STAR Future Learning systems

#EducationForTomorrow

23rd May - 27th May, 2022

PROFESSIONAL DEVELOPMENT TRAINING PROGRAMME REPORT

(Day 1 to Day 5)

A flagship programme by

STAR
SAAMARTHYA TEACHERS TRAINING ACADEMY OF RESEARCH
In collaboration with Jaipuria School of Business

In collaboration with

Global Partners

GLOBAL EDUCATION FUTURES

THE WEAVING LAB

&

JAIPURIA SCHOOL OF BUSINESS
EMPOWER • ENTHUSE • EXCEL
Indirapuram, Ghaziabad

#EducationForTommorow

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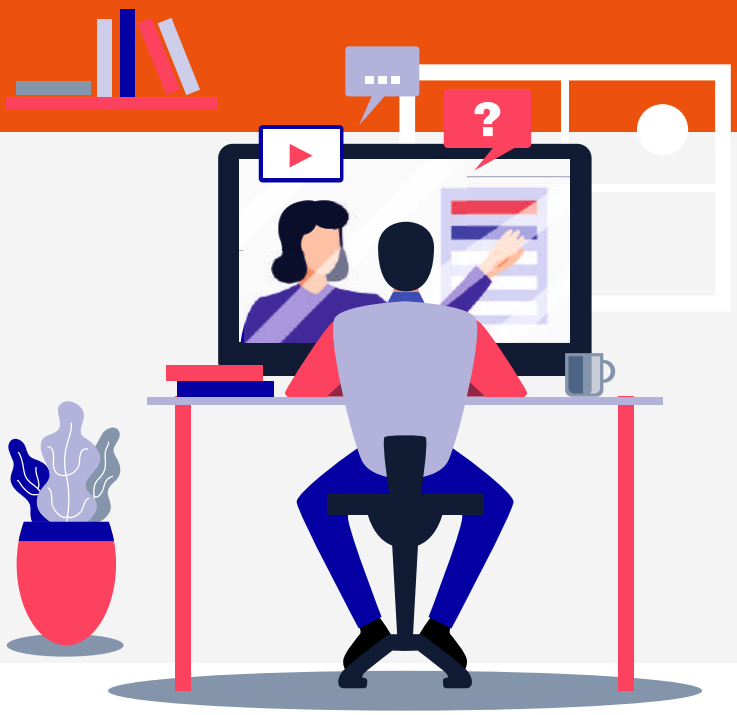


Foreword

MR SHISHIR JAIPURIA

Chairman, Seth Anandram Jaipuria Group of Educational Institutions

Education across the world is witnessing the onset of a new paradigm where the twin forces of innovative pedagogy and new-age technology are changing the teaching experiences and learning outcomes. To equip today's educators, academics, researchers and teachers with the knowledge and competencies to confidently make this transition, Saamarthya Teachers Training Academy of Research (STTAR) conducted a five-day professional development programme titled STTAR Future Learning Systems. Helmed by facilitators from across the world, the programme infused a lot of new elements in the dialectic about the trends and practices that shall redefine the future of education. I'm sure each participant had many significant takeaways and took insights from the addresses of the Indian and global academics.

This report of STTAR Future Learning Systems summarizes the key highlights and takeaways of the programme. It also makes the case for more such professional development programmes that will help educators keep abreast of the cutting-edge pedagogy. This is a great initiative that must continue to empower and enrich teachers across the globe.

MR VINOD MALHOTRA

Chairman, Academic Council, STTAR

Samarthya Teachers Training Academy of Research widely known as STTAR, would complete two years of its existence in July 2022. In this short span it has covered a wide spectrum of teachers training modules connecting with over (give numbers of educators) from different institutions within India and overseas. Some of its sessions have received phenomenal traction and teachers across different domains are asking for a repeat.

High point of achievements of STTAR journey in the Training schedules undoubtedly, was the recently concluded workshop on "Future Learning System"-One-week immersive online professional development programme for school and higher education educators.

Fast paced technological developments in recent times have caused major disruption in all areas of human endeavor. Education being inherently a dynamic sector was impacted hugely by the changes, in content, pedagogy, andragogy, integration of skills and transdisciplinary nature of new-age education paradigm.

Education Fraternity all over the globe, had to sit back and reflect, and indeed devise innovative strategy and measures to address new challenges. This was the beginning of a collaboration between STTAR, Global Education Futures, and Weaving Lab for initiating several engagements with the community of educators.

The week-long workshop held from 23rdMay-27th May 2022, brought speakers, participants from all over the globe and was conducted with professional finesse. All sessions were intensely interactive and learning was immersive and profound.

Planners, organizers, speakers and participants deserve to be applauded for an eminently successful event-a beginning in our journey of collaboration with global partners for the benefit of the entire education community.

Foreword

DR PAVEL LUKSHA

Founder & Director, Global Education Futures

The increasingly complex and interdependent environmental, social, economic, and cultural challenges facing humanity within our biosphere indicate a clear need for societal transformation toward viable and life affirming futures. Learning ecosystems have the potential to unite diverse stakeholders in collective learning for mutually beneficial outcomes that lead toward desired futures for humanity and mother earth.

The future learning ecosystem–a holistic, lifelong, personalized learning paradigm– represents a contrast to the Industrial Age model of time-focused, one-size-fits-all learning. It promises to substantively change the way we learn, moving away from old models of disconnected experiences to a connected continuum of lifelong learning, personalized, driven by data, and delivered across diverse locations, media, and periods of time.

Future learners will not only need new age digital skills, including AI & Big Data skills but cognitive foundational skills like adaptability, future thinking & navigating accelerating change, coping up with uncertainty & crisis etc. as well. These learning paradigms weave together interdependently will form the foundation of future learning systems. I am extremely pleased to be part of STTAR's Future Learning Systems professional development program. We at GEF are committed to further support STTAR's efforts towards creating a cohesive ecosystem of developing 'future educators.'

MR SHIV SHUKLA

Advisor, Academic Council, STTAR

We have lived in a human centric society for the past few decades where decisions were made based on knowledge, experience, and internal processing by the human minds. In the past few years technology has increasingly enabled and influenced our decisions. Today, massive amount of information is available at one's fingertips through the internet. Opportunities for communication and collaboration have also been expanded by technology. The walls of the classrooms are no longer a barrier as technology enables new ways of learning, communicating, and working collaboratively. This transformation is further going to continue, perhaps with faster pace with new-age technologies like metaverse.

Building the Future Learning Ecosystem in institutions must examine the pivot our systems and society need to make to enable lifelong, experiential and interconnected learning journeys. Personalisation, collaboration and in formalisation (informal learning) will be at the core of learning in the future.

STTAR Future Learning Systems program must have helped participants understand key levers of transition towards more personalised learning strategies in multi- cultural environments, stronger integration of external learning opportunities and greater institutional openness. In relation to future learning ecosystems, it foresees increased professional flexibility, flatter hierarchies and open knowledge exchanges. Research on technologies for learning should contribute to realising these changes and provide evidence, applications and tools to effectively support flexible, targeted and tailor-made learning opportunities.

Context & **Background**

In a world where scientific knowledge is creating new opportunities and solutions that can enrich our lives, while at the same time fuelling disruptive waves of change in every sector. We are also experiencing disruptions, like pandemic, increasing threats of climate change, unpredictable geo-political situation etc. We at STTAR believe that there is an urgent need to be more proactive in planning across the entire continuum of education for the future. Breakthroughs in digital technology have been spurring transformation in both teaching and learning experiences for many years now and more so after the pandemic.

