

ACADEMIC LEADERSHIP

(In the Context of Functions of DIETs)



ALOK K SHARMA

CTE RAIPUR

Leaderly Things

**LEADERSHIP
IS ACTION,
NOT
POSITION**

DONALD H. MCGANNON

PICTUREQUOTES.com

**“People have to
make an active
decision to be a
leader, it is not
achieved merely
by virtue of
position.”**

Fundamental Duties of Indian Citizen

- *“To strive towards excellence in all spheres of individual and collective activity so that nation constantly rises to higher levels of endeavour and achievement”*

Article 51 A (J) of the Constitution of India

DIET's Role, Approach & Linkages

A DIET have 03 main functions, Viz.

- Training
- Resource Support (Extension/Guidance, development of materials, Evaluation tools etc.)
- Action Research

In view of these functions, DIETs' role could be briefly stated as:

- To provide academic & resource support at the grass root level for the success of the various strategies and programmes being undertaken in the area of elementary education.

Role of DIETs

- In fact, DIET is the 'Academic Lead Institution' and 'Centre of Excellence' of the district. In form and structure, DIETs have great similarity with state and national level institutions like SCERT and NCERT.
- The DIETs are expected to work as 'Referral Units' for solving all the academic problems of the district, in the areas of elementary teacher training, elementary education, nursery education, adult education and non- formal education, by effectively involving the various Govt Agencies, NGOs and Community at large.
- The DIET should grow as a role-model to be emulated by all academic institutions of the district.
- DIETs have to function as Friend, Philosopher and Guide for all academic functionaries of the district.

Issues identified in Institutional Functioning

- Optimum utilization of all type of resources whether it is human resources, time, cost etc. (5 M's:-Man, Material, Machine, Minutes & Money)
- Attitudinal problems of the employees.
- Administrative & Managerial Problems
- Coordination & convergence problems
- Problems in lacking leadership or team spirit.
- No clarity of vision & the planning concepts.
- Computer untrained.
- Impact of individual behaviour & work behaviour.
- Monitoring & evaluation.

Ethos & Values

- Unaware of values.
- Not able to understand responsibilities.
- Not having the sense of Belongingness
- No Moral Bindings.
- Insensitive towards work.

Aptitude & Attitude

- Lacking in aptitude (knowledge & skills)
- Mechanized working
- Delaying tactics
- Sharing or exchange of papers / information not taking place.
- Not adhere to rules, overlooking the rules
- Lacking in Pro activeness
- Underestimation of own capacity

Managerial Problems

- Underestimation of capacities
- Improper distribution of works among employees
- More pressure on efficient employees.
- No appreciation for good work
- Multiple works
- No work culture in the organization
- Problems of office management
- No Role clarity
- Not able to prioritize the work
- No self updating
- Lacking in team work
- Not acquainted to rules
- Inefficiency to do work
- Non-academic nature
- No transparency in work
- Coordination problems

Issues identified with reference to Institutional Heads

- Problems in lacking leadership or team spirit.
- No clarity of vision & the planning concepts.
- Belongingness, Pro activeness & Accountability Issues
- Coordination & convergence problems.
- Mechanized working, No self updating
- Optimum utilization of all type of resources.
- Lacking in ICT Skills
- Not able to prioritize the work
- Not guiding to teachers for improving the pedagogical practices.
- Issues on learners Assessment & Teachers Performance.

Concerns & Issues of DIETs

- What aspects of **academic functioning can be decentralized?**
- **What relationship does this institution need to have with other institutions at the state level & the district level?**
- What are the implications of district location for orientation and activities?
- What are the concerns of school quality which DIETs can address?
- What recruitment and personal policies would best support DIETs and what kind of capacity building may be required?
- How can DIETs coordinate with various central & state education project & missions?
- **What kinds of collaboration and involvements of academic & non-government agencies can be established?**

Expectations from DIETS

- “DESTINY OF INDIA IS SHAPED IN HER CLASSROOMS”.
- Quality of this Destiny depends upon classroom organization, classroom management and quality of classroom practices & transactions.
- **DIETs have a mandate to build-up an army of “Quality Teachers” in their district.**
- **Two district possibilities:**
 1. DIET as engaged in the task of school improvement
 2. DIET as engaged in the role of teacher development.

