



**Report Of Capacity Building Program of School
Principals at IIM Kozhikode from 26th August to 30th
August 2024**

Coordinator: M. K. Pathak (Assistant Professor)

The Government of Delhi has implemented several initiatives aimed at enhancing the capacity and leadership skills of school principals as part of its commitment to improve the quality of education in its schools. One of the most notable initiatives is the "**Principal Leadership Development Program**," which involves sending school principals for leadership and management training to prestigious institutions both in India and abroad.

Collaboration with IIMs (Indian Institutes of Management):

The Delhi government partnered with top institutions like IIM Ahmedabad and IIM Kozhikode to train school principals in leadership, management, and innovative teaching practices. The training focuses on modern pedagogical methods, administration skills, and strategies to transform schools into centers of excellence. This trip was organised and co-ordinated by me i.e. Mrituanjay Kumar Pathak Assistant Professor DIET RajinderNagar from 26th of August 2024 to 30th of August 2024 with 48 Principals of MCD Schools and One DDE of MCD Zone. The Institute is spreaded in lush green campus.

The Indian Institute of Management Kozhikode (IIM Kozhikode) was established in 1996 as the fifth IIM in India. Located in the state of Kerala, it was set up by the Government of India in collaboration with the Government of Kerala. The institute behe Indian Institute of Management Kozhikode (IIM Kozhikode) was established in 1996 as the fifth IIM in India. Located in the state of Kerala, it was set up by the Government of India in collaboration with the Government of Kerala. The institute began its journey in a temporary campus at the National Institute of Technology Calicut (NIT Calicut) and moved to its own 100-acre campus on the Kunnamangalam hills in 2003.

IIM Kozhikode was founded with the vision of offering high-quality management education and creating professionals equipped to address the changing needs of industries. Over the years, the institute has expanded its programs beyond the flagship Post Graduate Program (PGP) in management to

include doctoral programs, executive education, and specialized programs in areas like finance, entrepreneurship, and innovation.

The institute is known for its focus on diversity, innovation in teaching methods, and strong emphasis on sustainability. It was one of the first IIMs to introduce a gender diversity initiative, significantly increasing female enrollment. IIM Kozhikode has also played a pioneering role in using technology for education, becoming the first institute in Asia to offer a satellite-based management program in 2001.

Today, IIM Kozhikode is recognized as one of India's leading business schools, contributing significantly to management education and research on both national and international platforms.

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INDIAN INSTITUTE OF MANAGEMENT KOZHIKODE
Globalizing Indian Thought

Management Development Programme



**Capacity Building Programme
for
School Principals and Officials of Municipal Corporation of Delhi (MCD)**
August 26 - 30, 2024

The Schedule of the Program is attached.



**Capacity Building Programme
for
School Principals and Officials of SCERT, Delhi**
August 26-30, 2024

Session	09:30-10:30	11:00-13:00	14:00-15:30	16:00-17:30
Day 1: 26-08-2024 Monday	TQM in Academic Institution Settings (Prof. Rupesh Kumar Pati)	Design Thinking & Technology in Education (Prof. Rupesh Kumar Pati)	Strategic Decision-making in Education (Prof. Rajesh S. Upadhyayula)	Managing Stakeholders (Prof. Rajesh S. Upadhyayula)
Day 2: 27-08-2024 Tuesday	Mindful Leadership in 4.0 World: Intangibles of the School System (Prof. Debashis Chatterjee)	Mindful Leadership in 4.0 World: Intangibles of the School System (Prof. Debashis Chatterjee)	Impactful Communication & Interpersonal Skills (Prof. Deepa Sethi)	Impactful Communication & Interpersonal Skills (Prof. Deepa Sethi)
Day 3: 28-08-2024 Wednesday	Academic Excellence: Incubating Human Values for Innovation (Mrs. Aditi Chatterjee)	Academic Excellence: Incubating Human Values for Innovation (Mrs. Aditi Chatterjee)	Evaluation & Improvement Framework: Creating World-Class Institutions (Prof. Shubhasis Dey)	Evaluation & Improvement Framework: Creating World-Class Institutions (Prof. Shubhasis Dey)
Day 4: 29-08-2024 Thursday	Experiential Learning (School Visit)	Engagement & Motivation (Prof. Deepa Sethi)	Implementing Best-in-class Academic Resources in Schools (Mr. Appasaheb Naikali)	Experiential Learning (City Visit)
Day 5: 30-08-2024 Friday	Developing A Performance Management System for Schools (Prof. Manoranjan Dhal)	Creativity & Innovation in Institution Development (Prof. Anandakuttan B. Unnithan)	Experiential Learning (Business Museum Visit)	Valediction

Programme Facilitators: Prof. Debashis Chatterjee & Prof. Deepa Sethi

Registration: Day 1 - 09:00 AM

Group Photo: Day 2 - 11:30 AM

Cultural Programme & Special Dinner: Day 3 - 07:00 PM onwards (Venue: Cultural Programme at MDC Auditorium & Special Dinner at Sarovar)

- **Introduction to TQM:** The session begins by explaining the fundamental concepts of Total Quality Management. It is taken by Professor Rupesh Kumar Pati. He defined quality from various perspectives, shared the history and evolution of TQM, and explained why it's essential for organizations across industries.