Being future-ready is the need of the hour and education must evolve to teach children the skills they need to flourish in a fast changing world. To meet the future demands of education, we need a platform that is created around a common shared goal of developing new age pedagogy and transforming the learner experience. “Future learning systems” program by STTAR in collaboration with our global partners was just such a platform.

About

STTAR Future Learning systems
#EducationForTomorrow

STTAR Future Learning Systems was a flagship programme conducted by Saamarthya Teachers Training Academy of Research (STTAR) from May 23 to May 27, 2022, in collaboration with the academy's global partners Global Education Futures and The Weaving Lab. The professional development programme was designed with the exclusive aim to empower educators with new-age competencies and develop a vision for sustainable future in education.

Held in the virtual mode over the course of five days, STTAR Future Learning Systems featured sessions covering a wide spectrum of pertinent topics that are at the cutting edge of pedagogy and technology. The key sessions included: Trends Shaping Future Learning Systems; New-Age Learning and Assessments; Changing Role of Faculty; Educational Transformation and Leadership for Future Learning Systems; Technology for New-Age Education and Skills; Vision and Leadership for Future Learning Systems; and Education Transitions for Societal Transformations.

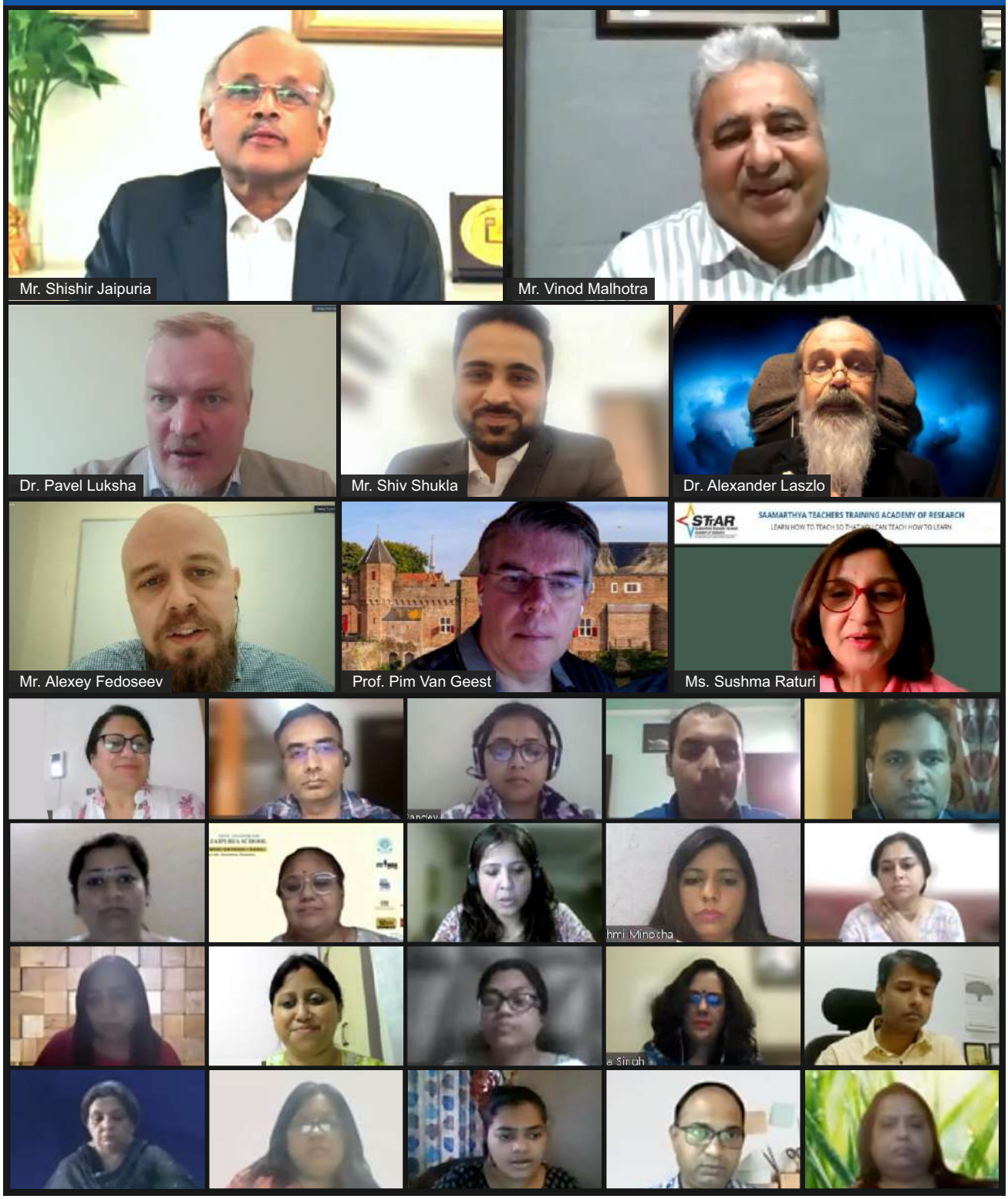
These sessions were conducted by global academics, experts and educators who have done ground-breaking work in the field of education. Dr. Pavel Luksha and Prof. Pim Van Geest from Global Education Futures were a regular presence during the entire programme.

The programme structure of STTAR Future Learning Systems was designed to develop understanding and clarity of the concepts related to the future of Indian and global education. The sessions were complemented with global case studies to lend a factual perspective. Each day of sessions and keynote addresses was followed by a Live Group Work day to help make the knowledge practical and actionable.

STTAR Future Learning Systems was a great scholarly event with multiple takeaways and a special certificate of global acceptability for each participant. The attendees also got access to global conferences, comprehensive global content, latest research, best pedagogical practices and year-round support.