Parameters of Self Appraisal

- Philosophical bases of the DIETs
- Planning, Management and Development activities in the DIETs
- Physical and Learning Resources of the DIETs.
- Human Resources (Teaching, Non-Teaching staff and Students) of DIETs
- Staff Development and other technical support provided by the DIETs
- Academic, Administrative and Financial aspects of DIETs
- Pre-Service and In-Service Training and Education Activities in the DIETs
- Research and Development activities of the DIETs.
- Intra and Inter Departmental linkages of the DIETs
- Healthy/Innovative practices evolved/adopted in DIETs
- Impact of DIETs on BRC/CRC/Schools etc.
- Actual functioning of DIETs vs. expected functions of DIET (as per DIET Guidelines)
- Intellectual capital generated and disseminated in the DIETs
- SWOT analysis of DIETs

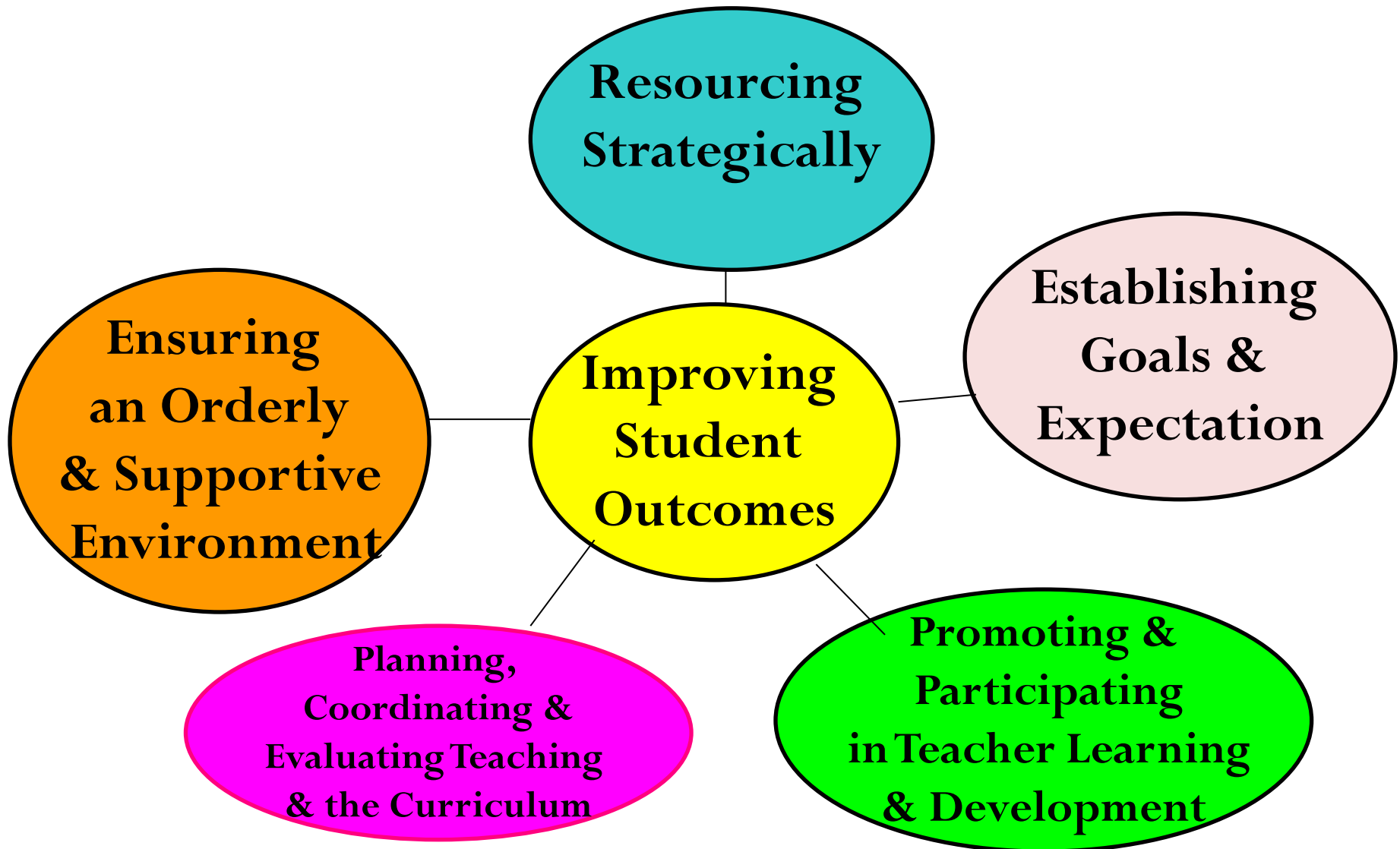
Appraisal of DIET Faculty

- Appraisal is a well defined procedure in many sectors and organizations.
- It is an ongoing, two way process involving reflection on an individual's performance, identification of education needs and planning for personal development.
- Appraisal allows faculty members to take time to reflect their performance and skills and examine how successes in particular area can be transferred to other areas of their work.
- Appraisal tool shall assess the faculty members on following role:
 - A resource provider.
 - As a visionary for the organization.
 - Educationist.
 - Administrator & Manager
 - Net worker with other organizations.
 - Supervisor.
 - Researcher.
 - Self Resource Generator.

Appraisal of DIET Faculty

- Publication of at least two Research Articles in Professional Journals.
- **Arranging at least two district level workshops & other seminars. Academic visits to 05 schools & 03 BRCs / CRCs in a month and drawing conclusion.**
- **Execution of at least 01 Action Research Project / Study wok in a year.**
- Participation in National and International level seminars, etc.
- Developing evaluative instruments.
- **Developing resource material useful to the target groups**
- **Performing different cell wise activities as per its functions specified.**
- **Producing exemplary leadership.**
- Assisting other faculty members.
- Respecting duty & laws of the organization.

Leadership Dimensions



Areas for Academic Leadership with reference to DIETs

- Linking DIET to larger educational concerns, community and educational activities at the district level and state level, thus addressing the problem of insularity.
- Focusing DIET faculty and DIET activities around meaningful and achievable goals.
- Acting in more autonomous ways by taking advantage of opportunities at the state level and also locally.
