

## 5 Days Leadership Development Program at IIM Ahmedabad

### Newly Selected Principals of Directorate of Education, Delhi



**Conducted by: SCERT Delhi** **From 17<sup>th</sup> July – 21<sup>th</sup> July 2023**

**Coordinator: Dr. Sanjay kumar, SCERT, Delhi, Assistant Professor**

### **Acknowledgment**

A five days training program started on 17<sup>th</sup> July and ended on 21<sup>th</sup> July 2023 provided a life time learning experience to each one of us, which is going to be beneficial for us throughout in profession as well as in personal life.

We are extremely thankful to Directorate of Education (DoE) and SCERT Delhi 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 to Enlighten us with so much of knowledge and hands on experiences with their expert facilitation skills. We are extremely thankful to Mr. Pratik Chauhan for such great arrangement which made us feel comfortable.

## **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 honour. The management educator Ravi J. Matthai and several other Ahmedabad-based businessmen also played a major role in its creation. KamlaChowdhary 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 agribusiness management, a fellowship program and several executive training programs. 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**

SCERT, Delhi is in collaboration with IIM Ahmedabad to create and bring out the utmost leadership qualities of the Head of the Schools of Directorate of Education of Delhi. Delhi govt. and SCERT are together working to make schools a place for holistic and overall development of the children. For this purposes IIM Ahmedabad is one such place where team leaders of the schools get an opportunity to reflect on their leadership potential, and internalized constraints that restrict them from performing their leadership positions to their full potential. They can learn leadership skills and commit to future actions for a richer, more fulfilling and meaningful professional and personal life and practice the ample ways by which they can create 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

### **Day 1: 17-07-2023**

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 & 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 role 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 -Solar system, Tree, Superman with many hands, Brain and heart connect, Genie, Brain, Conductor in a musical symphony, Sun as source of energy.

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.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Brain that does much	Sun	Sun	Tree (source of O2)	Superpower	Conductor	Super-person and Durga Mata	Genie
Administrator	Synchronizer	Source of energy	Drives strength from others	Does multiple things	Coordinates several stakeholders	Plays multiple roles	Multiple roles
Pedagogical	At the center	At the center	Administrator	Do it from the heart	Quality to control	Decision maker	Performs multiple tasks
Financial	Manager of all	Guiding	Manager	Positive	Motivates others	Manages current issues (AI, Digital)	Takes people towards their goals
Manages multiple aspects of school	Defines orbit	Observing	Pedagogic	Empathetic		Maintains and manages schools	Financial
Connector	First among equals	Uses community as a resource	Gives birth to fruits (happy children)	Cordial		Takes care of people	Administrator
		Works day and night		Leads to goal fulfillment		Environmental awareness	Pedagogical
						Take people along	

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Sun- hands that make the sun	Tree (roots)	A pot that holds all	Holds structure well	Smiling Sun (flower)	Captain of the Ship	Sun
Responsible for outcome	Resourceful	Manages various stakeholders	Manage time	Manages multiple roles	Managing context	Life giving to all
Helping students to get better	Multiple tasks	Powerlessness	Cheerful	Takes care of various details	Responsible for outcome	Nourishes stakeholders
	Leads by example	Agencies that help	Disciplined	Is cheerful always	Manages multiple tasks	
	Establishes contact	Makes environment conducive	Break stereotype	Hides pressure	Manages details	
	Manages stakeholders	Treat teachers with respect and dignity		We are fragrant	Facilitates for few crucial objects	
	Focus on admin	Manage children well		We grow		

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 session was concluded with a suggestion to allocate more time to instructional leadership followed by maintaining routine managerial task and occasionally focusing on ethical and moral leadership. The session was activity based, reflective and thought provoking and

encouraged all the participants to understand our roles as school heads in the light of prevailing situations in school education and its vision in future.

The day concluded with a campus tour where a student volunteer showed us the history of IIMA through photographs and the people behind its vision of an illustrious institute of management. The participants at the end visited the library named after Noted Scientist visionary and the man behind the idea of IIMA Dr Vikram Sarabhai where they were told about the unique features of library that made it inclusive and an enriching learning space.

## **Day 2: 18/07/2023**

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: Case Study by Mr. Vishal Gupta**

The day began with Mr. Vishal Gupta conducting a session on a case study involving Mr. Mohan Dixit. The study aimed to understand the challenges faced by Mr. Dixit and delve into the reasons behind his behaviour. Mr. Gupta highlighted the role of various emotions such as anger, anxiety, envy, and stress in influencing our actions. He explained the cycle of automaticity, which encompasses external events, thoughts, emotions, and actions. Emphasizing the importance of mindfulness, Mr. Gupta highlighted that breaking this cycle can lead to more conscious decision-making. Furthermore, he stressed that the brain cannot efficiently multitask, providing an example to support his point.