- **Principles of TQM:** The session was interactive and outlines the core principles that drive TQM, including organizational focus, continuous improvement, process approach, leadership, and the involvement of people at all levels of an organization.

The following can be takeaway of our participant

- Understanding how TQM can be used to improve organizational performance and employee satisfaction.
- Acquiring practical knowledge about the techniques for improving quality.
- Learning how to implement TQM in an organization step by step, ensuring sustained quality improvement.

It was emphasized that how crucial is design thinking in modern era.

Design Thinking and Technology are revolutionizing education by fostering creativity, innovation, and problem-solving skills in students. The integration of these two elements has the potential to transform traditional teaching methods, making learning more student-centered, experiential, and dynamic. Here's an overview of how **Design Thinking** and **Technology** are shaping the future of education.

Design Thinking in Education: Design Thinking is a creative problem solving approach that focuses on understanding the needs of the users (in this case, students), brainstorming ideas, prototyping solutions, and iterating on them based on feedback.

In education, this method promotes empathy, critical thinking, and collaboration among students and educators.

Strategic decision-making in education involves making informed choices that guide the long-term vision and mission of educational institutions. These decisions are crucial for achieving educational goals, optimizing resources, and addressing the needs of diverse stakeholders. Managing stakeholders is an essential part of this process, as their support and engagement directly influence the success of strategic initiatives.

Here's an exploration of how strategic decision-making and stakeholder management are interconnected in education:

Strategic Decision-Making in Education:

Strategic decisions in education typically involve high-impact areas such as curriculum design, resource allocation, infrastructure development, technological integration, staff recruitment, and student outcomes. These decisions are often long-term and align with the institution's overall mission and objectives.

Key Steps in Strategic Decision-Making:

Assessing the Current Situation: Understand the institution's strengths, weaknesses, opportunities, and challenges through methods like SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).

Defining Clear Goals: Setting measurable objectives is essential. Goals may range from improving academic outcomes, enhancing infrastructure, incorporating technology, or expanding access to education.

Exploring Alternatives: Evaluate various options for achieving the institution's goals, considering factors such as feasibility, cost, and potential impact.

Risk Assessment: Understand the risks associated with each decision and develop mitigation strategies. This could involve changes in policy, adapting to educational reforms, or technological advancements.

Implementation and Monitoring: Develop an actionable plan and timeline for implementing the decision. Regularly monitor progress and adjust strategies as needed.

Examples of Strategic Decisions:

Curriculum Overhaul: Deciding whether to implement new teaching methodologies, such as experiential learning or integrating STEM education.

Technology Integration: Choosing the appropriate educational technologies (e.g., Learning Management Systems or AI-driven platforms) to enhance learning experiences.

Resource Allocation: Making choices about how to allocate funds for infrastructure, teacher training, or student support programs.

Managing Stakeholders in Education: The session was weaved by Prof Rajesh S. Upadhyayula

Educational institutions operate within a broad ecosystem that includes various stakeholders, such as students, teachers, parents, government bodies, non-profits, and the community. Managing these stakeholders effectively is critical for ensuring the smooth implementation of strategic decision.

He emphasized that the following stakeholders should be aligned in such a way that they contribute their optimum.

1. **Students:** The primary beneficiaries of educational decisions. Understanding their needs, learning preferences, and challenges is essential.

2. **Teachers and Staff:** As frontline implementers of educational policies, their buy-in and training are crucial for any successful initiative.
3. **Parents and Guardians:** Parents often play a vital role in supporting their children's education and can be advocates for change or sources of resistance.

Mindful Leadership in Education 4.0 is about balancing technological advancements with the human-centered elements that make a school system truly effective. By focusing on the **intangibles**—emotional well-being, trust, collaboration, and ethical values—mindful leaders can create environments where students and staff thrive both academically and personally. In this rapidly changing world, it is these intangible qualities that will equip students with the skills and resilience they need to succeed in life.



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Mindful Leadership emphasizes self-awareness, emotional intelligence, and compassion, which are critical for navigating the complexities of modern education. In an education system where both tangible (technology, infrastructure, resources) and

intangible factors (emotional well-being, trust, collaboration) play key roles, mindful leaders prioritize the following:

- **Present-Moment Awareness:** Being fully present and attentive in decision-making processes.
- **Empathy and Compassion:** Understanding the emotional needs of students, teachers, and staff.
- **Non-Reactivity:** Responding to challenges calmly and thoughtfully, rather than reacting impulsively.
- **Ethical Leadership:** Making decisions that are rooted in integrity and moral values, considering long-term implications on students and society.

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Impactful communication and interpersonal skills are essential for building meaningful relationships, fostering collaboration, and achieving personal or organizational goals. These skills not only enhance leadership, teamwork, and teaching effectiveness but also create environments of trust, respect, and understanding. By developing both communication and interpersonal skills, individuals can become more influential, empathetic, and capable of driving positive outcomes in any setting.

