# REPORT ON "LEADERSHIP FOR EXCELLENCE IN EDUCATION PROGRAMME BY IIMA"

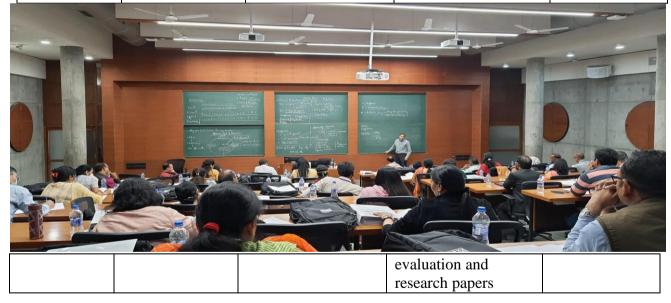
## **Details of the Programme:-**

- **1. Name of the Program:** Leadership for Excellence in Education for SCERT/DIETs
- 2. Date: 06th to 10th December 2021
- 3. Venue: IIM Ahmedabad Campus
- 4. Batch No.: 01
- 5. Name of the Coordinator: Ms. NishthaVerma/Dr V K Pathak



Session No. & Name of the Resource Person	Session Name/Topic Name	What did you learn from this session?	What are you taking away from this session?	Any other remarks for the session?
DAY 1				
Session 1,	Registration & Introduction	Brief history of IIM Ahmedabad by Vijaya Sherry sir Introduction with the RJMCEI Introduction with the program schedule, daily routines and ground rules	How to systematically start the program	All the study material and program planning schedule were provided well in advance (in a bag) at the time of entry

Session 2,	Roles of	1.Goals for future	In PDs we as TEs	-I could reflect
Vijaya	SCERT &	professional	need to -go	on our
Sherry	<b>DIET Faculty</b>	Development	beyond	PD practices at
Chand	Members:	programs, related	knowledge	DIET/SCERT
	Enhancing	historical legacies,	transmission -	and observe the
	Research and	globally recognized	blend theory and	similarities and
	Training	tensions, 09	practice	gaps in
	Competence-1	principals to make	-encourage active	comparison
	-	pd programs	learning -Focus	with the same
		effective	on	at IIM -A
		2.Translating these	establishing	guided campus
		09 principals into	coherence among	tour was
		practice (Through	teacher beliefs and	organized in
		the examples of	knowledge, state	the fourth
		SETU- SAMARTH	policies and program	session. The
		project of IIMA and	inputs	two important
		Gujrat Govt)	-promote collective	places we
			participation -act as	visited were an
			facilitator	archive
			-plan evaluation of	museum (Brick
			PD prog along with	by Brick) and
			the planning of	the campus
			program	library
			-take consent from the	
			participants to use	
			their data for	



Session 3 &	Data Driven	-Understood the	-Need to have	
Session 3 & 4 Kathan Shukla	Data Driven Improvement through Assessing School Climate (Whole system improvement: Focusing on school climate)	-Understood the structure of present scenario of school Climate with the help of a case study (Mihir's) -Identification of the major issues and probable way outs to improve school experiences	-Need to have better practices related to school management and leadership wrt disciplinary practices, teaching learning practices and student support systems by ensuring more student engagement -There is a need have bottom-up approach at the state level and appropriate support systems at District level -school climate to be assessed annually/biannually through student/teacher/parent surveys and accordingly reform the practices and systems.	
DAY 2 Session 1, Vijaya Sherry Chand	Roles of SCERT & DIET Faculty Members: Enhancing Research and Training Competence-2	-Introduction with the 04 levels of PD results - Level 1 and 2 deal with end of training feedback and pre and post-test surveys -Level 3 and 4 deal with the improvement and assessment evaluation on two program stages ie process and outcomes	- Need to prioritize the programs on the basis of their criticality of need. -We need to understand that the main role of SCERT and DIETs is to assist and advice the administration of the state in the implementation of its policies and major programs for human resource development in education	An area of concern raised by DrNahar Singh Ji, JD SCERTwas regarding 'how to deal with the multiple demands raised by different agencies/ funded programs/gover nment priorities SCERT priorities'.