### **Session 3 : Importance of Vocational Education by Ms. Niharika Vohra**

Ms. Niharika Vohra conducted the second session, focusing on the significance of vocational education in schools. She expressed concern over the prevalent bookish and syllabus-oriented approach in education, which devalues hands-on skills. She also referred to an article titled "Why Manual Training?" published by Mr. M.K. Gandhi in the magazine 'Harijan' on September 11th, 1937. Ms. Vohra asked participants to share their understanding on vocational

Education. A very insightful deliberations happened, which was facilitated and synthesised by madam Vohra by explaining that vocational skills encompass a wide range of areas, including counselling, dentistry, painting, cooking, plumbing, and electrical wiring. She emphasized the necessity of vocational education for students' holistic development and to bridge the gap between theoretical knowledge and practical application.

### **Session 4: Group Activity on Goal-Setting by Ms. Niharika Vohra**

In the third session, Ms. Niharika 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: Continuation of Case Study and Innovation in Teaching by Prof. Kathan**



## **Shukla**

Prof. Kathan Shukla continued the case study from the previous day, focusing on Mr. Srivastava, a teacher. He emphasized the need for Mr. Srivastava to engage with students more effectively. Using a bell curve, Prof. Shukla demonstrated that the majority of students have similar learning abilities. However, differentiated instructions are necessary to enhance learning outcomes. Additionally, a video showcasing the innovation in science teaching in the Hoshangabad Science Teaching Project was presented during the session. Prof. Shukla highlighted the role of innovation in improving teaching practices and encouraging active student engagement.

Overall, the second day of the capacity building program provided valuable insights into understanding the challenges face by educators, the importance of vocational education, effective goal-setting strategies, and the role of innovation in teaching practices. The participants gained a deeper understanding of the influence of emotions on behaviour, the significance of vocational skills, and the need for differentiated instructions to cater to students' diverse learning abilities. The program continued to foster.

### **Day 3: 19/06/23**

#### **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.

#### **Session 2: Grade should be given or not (Debate) by- Professor Rajesh Chandwani**

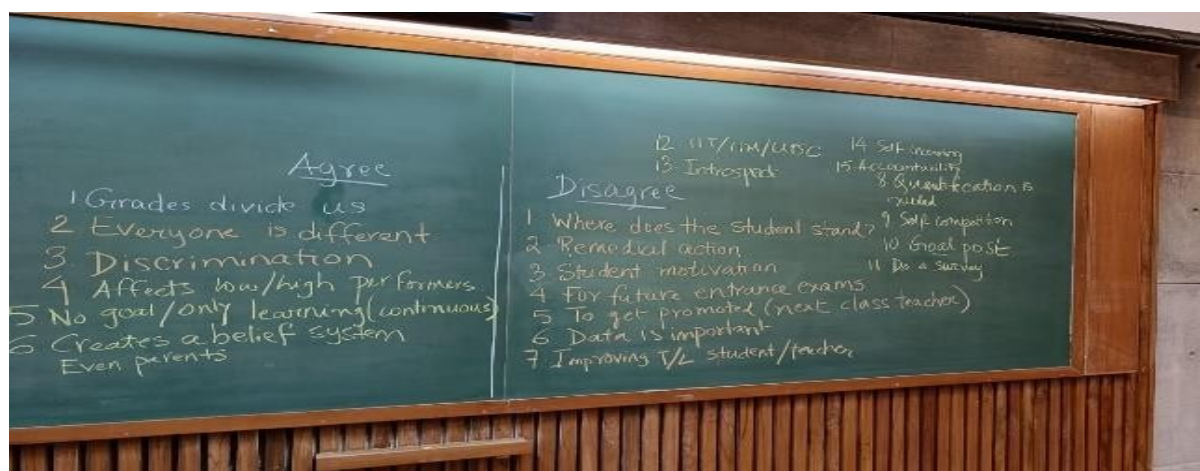
A controversial statement was given that ‘**Grades are to be given to students**’ and all the participants were asked to say their opinion in favour or against.

**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 effects 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 profKathan 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, it 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 impacts 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.