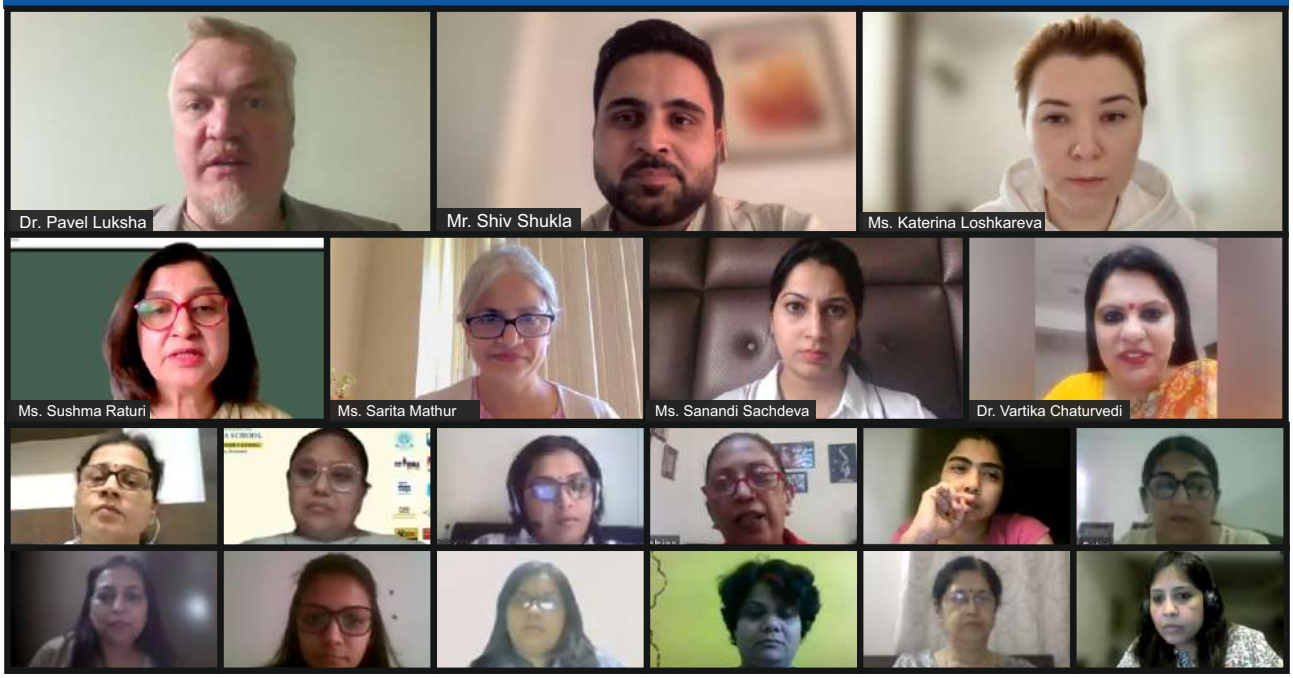
STTAR Future Learning Systems Programme

GLIMPSES FROM DAY 1

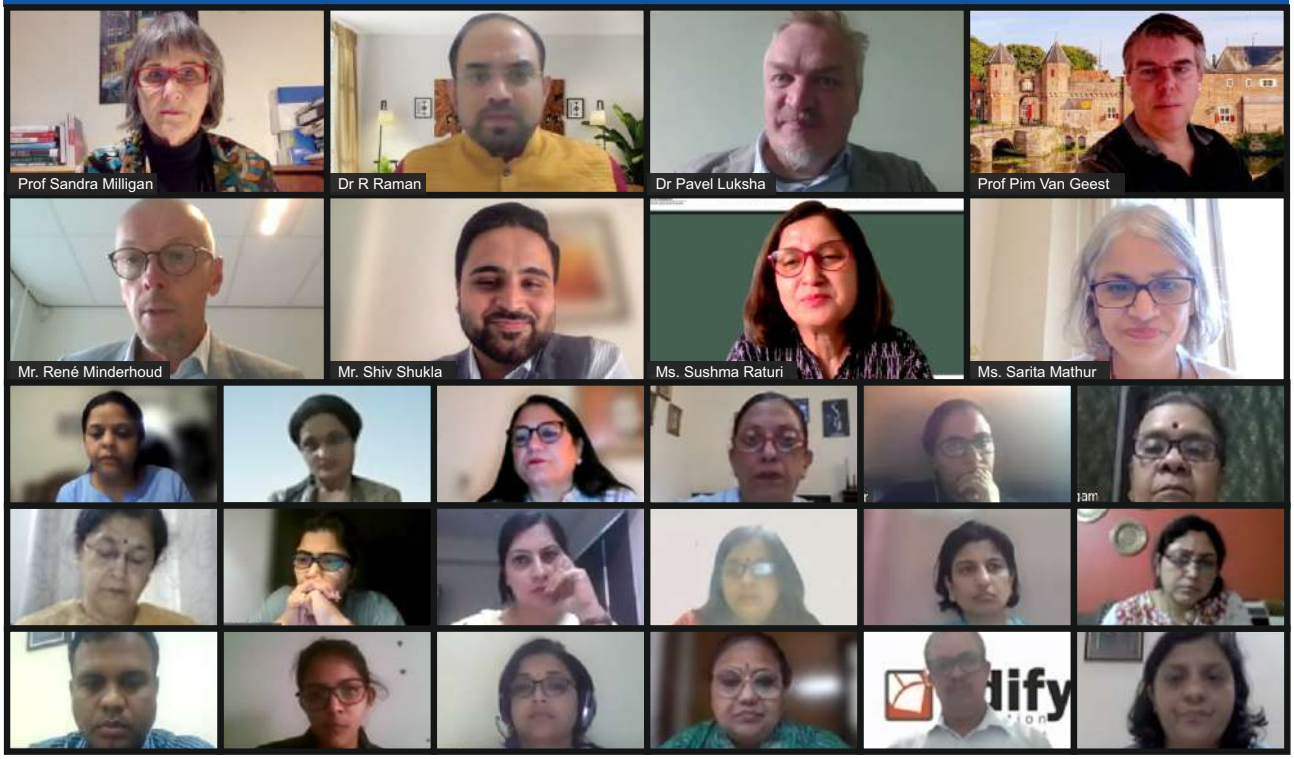


STTAR Future Learning Systems Programme

LIVE GROUP WORK-DAY 2

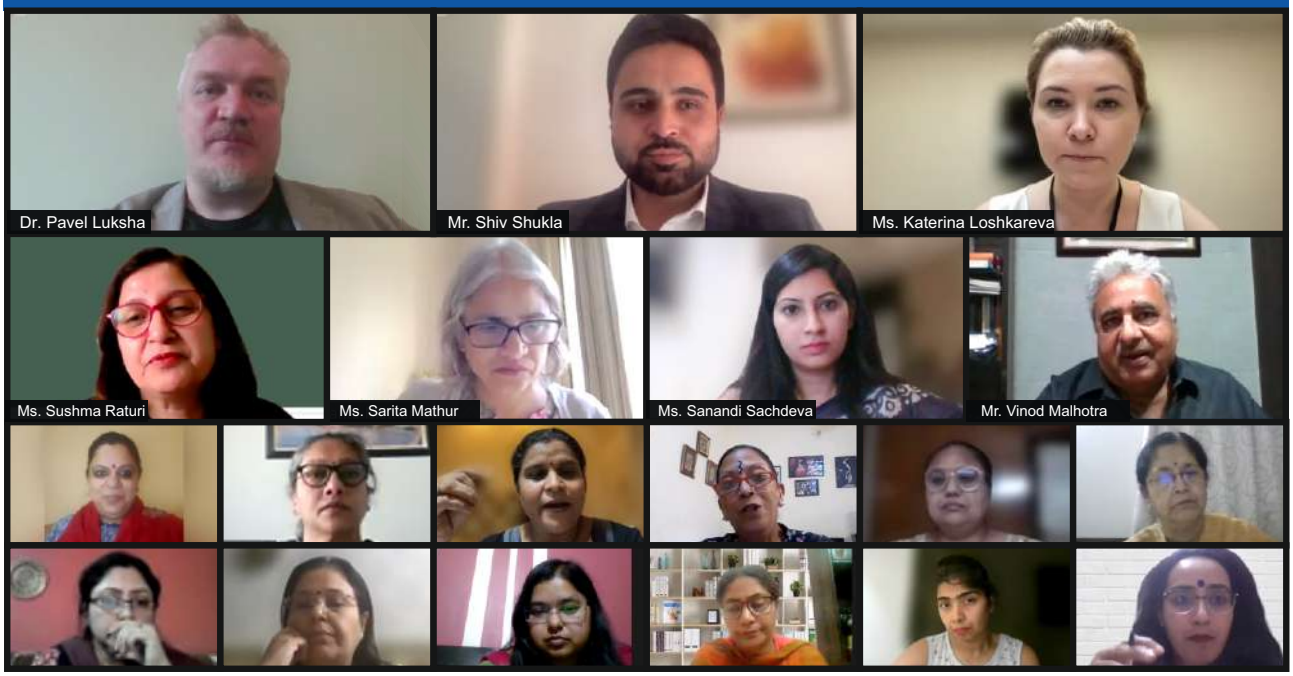


GLIMPSES FROM DAY 3



STTAR Future Learning Systems Programme

LIVE GROUP WORK-DAY 4



GLIMPSES FROM FINAL DAY

Viewpoints & Insights on **Future Learning Systems**

FACILITATOR QUOTES

DR PAVEL LUKSHA
Founder & Director,
Global Education Futures

"The future education system will require to work with tech-essentials like AI, yet it will still take a human to inspire another. To help enable education institutions to adopt processes of FLS, educators must not only recognise learners' individuality, but also acknowledge the wider set of relationships – with their teachers, peers, families and communities – that influence their learning."