- Motivating staff to maximize individual initiative as well as to work in teams.
- Organizing people and taking initiative, even with respect to financial allocations, to enable staff to undertake their activities.

Duties & Responsibilities of Academic Leader

**Action Plan to be Prepared
on Different Aspects/Areas for
Effective Functioning of DIETs**

Action Plan to be Prepared on

Area I: Capacity Building in Different Areas

- Awareness of approaches on teacher professional development and school improvement.
- Skills related to training design, training implementation, and awareness of 'training efficacy, including managing information relating to training, etc.
- Knowledge and awareness of mentoring
- To achieve qualitative improvement in elementary education through achievement surveys.
- To coordinate the various departmental programmes at the district level
- To conduct action researches related to the improvement of elementary education

Action Plan to be Prepared on

Area I: Capacity Building in Different Areas...

- Research and evaluation activities in primary and adult education.
- Developing the culture of innovative / healthy practices in primary education.
- Popularizing Institutional Planning, Micro planning, School Mapping, Institutional Evaluation Practices.
- To observe other's learning experiences & innovations through exposure visits.
- Identifying dropouts children & mainstreaming them with concrete plan.
- Evaluation of various schemes of UEE
- Innovations and research in the classrooms for better classroom management.

Action Plan to be Prepared

Area II: School Development Plan

- To strengthen practice school & Lab area schools of DIET for all round development of children.
- Adopt set of some schools & guidance continuously.
- Academic visits to 05 schools & 03 BRCs / CRCs in a month and drawing conclusion.
- Identifying academic needs of teaches & incorporating it.
- Measure Children Performance through appropriate assessment techniques.
- Ensuring development of materials as per local needs.
- Develop a database of all schools in the district.
- Library needs to be established.

Action Plan to be Prepared...

Area III: Designing Need Based Training Programme.

- Gather a profile of the academic background of DIET staff and district resource persons; also of the kind of training programmes they are expected to undertake.
- Work out a common course for all and specialized courses for Mathematics, Language, Science and Social Sciences.
- Identifying actual needs of the field & planning & designing the programme accordingly.
- Different action plan for different target groups
- Participatory management approach for designing the programme
- Identifying resource persons across the district.

Action Plan to be Prepared...