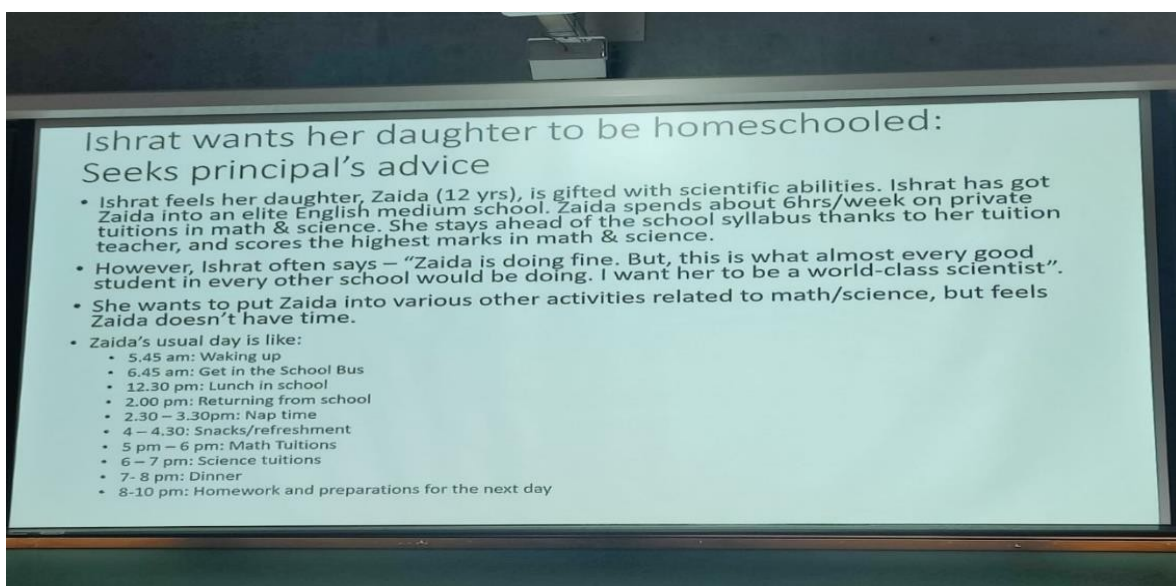
Bullying Triggers negative emotions and negative emotions ultimately leads to negative behaviour of the person. The students feel isolated, they avoid talking to anyone in the society, so social bullying should be stopped at any cost in the schools and it is the responsibility of the teachers and as 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 case 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 teacher class 11<sup>th</sup> and 12<sup>th</sup> 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 behaviour 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 Zaida 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 utilised to study more maths 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.

### **Conclusion:**

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 maximise teaching learning process.

### **Sessions-1 & 2 Talent Management System by Prof. Rajesh Chandwani**

Professor Rajesh discussed about TMS (Design and Implementation) in which Untalented Person is made Talented which have four processes.

1. Recruitment
2. Training & Development 3. Performance Management System
4. Career.

These processes are guided by knowledge of context.

### **Day 4: 20/07/2023**

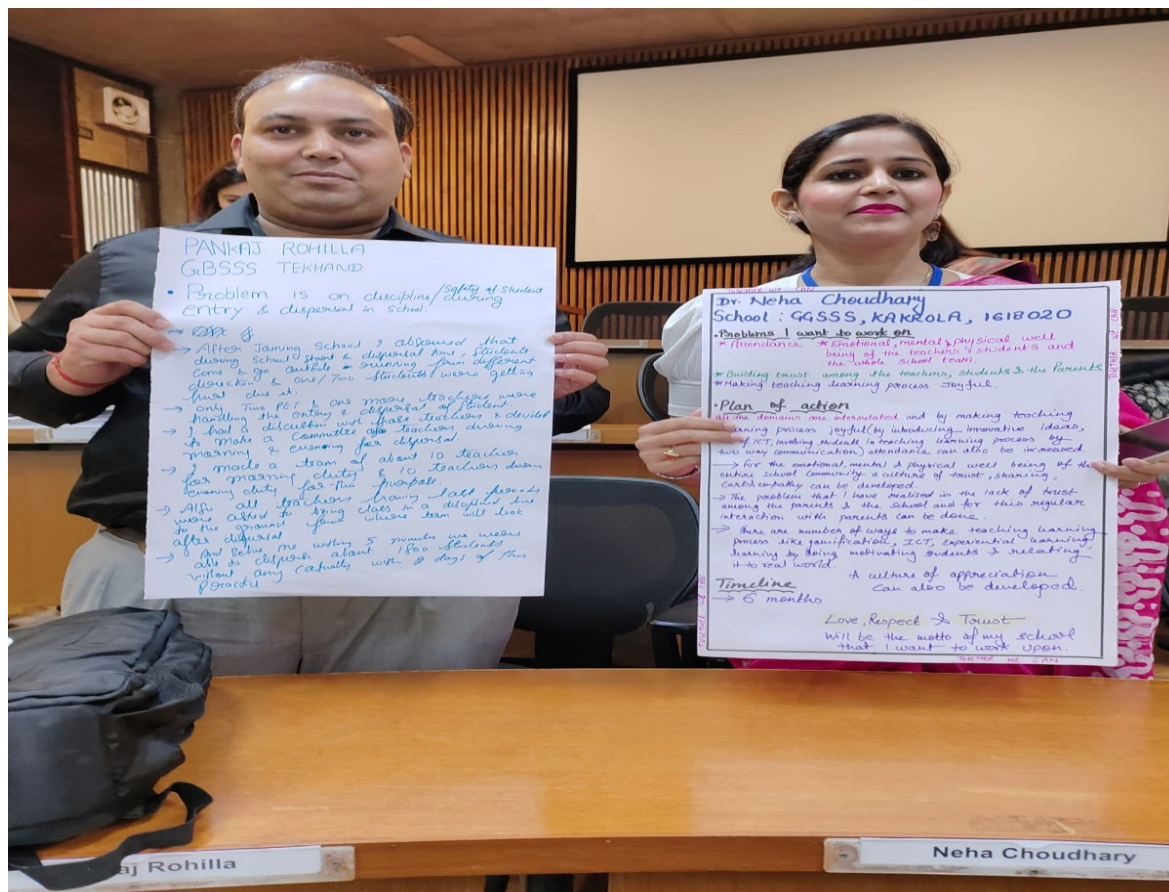
The second session was much more interesting and engaging. It was on the topic that **‘numbers/marks are impersonator’**. It was facilitated through the story of Heaven, which was very much enjoyed by the participants. It was concluded that the performance is difficult to measure criteria should be –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