"In future, students will need to apply their knowledge in unknown and evolving circumstances. For this, they will need a broad range of skills, including cognitive and meta-cognitive skills, social & emotional skills, tech-skills etc. The use of this broader range of knowledge and skills will be mediated by attitudes and values. Every educator will have to act as a facilitator in this transition of a teacher becoming 'co-creator' of future learning systems."

PROF PIM VAN GEEST
CEO,
Global Education Futures

Viewpoints & Insights on **Future Learning Systems**

MR SHIV SHUKLA
Advisor,
Academic Council, STTAR

"To build a cohesive ecosystem for FLS, institutions will have to aspire to be centres for excellence in driving innovation in education with- rigour, responsibility, resourcefulness, compassion, creativity, mindfulness, empathy and living in coherence with nature- at its core. Institutions' approach should ensure that their pedagogy is integration of 'prakriti' (nature), 'sanskriti' (culture) and 'anubhuti' (experiential), which work towards nurturing every learner to become future ready global citizens."

"Everything starts with a story we tell ourselves about ourselves and future education will be depended on- learning to thrive in a transformative world. Every learner and leader will have to be 'future literates', employing future thinking tools evolving around core of- contemporary curriculum, innovative pedagogy, student engagement and learning assessments."

DR VALERIE HANNON
Board Director, The Innovation Unit Ltd
Senior Advisor,
OECD Education 2030 Project

Viewpoints & Insights on **Future Learning Systems**

EKATERINA LOSHKAREVA
Board Member,
Global Education Futures

"We don't just have to build a future education system but perhaps rebuild a planet that sustains the future of humanity, where human beings become the healers of the places they inhabit, rather than exploiters. I believe that the outcomes, either sector-related or those that have implications for Education & Training in general, will give us a new hope. We hope to inspire changes that will help young people (and lifelong learners) to be better prepared for the coming decade."

"A decisive paradigmatic shift is underway in education across the world. New pedagogical breakthroughs and technological advances are cumulatively reshaping the teaching and learning processes. Future assessment tools will be used to reflect upon how learners judge their learning, how they develop as a learning organism, and how they have the ability to develop agency & control over learning."

PROF SANDRA MILLIGAN
Director,
Melbourne Graduate School of Education,
University of Melbourne, Australia

Viewpoints & Insights on **Future Learning Systems**

DR R RAMAN
Director,
Symbiosis Institute of Business Management (SIBM), Pune

"Future education will more be about a new generation of autonomous and self-motivated learners. The substitution of an active model of learning for the conventionally passive means that students' expectations from institutions will also, inevitably, change. Specifically, their expectations will further shift more from teacher-dependency to tech-reliability. So it will require every teacher to be equipped with not just tech and related skills but also with tech driven student engagement pedagogies."

"Educators and sectoral experts have been stressing the need to prepare students for what has been termed a VUCA (volatile, uncertain, complex, ambiguous) world. Curriculum teaching and learning already extends well beyond the classroom and will continue to do so, and as education changes to suit the future's needs, the role of a teacher must also adapt and grow."

DR RAJEEV SINGH
Associate Dean Academics,
Shiv Nadar University (SNU)

Viewpoints & Insights on **Future Learning Systems**

DR ALEXANDER LASZLO
President, International Society for the Systems Sciences (ISSS)

"Programs like FLS will offer critical insights into the potential of emerging teaching-learning pedagogies. Systems thinking, collective intelligence, empathetic learning, design thinking, experiential prototyping etc are some of the evolutionary practices which are challenging educators and learners' perspectives and facilitating in expanding his/her worldview."

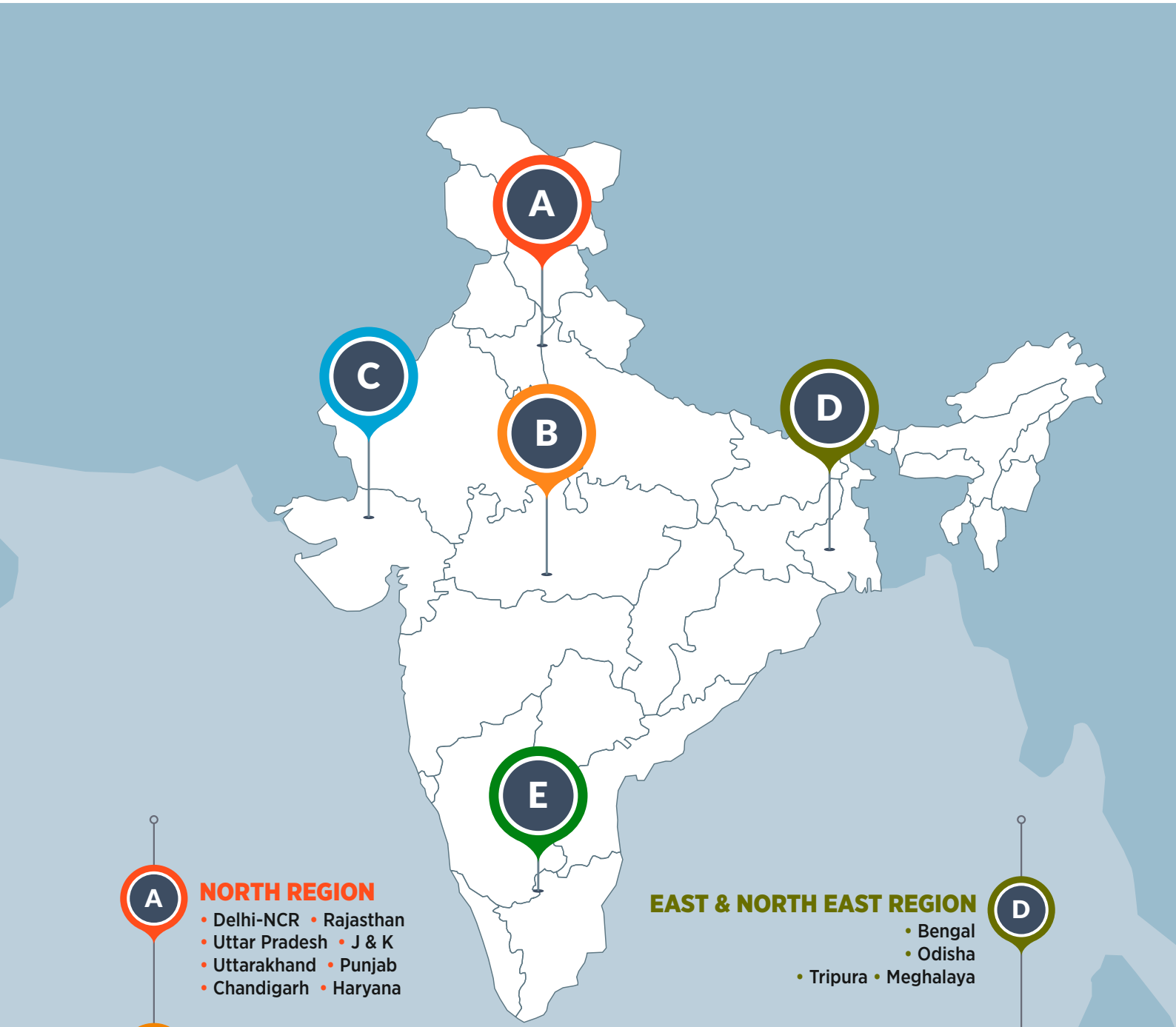
"The heart of innovation to build future learning systems is- professional development. This is uncontested. More than half a century after a need for lifelong learning was identified, there is still not nearly enough of it and global formal education systems have not adapted to satisfy the need. In the gap have arisen a myriad of initiatives – from the private sector, civil society, public authorities and individuals – but they are fragmented and need to be scaled up dramatically."

