



Capacity Building Program/Leadership Development Program

for

Faculty Members (SCERT and DIET, Delhi)

Date and Duration of the Program

7 – 12 December 2025 (5 Days, including travel dates)

Venue

Indian Institute of Management (IIM) Shillong

Umsawli, Shillong, Meghalaya – 793018

DETAILS OF THE PROGRAM

No. of Proposed Participants: 30

No. of Participants Attended: 30

Stakeholders: Faculty Members of SCERT and DIET, Delhi

Transaction Methodology: Lectures, Case-Based Teaching (CBT), Field Visit (Experiential Learning), Group Presentations, AI Tool Demonstrations, Case Study Competition, Virtual Expert Session

Name of Coordinator: Dr. Ila Varma (Asstt. Professor), DIET Karkardooma

Report by: Dr. Ila Varma

SCHEDULE OF TRAINING (COURSE DESIGN WITH SESSION PLAN)



भारतीय प्रबंध संस्थान शिलाँग
Indian Institute of Management Shillong

Program Schedule

Date	Time	Program/Topic	Faculty Name	Session
08-12-2025 Monday	9:30 - 10:00 AM	Registration		
	10:00-11:00 AM	Inauguration and High Tea		
	Day 1- Leadership Foundations & Sustainability Orientation			
	11:00 -12:30 PM	Global Agenda for School Education	KC	1
	12:30 -2:00 PM	Global Agenda for School Education	KC	2
	2:00 -3:00 PM	Lunch		
	3:00 -4:30 PM	Leadership Agenda to Learn	RD	3
	4:30 PM	Discussion During Tea Break		
09-12-2025 Tuesday	Day 2- Case Based Teaching for AI Integration			
	09:30-11:00 AM	Case-based Teaching for Schools	ABM	5
	11:00-11:15 AM	Discussion During Tea Break		
	11:15-12:45 PM	Case-based Teaching for Schools	ABM	6
	12:45-1:30 PM	Lunch Break		
	1:30-3:00 PM	School Leadership	SM	7
	3:00-3:15 PM	Discussion During Tea Break		
	3:15-4:45 PM	Case Writing for Schools	RD	8
10-12-2025 Wednesday	Day 3			
		Immersion in Green (Outbound Activity)		



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11-12-2025 Thursday	Day 4- Case-Based Teaching for Schools			
	09:30-11:00 AM	Case Writing for Schools	RD	9
	11:00-11:15 AM	Discussion During Tea Break		
	11:15-12:45 PM	Case Writing for Schools	RD	10
	12:45-1:30 PM	Lunch Break		
	1:30-3:00 PM	Advanced Statistics for School Research	AS	11
	3:00 – 3:15 PM	Discussion During Tea Break		
	3:15-4:45 PM	Modelling for School Education and Research	AS	12
7: 00 pm onwards MDP Dinner				
12-12-2025 Friday	Day 5- Mental Health & Emotional Resilience			
	09:15-10:45 AM	Mental Health in School Ecosystems	PA	13
	10:45-12:15 PM	Emotional Resilience for School Teachers	PA	14
	12:15-1:00 PM	Feedback, Reflection and Valedictory Program		
	1:00 PM	Valedictory Lunch		

Program Coordinators: Prof Rohit Dwivedi

Resource Persons for the Program:

Name	Faculty Abbreviations
Prof. Ashutosh Bishnu Murti	ABM 2
Prof. Priya Alat	PA 2
Prof Kailash Choudhury	KC 2
Prof. Abhinav Sharma	AS 2
Prof. Sanjoy Mukherjee	SM 1
Rohit Dwivedi	RD 3

OBJECTIVES OF THE PROGRAM

1. To apply leadership frameworks to manage teacher training programs effectively
2. To conduct trainings using case-based methods
3. To write simple, context-specific cases from school and classroom experiences
4. To use AI tools confidently for teaching and training
5. To demonstrate emotional resilience and promote wellbeing in teacher training
6. To integrate sustainability and SEL in training modules
7. To engage in small-scale action research for academic improvement
8. To strengthen their role as academic leaders and resource persons

TRAINING PROGRAM – BRIEF OVERVIEW (Day-wise and Session-wise along with Learning Outcomes and Activities)

Day 1 – Monday, 8 December 2025

Theme: Educational Leadership, Sustainability, and Contemporary Challenges

The FDP formally commenced with academic sessions focused on re-envisioning the role of educational leaders in the context of contemporary global challenges. The sessions encouraged participants to reflect on leadership responsibilities amid environmental concerns, rapid technological advancement, and the growing socio-emotional needs of learners.