### **Session 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**

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 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: 21/07/23

### Session 1: IIMA Archives Visit

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 a 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 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:**

The capacity building program for newly selected School Principals, accompanied by Dr. A.k. .Bhatt (DD NW A) and Dr. Sanjay kumar, Assistant Professor , SCERT at IIM Ahamdabad was aimed at equipping school leaders with essential skills and knowledge to enhance their roles as effective administrators and visionary leaders. The program covered various aspects, including the role of principals, leadership for innovative practices, school discipline, emotional well-being, mindfulness, managing performance, handling public perception, leveraging artificial intelligence, and overcoming self-limiting beliefs.

#### **\* Role of Principals\***

The program emphasized the pivotal role of principals as educational leaders, responsible for creating a conducive learning environment and fostering a positive school culture. They were encouraged to be transformational leaders who inspire and empower their staff and students to achieve excellence.

#### **\*Leadership for Innovative Practices in School:\***

The principals were introduced to the importance of fostering innovation in education. They were encouraged to embrace new teaching methodologies, integrate technology effectively, and create an atmosphere that encourages creativity and problem-solving among both students and teachers.

#### **\* School Discipline and Emotional Well-being:\***

Recognizing the significance of school discipline and emotional well-being, the principals were guided on implementing strategies to promote a safe and nurturing school environment. Emphasis was placed on adopting restorative practices, positive discipline methods, and supporting the emotional needs of students.

#### **\*Mindfulness and Inner Stability\***

Principals were introduced to the practice of mindfulness and its positive impact on personal and professional growth. The program highlighted how cultivating inner stability can lead to better

decision-making and improved leadership skills.

#### **\*Leadership as Managing Performance\***

The program focused on aligning leadership with effective performance management. Principals were taught how to set clear goals, provide constructive feedback, and foster a culture of continuous improvement to enhance the overall performance of the school.

#### **\*Managing Public Perception\***

Understanding the significance of public perception, the principals learned how to effectively communicate with stakeholders, address concerns, and promote the achievements of the school. They were encouraged to establish strong relationships with parents, community members, and the media.

#### **\* Artificial Intelligence and School Performance:\***

The program explored the potential of artificial intelligence (AI) in enhancing school performance. Principals were introduced to AI-driven tools for data analysis, personalized learning, and administrative efficiency, empowering them to make informed decisions and improve educational outcomes.

#### **\* Managing Self-Limiting Beliefs:\***

The program addressed the common self-limiting beliefs that hinder personal growth and professional development. Principals were taught techniques to overcome these barriers, build self-confidence, and inspire their staff and students to do the same.

The capacity building program at IIM Ahemdabad was a transformative experience for the newly selected principals, equipping them with essential skills and knowledge to become effective and visionary leaders. By emphasizing the role of principals, promoting innovation, fostering emotional well-being, and addressing various aspects of leadership, the program aimed to elevate the quality of education in their respective schools and create a positive impact on the overall education system.

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.

**Thankyou**

Report by- Dr. Sanjay kumar and all the participants