MR ALEXEY FEDOSEEV
President,
Kruzhok Association

MR RENÉ MINDERHOUD
Chairman, Executive Board, Johannes Fontanus College, Netherlands

"Instead of creating islands of excellence, we should make a concerted effort to build community of global educators. Community should connect, collaborate and create a co-created space for students & teachers for driving future innovation in education."

The **Programme's Reach** Across Different Regions Of India



A — NORTH REGION
- Delhi-NCR • Rajasthan
- Uttar Pradesh • J & K
- Uttarakhand • Punjab
- Chandigarh • Haryana

B — CENTRAL REGION
- Madhya Pradesh
- Chhatisgarh
- Bihar

C — WEST REGION
- Gujrat
- Maharashtra

D — EAST & NORTH EAST REGION
- Bengal
- Odisha
- Tripura • Meghalaya

E — SOUTH REGION
- Karnataka
- Tamilnadu
- Kerala • Telangana

Day-wise Sessions and **Key Takeaways**

Day 1 May 23, 2022	SESSIONS				
4:30 PM 5:00 PM	5:00 PM 6:00 PM	6:00 PM 6:15 PM	6:15 PM 6:45 PM	6:45 PM 7:15 PM	7:15 PM 7:45 PM
Welcome & Introduction to Entire Programme **Welcome Address:** Mr Shishir Jaipuria Chairman, Seth Anandram Jaipuria Education Society & FICCI-ARISE **Overview of the Programme:** Mr Vinod Malhotra, Advisor, Seth Anandram Jaipuria Group of Educational Institutions	**Global Keynote Address:** **Topic:** **Education 2030: Trends shaping Future Learning Systems** **Speaker:** Dr Pavel Luksha, Founder & Director, GEF **Q&As & Discussions**	Break	**Global keynote Address:** **Topic:** **Education Transitions for Societal Transformations** **Speaker:** Prof Alexander Laszlo Scientist & Innovator of Systems Sciences in Education Systems	**Case Study Presentation & Discussion:** **Presenter from:** Kruzhok Movement Principle of horizontal connections among people, ideas and resources	**Reflection of Day ONE** **Group Mapping:** **Drivers of change that create Future Learning Systems** **Facilitators:** - Dr Pavel Luksha - Prof Pim Van Geest

Key **Takeaways**

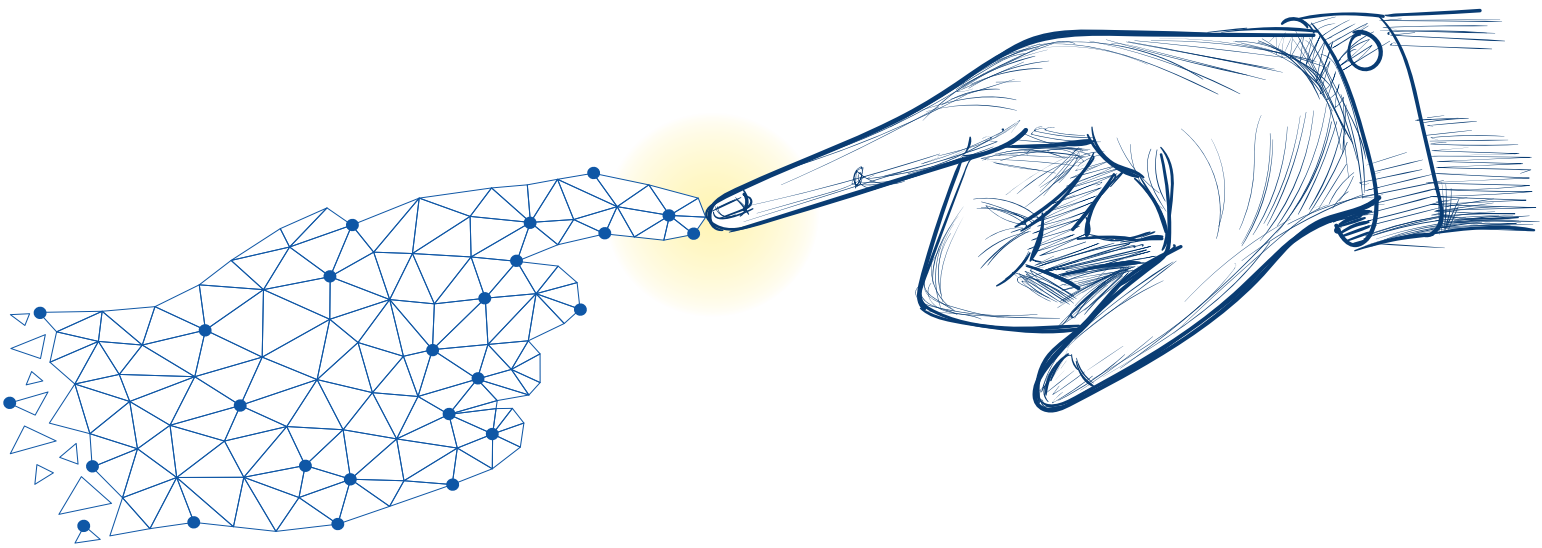
- Understanding the driving factors of skills in education: the demographic changes, globalization and urbanization, digitalization & connectivity.
- The fundamental skillsets required to be future-ready:
  - Cognitive Fundamental Skills (For thriving in an increasingly complex & uncertain world)
  - Technical & Digital Skills (that connect to new tech and help the future potential of a digitized workplace)
  - Socio-Economic & Cultural Skills (skills that support prospering in teams & across communities & networks)
  - Green & Universal Wellbeing (Skills that ensure we are building a thriving future for all life)
  - Skills focussed on human beings (From hard skills and soft skills, shifting the focus to human being-focused skills)
- Important requisites and essential attributes to be VUCA future-ready and the need to nurture future leaders with focus on future reality and preparing students for the same.
- Importance of creating Learning Communities (LCs) for emerging Global Learning Ecosystem that will provide the mindset, skillset, and heartset learning for designers and leaders of systematic change initiatives.
- Blending of formal and informal education initiatives that express Empathy-Based Learning (EBL) values for greater success in future of education
- Formation of Community Response Circle (CRC) for enhancing of learning ecosystem
- Forming a collaborator group of people from cognitive diversity

Day-wise Sessions and **Key Takeaways**

Day 2 May 24, 2022	LIVE GROUP WORK (PRACTICE DAY)		
4:30 PM 5:00 PM	5:00 PM 6:00 PM	6:00 PM 6:15 PM	6:15 PM 6:45 PM
Introduction to Group Work	Situation and Gap Analysis of respective Schools & HEIs	Break	Final reflections from Group Leaders

Key **Takeaways**

- Teachers, students, parents and all stakeholders need to be well informed about the new emerging global systems - economic, social, emotional, political, natural and physical which influence the education ecosystem.
- Education world is at an inflection point. There is a need to look beyond academic performance.
- Emphasis has to be on a combination of knowledge, skills, values and attitudes to lead the transformation in the 21st century
- There is also a need to shift the focus on knowledge and acquisition of new-age tech skills such as programming, automation, data analytics, data visualization, cyber security etc. to be future-ready
- Reforms must also be directed towards adjusting curriculum and teaching methods to prepare the next generations for challenges that lie ahead
- Learners as well as educators bear a shared responsibility to tackle global challenges like the climate change, unexpected natural disasters, social unrest, political polarization etc.