Area IV: Academic Supervision

- Adopt set of some schools & guidance continuously.
- Guidance to schools in reaching at highest level of standards as per Learning Outcomes..
- Helping to BRCs/CACs in observing the schools & extending academic sharing.
- Formation of PLC at different level.
- Providing regular monitoring and supervision of various delegated tasks.
- Reward to teachers for remarkable achievements or innovations.
- Continued working with schools for school development.
- Annual calendar of Monitoring to be implemented.

Action Plan to be Prepared...

Area V: In-Service Education

- Task force to be formulated at the district level for designing & approval of the need based In-service programmes related to subject contents, pedagogies and other relevant areas.
- Trainings must be designed and delivered locally to the extent possible.
- The development of attitudes of teachers seems to be a major concern today.

Action Plan to be Prepared...

Area VI: **Enhancing Capacity of BRCs & CRCs**

- BRCs and CRCs are the extended hands of the DIET in the Blocks and Clusters.
- To ensure that overall plans for school quality improvement are conceptualized and implemented by the DIETs through the BRCs and CRCs.
- The DIET to provide a professional forum for meeting and discussing academic issues and concerns of the BRCs and CRCs and assist in reviewing plans etc.

.

Action Plan to be Prepared...

Area VII: Networking & Collaboration with NGOs & Other functionaries

- Need more clarity if partnership or collaboration is done with outside institutions.
- Linkages of DIETs with state & national level institutions.
- Linking DIET to larger educational concerns, community and educational activities at the district level and state level, thus addressing the problem of insularity.

Action Plan to be Prepared...

Area VII: **Establishing Resource Centre at district level and block & cluster level.**

The resource center works to nurture a professional community of users by

- Establish resource centres at district level as well as block & cluster level.
- Developing a culture of sharing ideas and experiences by contributing materials developed by teachers, etc. to the resource center.
- To provide academic help and support to resource groups working at different levels (district, block and cluster levels) in the district.
- To facilitate teachers in developing and using educational resources that is low cost/locally available.
- Help in development of localized TLM.

A Resource Centre Includes:

- A functioning resource library of reference books, children's books teaching learning materials, textbooks, maps and other resource materials, including access to Internet and computer enabled resources.
- Local materials of relevance to education (teaching and planning) such as studies of education in the district and education statistics, a collection of local experiments and innovative efforts related to education, etc.
- Tools and materials for replication of teaching aids, etc.
- Sets of materials that teachers can borrow and take into the classroom for direct use (not only for demonstration but multiple kits to organize activities for whole class also)

Action Plan to be Prepared...

Area VIII: Establishing Library in each schools

- Promoting an interest in and a culture of using the library as a support for teaching and training, for ideas and for materials.
- The idea of having an open access library in each school is an extremely attractive idea and when combined with wall papers, can be effective in building a print rich atmosphere for children.
- It is necessary to combine library with other activities to sustain children's interest in books and libraries.
- Establishing leaning corners for different subjects.

Action Plan to be Prepared...

Area IX: Documentation & Dissemination

- Publication of Newsletters & Magazines.
- Maintaining database of trained personnel
- Proper documentation of all programmes.
- Documentation of best practices or innovations wherever done.
- Guiding to establishing library in each schools
- Publication of illustrative literature like Dictionaries, Handbooks, Resource Books, Workbooks etc.
- Publication of Magazines and Journals useful to the D. Ed. Colleges, Primary Schools and adult education

SEVEN STEPS FOR QUALITY

- QUEST FOR EXCELLENCE
- UNDERSTANDING THE CONCEPT
- ACTION-ORIENTATION
- LEARNER CENTRIC APPROACH
- INNOVATION FOR CHANGE
- TRAINING TO BUILD COMPETENCIES
- YEAR ROUND ACTIVITY

Actions to be taken for Institutional Development

- [Planning Framework for activities to be done in a phased manner (Short term/Mid-term/Long term) of academic sessions. (Activities must be outlined)]

SN	Action Points	Approach /Strategy to be adopted	Resources required	Deliverables	Measures/ Progress to be monitored	Deadline of the Actions
1						
2						
3						

Exploration

“Is it possible for a single person to do so much and probably more?”

???

“But, I am not alone!”

The Goal To Ensure

New Processes, More action for sustainability----
towards which we have begun our journey

....But...



alok_sharma2k@yahoo.com