional approach at all the levels was needed. In-fact it was a case of social bullying which occasionally happens in schools, but the repercussions can be disastrous. It was discussed that these kinds of activities should not be tolerated in the schools, and must be stopped at any cost, its leads to mental trauma of the students. In this session it was also discussed that human connections are very important in the school because school is a human institution. Sometimes the social bullying impact the mental health of the students so much so

that it retards their growth whether it is physical, social or educational. Sometimes these thoughts keep coming in the mind of the students that I'm not good enough and I am worthless.

Bullying Triggers negative emotions and negative emotions ultimately leads to negative behaviour of the person. The students feel isolated, they avoid talking to anyone in the society, so social bullying should be stopped at any cost in the schools and it is the responsibility of the teachers and as an head of the institution, we have even more responsibility towards it.

Session 4: Three Case Studies: Problems, Challenges and Solutions by Prof Kathan Shukla

Session 4 was also quite engrossing and engaging. three cases studies were discussed and divided among six groups one case study to two groups to discuss among themselves to identify the problems, challenges and solutions as Principal of the school.

Case 1: Tina was a 22 years old school teaches class 11th and 12th students. Initially all was well, students used to take their notes of the lessons quite well and in enjoyable manner but after few days the behavior of the students changed and was not respectful towards Tina unlike before. Students started taking Tina ma'am's class very casually. They stopped doing their homework and sometimes the students even laugh at Tina madam. It was a traumatic situation for Tina. It was a case of bullying.

Case 2: In another case Ziada who is a class VII student, her mother Ishrat wanted homeschooling for her child. As Zaida was a gifted child and her mother wants her to be a scientist, she thinks that coming to school is a waste of lots of time and this time can be utilized to study more math's and science through tuition classes.

Case 3: In another case, Chirag is a student of class IX, his father is nonworking alcoholic so there was a problem of adjusting the child in the school system.

all the three cases were discussed and contemplated to identify the ways to deal with them as an educator or a principal so that best possible solution can be sought.

It is the responsibility of school leader to create such environment in the school where everyone can grow as a good human being and responsible citizen. All the teachers, students and other staff members should feel psychologically safe, emotionally stable and physically fit. Hence a consistent effort on the part of the principal is required to maintain a positive and congenial environment in the school in order to maximiser teaching learning process.

Sessions-1 & 2 (Managing self-limiting beliefs) by Professor Devshmita Chakraborty

Professor Devshmita discuss various points pertaining to self-limiting beliefs that obstruct us

in doing many things in our life. She discussed-

- The importance of self-limiting beliefs

- Why do people form beliefs and how these beliefs develop.

- How does one recognise the self-limiting beliefs and thoughts in a society that capitalizes on the feelings of insecurity and inferiority.

- How our belief system impacts our thinking as an educator.

Session began with one activity to lead us to see the impact of beliefs on our thinking. Initially it was an individual activity. 20 items as per their weight and usefulness were listed in the sheet of paper and one situation was given, where these twenty items are with us in a boat. Each one of us has to empty the boat which is going to sink soon. We have to rank the items in the list on the priority based on our beliefs to save our-selves. The same activity has to be done again in small groups through discussion. Ranking was done, then the members were interchanged. One more round was also done with the same activity but this time the group was even big in number. Overall, it was an interesting and engaging activity and through these activities we could understand the importance of belief systems on our thought process and our role as an

educator should not be impacted by our own belief system in the path of teaching learning process of the students.



These processes are guided by knowledge of context.

The second session was much more interesting and engaging. It was on the topic that '**numbers/marks are impersonator**'. It was facilitated through the story of Heaven, which was very much enjoyed by the participants. It was concluded that the performance is difficult to measure criteria should be – valid, seemingly objective and acceptable.

Session 4: Presentation by participants

all the 6 teams presented their gamification with full zeal. It helped everyone to see various ways to make game across all subjects. Group discussion helped each participant to learn more. Session ended at 4.00 pm and all the participants returned to hotel where they are staying with a good note that they have to participate in a dinner party at IIMA campus at tonight along with faculties of IIM.

IIMA arranged a cultural dinner party on 18/07/23 evening that was attended by all and everyone enjoyed this informal meeting at dinner with IIMA faculty members. It was such a sweet gesture on their part, which is going to be with us always.



Day 5: 22/09/23

Session 1: IIMA Archives Visit by Mr. Pratik

Mr. Pratik took the participants to IIMA archives where the official working described in brief the development of the institute brick by brick. There the participants learnt about the development and growth through the photos and old documents. It was an inspiring visit for the participants.

Session 2 & 3 School Leadership in changing context by Rajeev Sharma

The discussion was around the present context of leadership practices in changing scenario in education. In recent times there has been a drastic transformation in education. One of the recent change have been the commercialization of Education. The drift of Education has shifted from life-long learning to scoring for achieving certain posts and jobs. Also, there has been change in the relations of teachers and students, due to this there is mental toll on the minds of students. So, we have to address the problems of the students in a humble way.

Session 3: Driving Change through Gamification by Professor Kathan Shukla through Case Study of Rahul

In this session sir presented a case study of a student Rahul, who was so good in studies till class IX, but suddenly he started bunking school very often and lost interest in his studies and resultant his marks dropped down substantially. Although his friends call him their leader in the online game that he is being playing these days with his friends. Everyone contemplated, discussed this problem to see what happened and one can be done to resolve it. Sir explained how games can be used to make habits among students. Games can play important role in building competency and skills. Participants were divided into 6 groups for group activity. In this activity groups have to design a game on any topic of any subject, which support learning and build habit among class students to be engaged with game.

Session 4: Presentation by Participants by Prof Kathan Shukla

This session dealt with the problems faced by principals in their school. All the participants were divided in to small groups. They identified one problem to be discussed to among themselves. All the participants were provided chart and were asked to state their problem particular to their school and to write the solution of the problem. The motive behind the activity was to address the problem as a principal, everyone presented the activity and provided their vision for the school. It was an engrossing and engaging session.

In the end all the participants were felicitated by Professor Kathan Shukla with certificate of the training, group photograph and a mug embossed with the group picture, as a token of memory.

Conclusion:

Amidst of changing world around us, we are dealing with many challenges. Education structure is also changing as per policies so definitely there is a need to have changes in the leadership qualities too in our schools. These five days training equipped the Principals to understand their pivotal role and responsibilities as academic and administrative heads in the school, which is crucial to transform the destiny of the school. It provided great learnings to use strategic

responses to diversified challenges in school setup. It will help to establish goals, make plan to achieve them and to bring school community together. It is going to be beneficial for other stakeholders of school also.

These kind of training programs helps to update knowledge, skills and competencies, exploring self-potential, peer learning experiences and many more. Capacity building programs works as a catalyst to drive you to be a lifelong learner.