Day-wise Sessions and **Key Takeaways**

Day 3 May 25, 2022	SESSIONS				
4:30 PM 4:45 PM	4:45 PM 5:15 PM	5:15 PM 6:30 PM	6:30PM 6:45 PM	6:45 PM 7:30 PM	7:30 PM 8:00 PM
Recap & Query Resolution **Facilitators:** - Dr Pavel Luksha - Mr Shiv Shukla	**Session** **Session Topic:** New-Age Learning and Assessments **Session Leader:** Prof Sandra Milligan Enterprise Professor & Director Arc, Melbourne Graduate School of Education, University of Melbourne **Q&As & Discussions**	**Session** **Session Topic:** Technology for New-Age Education & Skills **Session Leader:** Dr R Raman, Director, Symbiosis Institute of Business Management, Pune **Q&As & Discussions**	Break	**Global Address & Case Study** **Topic:** Student Engagement & Assessments: The Netherlands Experience **Speakers:** - **Prof Pim Van Geest** Co-Founder Global Education Futures - **Mr René Minderhoud** Chairman Executive Board, Johannes Fontanus College, Netherlands	**Reflection of Day THREE** **Group Mapping:** Layers of Future Learning Systems **Facilitators:** - Dr Pavel Luksha - Prof Pim Van Geest

Key **Takeaways**

Session: New-Age Learning and Assessments

- Need to learn about Future-proofing students: What they need to know and how to assess their performance
- Need for digitized assessments that are easily scaled, more effectively targeted to individual levels of performance, more integrated into the learning environment
- Ensure that students develop expertise in learning outcomes that go beyond the cognitive domain and content knowledge
- Need for students to develop competence and skill, including soft skills, or general capabilities
- Data needs to be generated from learning management systems and other digital learning tools to make reliable and valid judgments about the degree to which students have mastered complex general capabilities

Session: Technology for New-Age Education & Skills

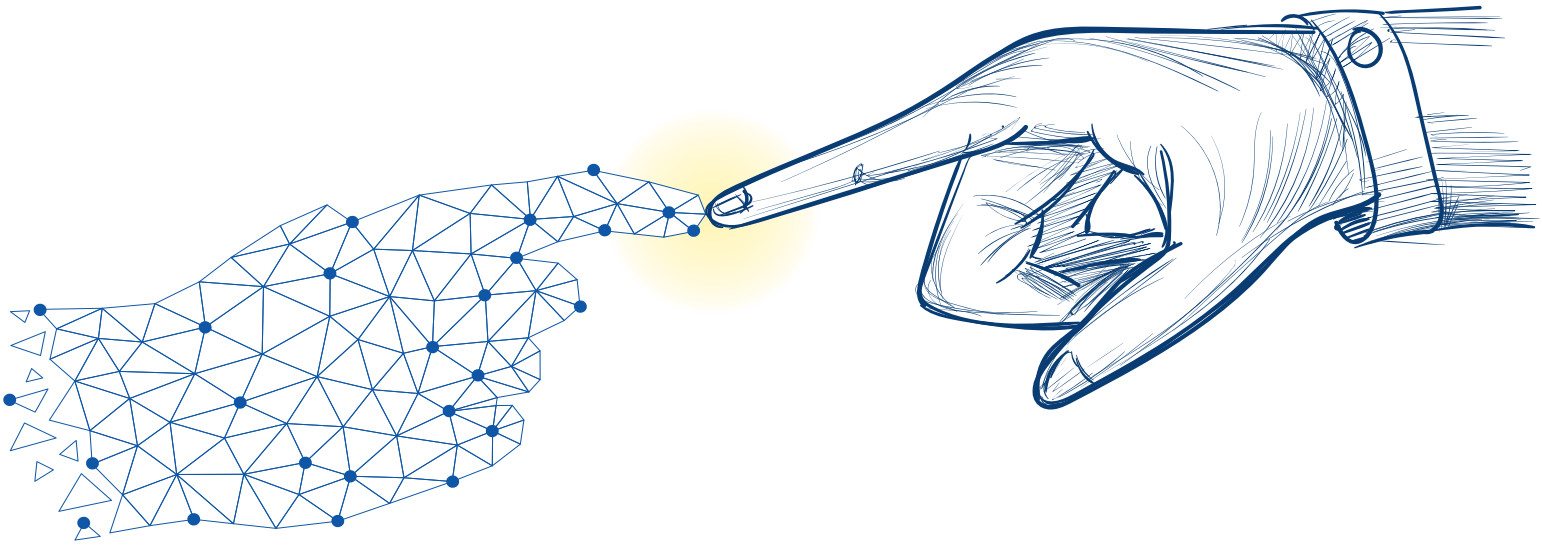
- Teachers need to adopt clever uses of digital technologies and online tools into the teaching learning process
- Latest technological tools are only a form of augmentation; they cannot not replace teachers
- Knowledge of latest digital tools and their effective use will help teachers to keep their students engaged in unique, innovative, and equitable ways
- Most importantly, a teacher should be passionate and energetic during curricular transactions

Day-wise Sessions and **Key Takeaways**

Day 2 May 24, 2022	LIVE GROUP WORK (PRACTICE DAY)		
4:30 PM 5:00 PM	5:00 PM 6:00 PM	6:00 PM 6:15 PM	6:15 PM 6:45 PM
Introduction to Group Work	Situation and Gap Analysis of respective Schools & HEIs	Break	Final reflections from Group Leaders

Key **Takeaways**

- Focus on developing and designing innovative ways of student and community engagement so as to achieve common prosperity goals, sustainability and emotional well-being of students
- Changes that educators envisage in the future and methods to adopt to keep themselves current and relevant
- From digital pedagogy to assessments, from innovative new ways of student engagement to career mentorship, and from learning data capturing to driving digital integration - the role of a faculty/educator has transformed in the past few years
- Respecting the diversity of children, including those with special needs, and with diverse motivation and learning preferences
- Need for regular formative assessments which are designed to test conceptual clarity, analytical abilities and competence in terms of critical thinking



Day-wise Sessions and **Key Takeaways**

Day 5 May 27, 2022	SESSIONS						
4:30 PM 5:00 PM	5:00 PM 6:00 PM	6:00 PM 6:10 PM	6:10 PM 7:10 PM	7:10 PM 7:40 PM	7:40 PM 8:00 PM	8:00 PM 8:20 PM	8:00 PM 8:20 PM
Recap & Query Resolution **Facilitators:** - Dr R Raman - Dr Pavel Luksha - Prof Pim Van Geest - Mr Shiv Shukla	**Global Keynote Address** **Topic:** **Educational Transformation and Leadership for Future Learning Systems** **Speaker:** Dr Valerie Hannon Senior Advisor to OECD Education 2030 Project **Q&As & Discussions**	Break	**Session** **Session Topic:** **Changing Role of Faculty: Identity, Integration & Innovation** **Session Leader:** Dr Rajeev Kumar Singh Dean, Department of Computer Science & Engineering, Shiv Nadar University **Q&As & Discussions**	**Global Case Study** **Topic:** **Community of Education Transformation Lab** **Speaker & Presenter:** Ms Ekaterina Loshkareva Former R&D Director, WorldSkills **Q&As & Discussions**	**Final Reflections & Action Points**	**Concluding Remarks** **Facilitators:** - Dr Pavel Luksha - Mr Shiv Shukla	**Vote of Thanks** **Mr. Vinod Malhotra** Chairman, Academic Council STTAR & Advisor, Jaipuria Group of Educational Institutions