The involvement of participants shows how interactive the session was, some glimpses of the session to ponder upon



Glimpse of some activity performed in the session

Academic Excellence in Inculcating Human Values: This session was taken by Mrs. Aditi Chatterji. She focused on integrating intellectual growth with moral and ethical development, ensuring that students not only excel academically but also grow into compassionate, responsible, and socially conscious individuals. In today's fast-paced world, academic institutions play a crucial role in shaping not only the intellectual but also the emotional and moral framework of students. She emphasized and shared **the Importance of Human Values in Education:** Human values such as empathy, honesty, respect, responsibility, and compassion are essential for holistic development. When these values are integrated into academics, they help students develop not only a sense of ethical responsibility but also the skills to contribute positively to society.

Academic Excellence Beyond Grades: Academic excellence should not be limited to high grades or test scores. True excellence encompasses the ability to think critically, solve problems creatively, work collaboratively, and lead ethically. By including human values in education, students learn to apply their knowledge and skills in ways that benefit others and contribute to the common good.

Experiential Learning: Real-life experiences are powerful in teaching human values. Schools can provide opportunities for:

Community Service: Involving students in service-learning projects instills a sense of social responsibility, helping them understand the importance of giving back to society.

Collaborative Projects: Working in teams to solve problems fosters cooperation, respect for others' ideas, and ethical leadership.

Civic Engagement: Encouraging students to participate in civic duties like voting simulations, debates on social justice, and environmental stewardship initiatives instills a strong sense of citizenship and responsibility.

Teacher Role-Modeling: Teachers play a pivotal role in inculcating human values. They model ethical behavior, integrity, and respect in their daily interactions with students. When educators exemplify values like patience, kindness, and fairness, students are more likely to adopt these behaviors.

Mindfulness and Emotional Intelligence: Teaching students emotional intelligence (EQ) through mindfulness practices helps them become more self-aware, empathetic, and emotionally balanced. Incorporating mindfulness into the school day helps students manage stress, make thoughtful decisions, and build positive relationships, aligning academic success with emotional well-being.

Schools with Service Learning Initiatives: Many schools incorporate service learning, where students apply academic skills to real-world problems through community service projects. This encourages both academic growth and a deep sense of social responsibility.

Academic excellence and human values are not mutually exclusive. In fact, they complement each other to create well-rounded, ethically grounded individuals who can excel in their careers while contributing positively to society. By integrating human values into academic pursuits, educational institutions can cultivate students who not only succeed in exams but also lead meaningful, purpose-driven lives.

The programme is envisaged with experiential learning, to cater this objective we went to visit a school on 29/8/24, although it was a senior secondary school and ours concern was related to primary school, but this school was a perfect example of PPP Model of Development, Experiential learning through school visits provided us with hands-on experiences that enhanced our understanding of their practical applications. School visits can foster deeper learning and awareness about environmental issues, local ecosystems, sustainability, and community involvement.



The glimpse of the School and interaction with the students and teachers is a treasure to be kept along with the enriched experience.



Engagement and motivation are crucial elements in ensuring that experiential learning, particularly through school visits, is effective for primary students. This session was taken by Professor Deepa Sethi, she shared her experience and showed the path how to implement in our set up through some engaging and motivating activities.

Experiential learning through visits to schools in Kozhikode and a city visit can offer valuable insights that can be applied to enhance learning in your own educational setting. Here are some points that could guide this process:

Observation and Learning from Best Practices

School Visits: Visiting schools in Kozhikode allows you to observe firsthand the teaching strategies, curriculum integration, and how experiential learning is implemented in real classroom settings.

City Tour: A city visit could reveal how urban infrastructure, culture, and local issues are intertwined with environmental education, providing an opportunity to link real-world problems with classroom learning. **Comparative Analysis**

Identify Gaps and Strengths: By comparing the practices in Kozhikode schools with your own setting, you can identify gaps in your current approach and explore innovative methods used by these schools.

Adaptation of Methods: It's important to not only replicate but adapt the best practices to your own unique context, considering the specific needs of your students.

Enhancing Environmental Studies (EVS)

Hands-on Learning Opportunities: Schools and the city itself can provide examples of how outdoor environments, field trips, and community projects can enhance students' understanding of environmental issues.

Localizing Content: Kozhikode's local environmental issues can serve as case studies or models, helping students connect theoretical EVS concepts with practical applications in their surroundings.

Building Partnerships: Visits could foster relationships with educators and institutions in Kozhikode, creating opportunities for collaboration, resource sharing, and long-term mentorship.

Student Exchange Programs: If feasible, student may exchange or share projects can broaden the learning experiences for us.

Cultural and Social Learning

Diversity and Inclusion: Kozhikode, with its unique cultural backdrop, can offer lessons on inclusivity, teaching students the importance of respecting and learning from different social and cultural settings.

Integrating these experiences into our own practice will not only make learning more engaging but also help in forming well-rounded students who are aware of environmental, cultural, and social contexts.

Exploring the beach of Kapad where Vasco De Gama visited was a beautiful experience,



Thus, the capacity building programme comes to an end with the key takeaway that the knowledge and skills gained can be effectively implemented in our own circumstances. Our principals are rejuvenated to perform in their respective organisation.