Learning Outcomes

- Developed understanding of contemporary educational leadership.
- Explored sustainability-oriented educational practices.
- Reflected upon climate-resilient and inclusive schooling.

Activities

- Interactive discussions
- Reflective dialogue sessions
- Leadership-oriented academic deliberations

Day 2 – Tuesday, 9 December 2025

Theme: Case-Based Pedagogy and Innovative Teaching Practices

The second day focused on understanding and practising case-based pedagogy in school education. Through collaborative activities and group discussions, participants explored how real-life educational situations can be transformed into meaningful teaching–learning tools.

Learning Outcomes

- Enhanced understanding of case-based pedagogy.
- Developed skills in inquiry-based and reflective teaching practices.
- Explored the role of AI in pedagogical innovation.

Activities

- Group work and collaborative learning
- Case discussions
- Interactive pedagogical sessions

Day 3 – Wednesday, 10 December 2025

Theme: Experiential Learning through Educational Field Visit

An educational field visit to Cherrapunji (Sohra) was organised as an experiential component of the FDP. Participants engaged with the region's geography, indigenous Khasi matrilineal society, and environmental conservation practices.

Learning Outcomes

- Understood the importance of contextual and place-based learning.
- Connected theoretical perspectives with lived experiences.
- Appreciated indigenous knowledge systems and sustainable practices.

Activities

- Educational field visit
- Observation-based learning
- Reflective interactions with local contexts

Day 4 – Thursday, 11 December 2025

Theme: Case Study Development and Academic Reflection

Participants developed and presented case studies based on the field visit experiences. The presentations promoted reflective thinking, analytical rigour, and collaborative learning.

Learning Outcomes

- Strengthened competencies in academic reflection and documentation.
- Developed collaborative learning and presentation skills.
- Enhanced analytical understanding of educational situations.

Activities

- Case study preparation
- Group presentations
- Peer review and academic discussion

Day 5 – Friday, 12 December 2025

Theme: Research Capacity Building, AI in Academia, and Wellbeing

The concluding day focused on research capacity building, ethical use of AI in academic work, and educator wellbeing. Sessions highlighted resilience, emotional awareness, inclusivity, and self-care as essential aspects of educational leadership.

Learning Outcomes

- Developed awareness regarding ethical AI practices in research.
- Strengthened understanding of mental wellbeing and resilience.
- Reflected upon future applications of learning within SCERT and DIET institutions.

Activities

- Academic sessions on AI in research
- Wellbeing and resilience discussions

FEEDBACK FROM PARTICIPANTS

Participants expressed high satisfaction with the interdisciplinary approach of the program. Key highlights from participant feedback include:

- The field visit to Cherrapunji was cited as the most impactful activity, providing real-world context.
- Sessions on AI tools were found to be immediately applicable and highly relevant to current educational needs.
- The Case-Based Teaching framework was appreciated for its structured yet flexible approach.
- Participants valued the focus on well-being and emotional regulation as essential dimensions of professional growth.

PLAN FOR IMPLEMENTATION OF LEARNING OUTCOMES (by Participants)

- Integration of case-based and inquiry-oriented pedagogical approaches in teacher education programmes.
- Integrate case-based pedagogy in training programmes at DIET and SCERT, Delhi.
- Integration of sustainability and climate-responsive practices within institutional activities.
- Promotion of reflective teaching and collaborative learning strategies.
- Introduce AI-based tools ethically and responsibly in academic research and administrative workflows.
- Inclusion of wellbeing-oriented practices within educational institutions.
- Dissemination of FDP learnings among colleagues through departmental sharing sessions.

- Develop and document educational case studies rooted in local and contextual experiences for use in teacher education.
- Advocate and model mental well-being practices within school communities and faculty development initiatives.
- Organise reflective practice sessions and peer learning circles within their respective institutions.
- Apply lessons from the Khasi matrilineal society's community-led conservation in developing context-sensitive education programmes.

GLIMPSES OF THE CAPACITY BUILDING PROGRAM/LEADERSHIP DEVELOPMENT PROGRAM