Key **Takeaways**

Topic: Educational Transformation and Leadership for Future Learning Systems

- Five signposts for leaders of change
  - Leading the creation of new education narrative with focus on the levels of thriving i.e. Global, Social, Interpersonal & Intrapersonal
  - Leading for equity which is fundamental to thriving
  - Leading within ecosystems, having shared and participative approaches to unlock the learning assets of communities and forge new forms of partnerships
  - Leading for innovation by committing to thoughtful introduction of change
  - Leading as a future thinker. Leaders need to be 'future literate', employing future-thinking tools

Session: Changing Role of Faculty: Identity, Integration and Innovation

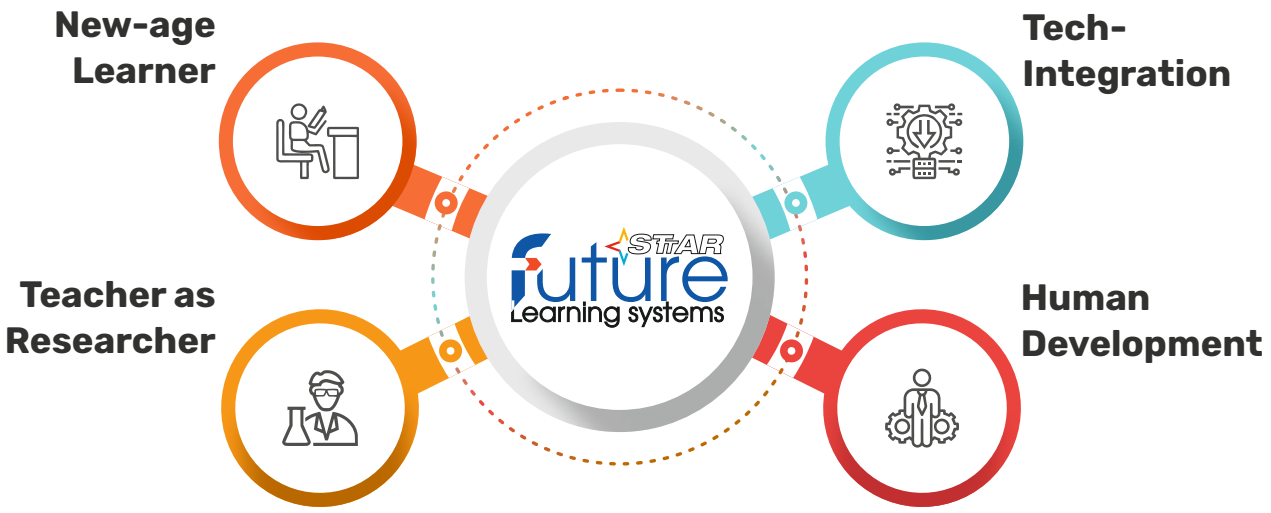
- Much needed future skills: resilience, continuous learning, flexibility & adaptability, emotional intelligence, creativity & critical thinking and entrepreneurial skills
- Knowledge of cognitive presence which allow teachers to know that the students are present in the class with the whole body and mind
- Forming a community of inquiry framework which should consist of social presence, teaching presence & cognitive presence
- Some much needed critical skills needed to develop as a teacher and leader to make future learning systems real

Emerging **STTAR Future Learning Systems** Framework

Technologies are advancing at unprecedented speed. New technologies, devices, applications, tools, and most importantly new ways of thinking are being introduced every day. The changes are affirming and advancing relationships between educators and students, reinventing our approaches to learning and collaboration and adapting new learning experiences to meet the needs of new-age learners. Amidst ongoing changes, educators should be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students.

Facets of future learning systems could be important means of implementation of sustainable development goals, and it provides an important construct where the perceived gaps between economic, social and environmental development can be filled. This goes beyond education being named as a single SDG, thus requiring better understanding of education's role as a cross-cutting means of implementation to strengthen achievements across many other goals. Educational institutions should also be equipped to become multipliers for climate action. Unprecedented innovation in science and technology, especially in bio-technology and artificial intelligence, is raising fundamental questions about what it is to be human. It is time to reflect upon and co-create a framework of future learning systems.

Following illustration captures key elements of future learning systems. Broadly there is a growing consensus that in 'future learning systems' environment, the learner should be autonomous and collaborative in addition to being an efficient technology user.



New-age **Learner**

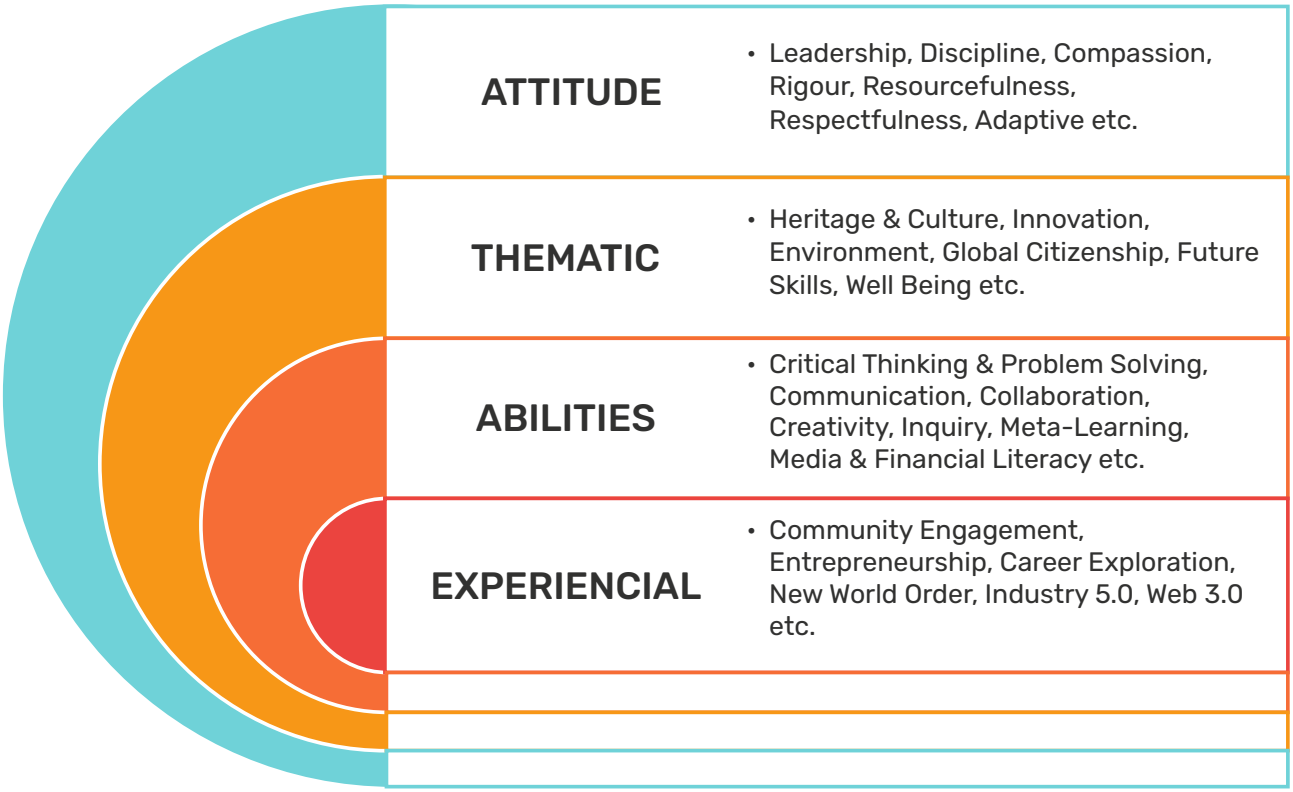
Before we start discussing on a detailed outlook of all the key components, let's ask ourselves following questions:

- What educational purposes shall an institution in future learning systems seek to attain?
- What educational experiences can be provided that are likely to attain those purposes?
- How can these educational experiences be effectively organised?