Kathan t	Strengthening the Research Competence	-What kind of an institution is SCERT and its constituent DIET (major expectations and roles) -We as TEs need to support teachers in their interaction with children/ stakeholders experience new generation reforms targeting better cognitive and noncognitive outcomes. -This session focused on 'How to evaluate the state innovations/program in a scientific way? For this an example was cited: What if we want to evaluate Mission Buniyad Training?) Need of producing knowledge and disseminating it was also discussed.	-TEs need to focus curriculum around ground-level problem- solving practices, adopt blended mechanisms and develop a quick and smart ecosystem (non-traditional formats, develop research partnerships) - we need to Identify problem solving practices that have worked -we need to promote innovation culture through sharing for learning of others - Research and dissemination may be done in electronic form and dynamic searchable website that is freely accessible -A brief understanding of scientific method of enquiry -understanding the concepts of hypothesis, data and theory - Formulation of research problems and questions -defining terms: conceptual definition and operational definitions -Variables: IV, DV, Intervening V -the basic layout of an experimental design -Preparing a research proposal	The participants were asked to prepare a research proposal on the basis of the knowledge gained till now and later the (IIMA Faculty) will guide us further on that proposal after a month or so.
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Session 3 & 4, Ambrish Dongre	Research based Programme Evaluation	-How to evaluate the effectiveness of a programme based on research? -How to design a study to see the causal impact of a program? -Concept of RCT (Randomized controlled trial) and its significance to study the causal impact? (explained with examples) -Simple RCT : challenges -Randomisation, Stratified Randomisation, Stratified Randomisation; Partial, spillovers, attrition, evaluation driven effects -Blinded study -Concept of Regression discontinuity design (RDD)	Basic understanding of the following - Importance of counterfactual while studying the impact of a program -Designing an RCT -Concepts of partial randomisation, spillovers, evaluation driven effects, blinded study and RDD -	by the facilitator titled "Impact Evaluation in
DAY 3				
Session1 & 2, Vijaya Sherry Chand	Scaling-up Teacher Innovations for System Reforms	The session focused on need to promote innovative culture with regard to problem solving practices (with the help of examples of the practices at ground level in Gujrat, like portable library project, listen to your own recordings, mathematics lunch	We as TEs need to learn from the journeys of our school/village level workers, develop material and use for PD of teachers and others in the system.	-Joint Director SCERT posed a question as to why the NGO interventions are increasing. -It was very well highlighted by the facilitator that we need to recognize local competence which enhance the level of our self-efficacy (that is directly related to the

		and puzzle power		quality our
		etc).		classroom
		,		interactions and
		- There are three		
		types of NGOs		thus the
		working with		students;
		system since		achievement).
		1970, those who		The NGOs
		were involved		funded by
		with Government		international
		projects, in 1980s		organizations
		those who were		do not
		working on the		recognize local
		projects funded by		competence
		the government and		and/or demean
		now since almost		or devalue it to
		1994, those funded		
				1
		by the international		0.5 /
		organizations (In		practice
		response to the		negatively
		query raised by JD		influences the
		sir)		level of self-
				efficacy of the
				teachers thus
				their classroom
				interactions
				which
				ultimately
				negatively
				influence the
				students'
				achievement.
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Session 3,	Data-driven	The basic layout of	The basic layout of an	A homework
Kathan	Approach to	an experimental	experimental design	assignment was
Shukla	Improve	design was	to study impact study	assigned to all
	Teaching	discussed with the	of a program.	the participants
	Learning	help of an example		to complete ir
		of how to evaluate		groups. That
		Mission Buniyad		was to design
		Training.		evaluation of
		U		the happiness
				curriculum
				training:
				identify
				outcomes of the
				intervention,
				describe
				sampling
				procedure,
				describe the
				training
				programme
				(intervention)

