

5 Days Capacity Building Program for Delhi MCD School Principals

Conducted By: SCERT Delhi

From 30th October 2023 - 3rd November 2023

Coordinator: Ms. Anchal Gupta, Assistant Professor



Objectives of the Programme

- __ Learning leadership skills and concepts
- __ Enhance leadership potential and capacities
- __ Connect with own-self's wisdom to identify possibilities and solutions.

Day-1 Report

The capacity building initiative at IIM Ahmedabad welcomed principals of Delhi MCD Schools for a comprehensive program aimed at enhancing leadership in education. The day began with an introductory period where principals acquainted themselves with their peers, presenting their names and sharing a proud attribute of their schools.

The narrative deepened in the second and third periods under the guidance of Professor Kathan Shukla. He introduced a case study featuring Mihir, a former teacher who was promoted to the role of a principal. Mihir, characterized by his intelligence and diligent work ethic, embraced his role with an enthusiasm fueled by the belief in educating the youthful majority of India. His innovative approach, inspired by Discovery Learning, clashed with the antiquated views and internal politics of the teaching staff. This resistance led to a decline in Mihir's enthusiasm and an eventual acquiescence to the entrenched status quo.

The culmination of the academic year brought to light the deteriorated performance of the school through 'Gnotsva', a reflective event where educators presented annual summaries. Mihir's commitment to integrity was tested when he chose to report honestly on the school's decline, resulting in a grade drop and subsequent reprimand from the school board. Back at school, his decision drew criticism from his colleagues, escalating his tension and stress.

Despite bearing the brunt of the blame for the school's faltering performance, Mihir contemplated a strategy to distribute responsibility among all stakeholders—teachers, students, and parents. His deliberation and subsequent actions led to a turnaround, with the following year's reports showcasing significant improvements.

The fourth period featured Professor Ambrish Dogre, who expanded on the theme of educational leadership. He highlighted the necessity for educators to engage with the wider community, a point he illustrated with the story of Bhagat Raj. Transferred to a water-deprived

village in Maharashtra, Bhagat Raj observed the direct correlation between the lack of water and educational setbacks. His collaborative efforts with the villagers to construct a pond not only resolved the water scarcity but also revitalized the village, leading to an abundance of resources and a better educational environment.



The program concluded with a tour of the IIM Ahmedabad campus, guided by a research scholar, providing the participants with a glimpse into the institution's rich academic culture.

Today's sessions delivered a powerful message on the transformative impact of principled leadership and community involvement in the realm of education, serving as a source of motivation and a blueprint for effective school management.

Day-2 Report

Eklavya School Visit – Day -2 started with the visit to 'Eklavya School'. Participants had lots of curiosity and enthusiasm. We were given a warm welcome by the principal of the School along with some of the staff members. After being given a brief introduction of the School, we were divided into four groups and given a guided tour of the School. The school was established by two IIMA alumni Sh. Sridhar Rajgopalan and Sh. Venkat Krishnan M. with the aim to provide such an education to its students that does not revolve around rote learning but focus on fostering understanding and application of learnings. We could see this manifesting throughout the campus. Be it the seating arrangements, the methods of teaching, the behavior of



teachers, everything was child centric. Our visit gave us insights into the advantages of educational settings that focus on making the children independent. We had much to take from here for implementation in our schools away.



Session – 2

After reaching the IIMA campus, we had a session on 'Emotional Wellbeing'. The session was taken by Sh. Khaitan Shukla. We were presented with a case study on Riya who is a tall girl and being asked for a pencil box by a fellow student. She threw the pencil box towards him forcefully and it hit him on his head and was unwilling to speak when asked why she did it. We had discussions on about how should the school Principal reach, what could have been the reason behind her action and after detailed discussions it came out that the reason was that Riya was being bullied by everyone for being tall and had internalized it and on the slightest of triggers her emotions burst out unintentionally.

We got the point that the educators should very diligently look out for the signals for emotional trauma in students as they are not clearly visible, avoid such pent up emotions enlightening to form in students. After the session, we enjoyed the tea breaks and utilized them for discussions. The lunch was very delicious too. In all we enjoyed the day.

Day-3 Report

Session 1 & 2: AI and Education

A session on Artificial Intelligence was given in which using Chat GPT was taught. It can be used for teaching strategies including helping students understand difficult and abstract concepts through numerous examples, low stake tests that help students to retrieve information and assess their knowledge and an assessment of knowledge gaps that gives instructors insight into student learning. Various strategies were discussed. These are-

- Strategy 1 - using AI to produce many examples for a single concept for better understanding.
- Strategy 2- using AI to provide multiple explanations. For any explanation that AI produces it is important to assess it and make sure that it is factually accurate.
- Strategy 3- using AI to produce low-stakes tests, provide active retrieval practice and prompt students to recall information.
- Strategy 4- using AI to assess student learning, several classroom assessments help instructors and students to monitor their learning. Any gaps can be addressed in future classes.
- Strategy 5- using AI to distribute practices of important ideas, Distributed practices or having students practice material several times over days and months, is critical to developing robust and flexible knowledge.

