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



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| **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) <br> -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 <br> -There is a need have bottom-up approach at the state level and appropriate support systems at District level <br> -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 <br> - Level 1 and 2 deal with end of training feedback and pre and post-test surveys <br> -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. <br> -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'. |

| | | -What kind of an institution is SCERT and its constituent DIET (major expectations and roles)<br>-We as TEs need to support teachers in their interaction with children/ stakeholders experience new generation reforms targeting better cognitive and noncognitive outcomes. | -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)<br>- we need to Identify problem solving practices that have worked<br>-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 | |
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| **Session 2, Kathan Shukla** | **Strengthening the Research Competence** | -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?)<br>Need of producing knowledge and disseminating it was also discussed. | -A brief understanding of scientific method of enquiry<br>-understanding the concepts of hypothesis, data and theory<br>- Formulation of research problems and questions<br>-defining terms: conceptual definition and operational definitions<br>-Variables: IV, DV, Intervening V<br>-the basic layout of an experimental design<br>-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? <br> -How to design a study to see the causal impact of a program? <br> -Concept of RCT (Randomized controlled trial) and its significance to study the causal impact? (explained with examples) <br> -Simple RCT : challenges <br> -Randomisation, Stratified Randomisation, <br> -Threats to randomisation: Partial, spillovers, attrition, evaluation driven effects <br> -Blinded study <br> -Concept of Regression discontinuity design (RDD) | Basic understanding of the following - Importance of counterfactual while studying the impact of a program <br> -Designing an RCT <br> -Concepts of partial randomisation, spillovers, evaluation driven effects, blinded study and RDD <br> - | -Soft copies of two books was provided by the facilitator titled "Impact Evaluation in Practice" and "Methods matter" |
| **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. <br> -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 etc). - There are three types of NGOs working with system since 1970, those who were involved with Government projects, in 1980s those who were working on the projects funded by the government and now since almost 1994, those funded by the international organizations (In response to the query raised by JD sir) | | quality our classroom interactions and thus the students; achievement). The NGOs funded by international organizations do not recognize local competence and/or demean or devalue it to promote their ideology, this practice negatively influences the level of self-efficacy of the teachers thus their classroom interactions which ultimately negatively influence the students' achievement. |
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| **Session 3, Kathan Shukla** | **Data-driven Approach to Improve Teaching Learning** | The basic layout of an experimental design was discussed with the help of an example of how to evaluate Mission Buniyad Training. | The basic layout of an experimental design to study impact study of a program. | A homework assignment was assigned to all the participants to complete in groups. That was to design evaluation of 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 him. -An interesting session full of humour. |

| DAY 4 | | | | |
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| Session1 & 2, Devasmita Chakraverty | Best Practices for Survey Development and Implementation | The basics about survey method and development of a good survey. Exemplar survey formats were shared and discussion was built around them. An understanding about what is a good survey form and not a good survey form were built through sample survey formats. | How to develop a good survey | Developed understanding about Survey research. |

| Session 3 & 4, Vishal Gupta | **Understanding the Inner Game through Mindfulness Management of Negative Emotions** | Using a case study of Mohan Dixit, who is a common man like us, the concept of automatic cycle of behaviour was explained by the facilitator. | This session helped us understand that life events lead us to some particular kind of thoughts/ emotions and these thoughts and emotions encourage us to do some particular actions. These actions affect the resulting events. And a new cycle starts. -We 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. | Very interesting session for personal growth |
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| **DAY 5** | | | | |
| **Session 1 & 2 Kathan Shukla** | **Improving Learner's Engagement through Gamification** | -Concept of Gamification -Difference between an activity and a game -Benefits of Gamification in education -How to apply Gamification in education | -Practical activity done to gain better insights about the concept. | Our group presented a game on gender sensitisation. |

| Session 3 & 4 Kathan Shukla | Participant Presentation for Research Topic | -The required mindset and habits as a professional writer -Appropriate way to develop a research proposal -Purpose and organization of literature review - | -How to develop a research proposal - Basics about literature review in a research. | We were asked to identify a research topic and present a poster (with its purpose, research questions, 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. |
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| Session 5 | Feedback & Valediction | Prof Kathan, Prof 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 in-service training programmes.

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