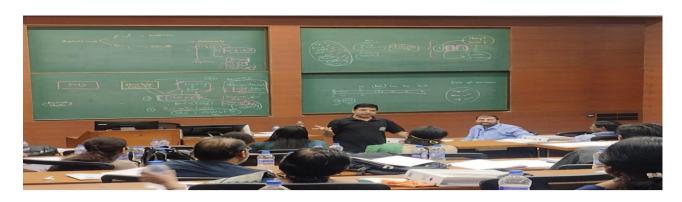
Session 4 & 5, Rajesh Chandwani	Performance Management System for Talent Management	This session focused on 'Talent Management'. Discussion about certain points that need to be kept in Mind for talent mgt; -Identify 2-3 main skills required while recruiting employees, be realistic while recruitment - identify the skill gaps according to the structure of the organization - identify 2-3 essential competencies - Performance management system needs to be just, fair and objective	- Few essential things about talent management	-Three youtube links were shared by Prof Rajesh, out of which only one could be opened. This was a short movie "We are not Gods: Violence against doctors" produced by himAn interesting session full of humour.
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DAV 4				
DAY 4				
Session1 &	Best Practices	The basics about	How to develop a	Developed
Session1 & 2, Devasmita	for Survey	The basics about survey method and	How to develop a good survey	understanding
Session1 &	for Survey Development	The basics about survey method and development of a	-	understanding about Survey
Session1 & 2, Devasmita	for Survey Development and	The basics about survey method and development of a good survey.	-	understanding
Session1 & 2, Devasmita	for Survey Development	The basics about survey method and development of a good survey. Exemplar survey	-	understanding about Survey
Session1 & 2, Devasmita	for Survey Development and	The basics about survey method and development of a good survey. Exemplar survey formats were	-	understanding about Survey
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Session 3 &	Understanding	Using a case study of	This session helped us	Very interesting
4, Vishal	the Inner Game	Mohan Dixit, who is	understand that life	session for
Gupta	through	a common man like	events lead us to some	personal growth
	Mindfulness	us, the concept of	particular kind of	
	Management of	automatic cycle of	thoughts/ emotions	
	Negative	behaviour was	and these thoughts	
	Emotions	explained by the	and emotions	
		facilitator.	encourage us to do	
			some particular	
			actions. These actions	
			affect the resulting	
			events. And a new	
			cycle startsWe can	
			not control the events	
			directly but by	
			controlling our	
			thoughts and	
			emotions towards	
			these events we can	
			eventually control our	
			actions and so the	
			further resulting	
			events.	
DAY 5				
Session 1 &	Improving	-Concept of	-Practical activity	Our group
2 Kathan	Learner's	Gamification	done to gain better	presented a
Shukla	Engagement	-Difference between	insights about the	game on gender
	through	an activity and a	concept.	sensitisation.
	Gamification	game		
		-Benefits of		
		Gamification in		
		education		
		-How to apply		
		Gamification in		
		education		

Session 3 &	Participant	-The required	-How to develop a	We were asked
4 Kathan	Presentation for	mindset and habits	research proposal -	to identify a
4 Kathan Shukla	Research		Basics about	research topic
Silukia		as a professional writer		1
	Торіс		literature review in a	and present a
		-Appropriate way to	research.	poster (with its
		develop a research		purpose,
		proposal -Purpose		research
		and organization of		questions,
		literature review		methodology
		-		and limitation &
				future research)
				-It was assured
				by the
				Facilitators that
				they
				will organize a
				methodology
				workshop for us
				after a month or
				so, to further
				guide us on our
				research
				project.
Session 5	Feedback &	Prof Kathan, Prof	-	-
	Valediction	Rajesh and Prof		
		Ambrish were		
		present in our		
		feedback session.		
		Feedback was taken		
		in verbal as well as		
		in writing.		
		Certificates were		
		distributed to		
		everyone.		

## 6. What did you find about the training the best?

- ➤ The content was relevant and well organized. All Professors had good command over the content and presented it in a simple and easy to understand manner.
- ➤ The facilitation was participative and interesting.
- Real life illustrations and case studies from the fields were cited to connect theory with practical knowledge.
- ➤ Time management and teamwork was remarkable.
- ➤ Proper infrastructure.
- ➤ Good hygiene
- ➤ Decent food and stay
- ➤ Good ambience



# 7. What is the various learning from the training program that you will be implementing at SCERT/DIETs?

- ► Research proposals
- > The development of surveys during research studies
- Specific Program based evaluations
- Blended mode in training programs
- Case Studies, Teacher experiences, Innovations and problem-solving practices at the schools to be used as a resource for training and research
- ➤ How to develop and integrate games with education



### 8. How do you plan to implement those learning?

For conducting school based research studies. For planning and organizing preservice and in-service training programs and also for evaluating any programs.

### 9. Any other suggestions/remarks?

The course design of the programme could be even more research focused. Or the duration of training could be longer in order to cover more research areas. We can also plan follow up interactions with IIM faculty at Delhi when our learnings from this training can be given practical shape by developing research proposals and guidance in conducting school based researches as well as organization of inservice training programmes.