Session - 3: Team Building

Team formation should include individuals with different expertise, opinions and viewpoints. Today's teams are different from the teams of the past. They are far more diverse, dispersed, digital and dynamic. A team's life cycle entails forming, storming, norming, performing and adjourning. Punctuated equilibrium model in this context, offers insight into opportunities for creativity and innovation. Group synergy maximizes productivity through integration of diverse views, motivational pull and de-biasing, however, process losses in groups are comparatively harder to control and can be alleviated through contracts and trust building actions. Decision rules, delineation of goals, expectations, responsibilities, rules, group monitoring, expert identification and appropriate use of conflict decrease process losses. Finally, team effectiveness is determined by output acceptability by the receiver, the level of cooperation among the members and their needs satisfaction.

Session-4: Policies And Budgeting for Public Schools

Now a days governments are spending a lot of money in education sector. It includes budget for building infrastructure, capacity building of teachers , mid day meal scheme for students, Balika Cycle Yojana for girls in school(for empowering the girl students and reducing gender gap in academic institutions).

Activity – Participants were divided into groups and they have to prepare a budget of 1 lakh rupees for school needs. Different groups prepared their budget according to the priorities of their school. e.g. Computer and printer- 40,000, library books-10,000, RO - 20,000, Electric repair-5,000, Plantation & kitchen garden-5,000, Door & windows repair -20,000. The activity gave us insights in defining priorities and acting to that while preparing budget.



The session was very helpful for the participants. We assure that the programme will be rightfully implemented by the principals in their respective schools.

Day 4 Report

Session 1 & 2: Managing Self Limiting Beliefs

To teach the topic she conducted an activity. We were given a list of 20 goods to be thrown priority wise to save a sinking boat. The activity was to be conducted individually first, then we were divided into groups for the activity. Lastly, we were divided into large groups. With this activity we learnt that sometimes unknowingly we label a child which affects his/her personality which leads to demoralization of the child. Beliefs are changeable and are not stepping stones. Secondly a discussion was held on the topic “students do not need marks or grades”. It's positive and negative points were discussed. For example, if a student gets good grades the child gets motivated and believes that “I am brilliant” even the whole society beliefs so. The students scoring less marks makes us believe that low grade is failure and child is dull, incapable of doing anything.

Later, we were given a short quiz to be solved in a limited time. From this activity we learnt that things we have mug up in the past, are not remembered by us but when we learn something by doing it lasts longer.

We were divided into 3 groups, then were told to write “The things I learnt in school that I never use”. Second group was told to write about “Things I learnt in school that I use”. Third thing “I never learnt in school that I use”.

We learnt that we all have self-limiting beliefs which leads to actions. Students need feedback more than grades. Education focusses on making consumers, not creators. Our behavior is sometimes unconsciously biased.

Our next class was regarding topic “Managing Public Perceptions”. We were given case study of “Swaminarayan’s Gurukul Hariyala” by Arun Sreekumar. We learnt that how to maintain the reputation of your school, when you are facing challenges. Shree Swaminarayan’s Gurukul was established with a different concept where some delinquent students also study. This becomes the tag and it affected the reputation negatively. “How to improve its reputation” was discussed. We discussed about the role of teachers, the admission process, what steps could be taken to improve the status of school. Some steps which can be taken are working in small groups, to know the strengths of child, remove deficiency, focused attention, motivation and interaction with successful alumni etc.



The session 'Driving change through Gamification' by Kathan Shukla was held in the end. He explained the importance of inclusion of gamification in teaching learning process. Firstly, story of Rahul was discussed who is a bright child and doesn't want to go to school as he finds his school boring. He play a lot of games on computer .As students have the exposure of games now a days we as educators can use the fun element of games in studies. Secondly, we were shown a video in which we saw that most people were using escalator but when stairs were made colorful and interesting with piano sounds 65% more people started using stairs. This is the effect of fun element.

Last but not the least IIMA hosted a Gala dinner to honor our team. We enjoyed this gesture and loved the food, natural environment, an interaction with the faculty. The evening was beautiful and unforgettable.



The last day was started with the experiences of a Senior Professor, Sh. Vijaya Sherry Chand. It was about "Leadership for Supportive Innovative Behaviors in Schools". We learnt justice to all children & problem solving competence. Two lectures were given with the help of beautiful quotations. The next session was very interesting – "Gamification Presentation". We were divided into 6 groups and were given 4 topics. We had to choose one topic and give