Considering these questions in mind we should now look at new-age learners as one of the components of future learning systems.

Emerging **STTAR Future Learning Systems** Framework

In today's competitive global economy characterized by knowledge acquisition, the concept of knowledge management has become increasingly prevalent in academic and business practices. Knowledge creation is an important factor and remains a source of competitive advantage over knowledge management. Constructivism holds that learners learn actively and construct new knowledge based on their prior knowledge. Therefore, there needs to be a shift in locus of constructing knowledge from the individual to collective construction. The concept of knowledge building communities has emerged recently as a foundation for re-examining pedagogical approaches in education. To understand the true nature of knowledge, it is necessary to recognize that tacit and explicit knowledge are essential to knowledge creation. Knowledge can be created through conversion between tacit and explicit knowledge by four different modes. Following illustration shows the key themes related to a learner's development.



The learning framework of institution should work towards holistic development of every learner. Ensuring diversity within schools and classrooms will help learners foster interpersonal skills. Diverse set of learners at the school/college and their collaboration can help them exercise more inclusive and empathetic leadership in the future.

Numerous study and research have emerged over past decade that seek to identify new-age learners and their learning needs. While an institution can be at different stages of adoption of innovative pedagogies to integrate skills-based education, there are certain baseline acceptance and institutions should work towards building these competencies in learners:

Emerging **STTAR Future Learning Systems** Framework

Areas of core new-age competencies/skills	Global Definition/Explanation
Information/Data Management	Collating, accessing, analysing, synthesizing and making sense of data (Data Analysis)
Effective use of Technology	Develop the capacity to identify and use new-age technologies efficiently, effectively and ethically as a tool to access, organize, evaluate and share information
Career and Life Skills	Developing skills for becoming self-directed, independent learners who can adapt to change and develop contemporary skills
Cultural Awareness	Developing cultural competence by recognizing and respecting cultural differences and collaborate with others from a wide range of cultural and social backgrounds
Connecting to World around them	Connecting the content knowledge to real-world applications and problem situations that enable students to see how what they are learning connects with their lives and the world around them.
Learning to live in coherence with nature	FLS also requires an institution to develop an ecosystem where learners are encouraged to respect 'nature'. Knowledge sharing regarding this phenomenon helps young people to understand and tackle the consequences of global warming, encourages them to change their behaviour and helps them to adapt to what is already a global emergency. At the same time it will build their understanding and competencies.

Tech-Integration

Learning, teaching, and assessment enabled by technology require a robust infrastructure. Key elements of this infrastructure include high-speed connectivity and devices that are available to teachers and students when they need them. For systemic changes in learning and teaching to occur, education leaders need to create a shared vision for how technology best can meet the needs of all learners and to develop a plan that translates the vision into action.

Globally there are following key points of discussion on how effectively can technology be integrated to improve teaching-learning practices:

- The conversation has shifted from whether technology should be used in learning to how it can improve learning to ensure that all students have access to high-quality educational experiences
- Technology increasingly is being used to personalize learning and give students more choice over what and how they learn and at what pace, preparing them to organize and direct their own learning for the rest of their lives.
- Advances in the learning sciences have improved our understanding of how people learn and illuminated which personal and contextual factors most impact their success.
- New tools have begun to allow us to adapt assessments to the needs and abilities of individual learners and provide near real-time results
- Technology has allowed us to rethink the design of physical learning spaces to accommodate new and expanded relationships among learners, teachers, peers, and mentors.

National Science Foundation, US has suggested projects which can help in integrating new-age technologies in future learning systems:

Emerging **STTAR Future Learning Systems** Framework

Increased used of simulations **(Partially it could be covered in Metaverse)**	To provide students with the experience of working together on a project without leaving their classrooms. Examples include RoomQuake, in which an entire classroom becomes a scaled-down simulation of an earthquake. As speakers play the sounds of an earthquake, the students can take readings on simulated seismographs at different locations in the room, inspect an emerging fault line, and stretch twine to identify the epicenter.
New ways to connect physical and virtual interaction with learning technologies	It bridges the tangible and the abstract. For example, the In- touch with Molecules project has students manipulate a physical ball-and-stick model of a molecule such as hemoglobin, while a camera senses the model and visualizes it with related scientific phenomena, such as the energy field around the molecule. Students' tangible engagement with a physical model is connected to more abstract, conceptual models, supporting students' growth of understanding.
Interactive three-dimensional imaging software	Technology such as zSpace, is creating potentially transformational learning experiences. With three-dimensional glasses and a stylus, students are able to work with a wide range of images from the layers of the earth to the human heart. The zSpace program's noble failure feature allows students constructing a motor or building a battery to make mistakes and retry, learning throughout the process. Although the content and curriculum are supplied, teachers can customize and tailor lesson plans to fit the needs of their classes.
Augmented reality (AR) as a new way of investigating our context and history	In the Cyberlearning Transforming Education EXP project, researchers are addressing how and for what purposes AR technologies can be used to support the learning of critical inquiry strategies and processes. The question is being explored in the context of history education and the Summarizing, Contextualizing, Inferring, Monitoring, and Corroborating (SCIM-C) framework developed for historical inquiry education. A combined hardware and software platform is being built to support SCIM-C pedagogy. Students use a mobile device with AR to augment their "field" experience at a local historical site. In addition to experiencing the site as it exists, AR technology allows students to view and experience the site from several social perspectives and to view its structure and uses across several time periods.

While learners should be encouraged to learn and use new-age technologies, educators shall ensure that learners simply don't become passive user of internet and technology. In annexure section we have also captured some of the important resources and tools which can help educators.

Human **Development**

The Human Development Paradigm is the worldview that guides our concept of education in the society of the 21st century. This is the belief that the development of a country or of a community depends greatly on the opportunities offered to people so they will fully develop their potential. Future learning systems is also about working together with society, local community members and other stakeholders with trust, respect, shared responsibility, and mutual accountability to create and sustain institutions where ongoing professional learning brings continuous improvement and to construct standards, curriculum, and assessments that reinforce collaborative learning environments.

Emerging **STTAR Future Learning Systems** Framework

FLS proposes three key dimensions of human development:

In the contemporary world, global citizenship encompasses the ability to advocate, that is, to take thoughtful and responsible action in response to issues affecting society, locally, nationally and globally. As a core aspect of FLS, it includes an understanding of fairness, mindfulness, respectfulness, sustainable development, peace and conflict resolution etc. It also promotes being a responsible citizen on issues like climate change, safeguarding biodiversity and conserving our natural resources.

Teacher as **Researcher**

Teacher research can prove to be very beneficial as it can change traditional teaching practices and develop professional stature. Teachers as researchers can better comprehend the classroom requirements and hence deliver better performance in favour of the students. Teacher research involves the enhancement of the teaching techniques that leads towards a better learning experience.

Several international policy documents still express the global concern on the quality of teacher education, in terms of adjusting their contents, delivery and effectiveness to current societal demands. The notion that a coherent teacher education provision should include initial, induction and in-service training is nowadays strongly underlined by international organisations to achieve 21st challenges in education. In a recent comparative study, Jenset (2017-18) examined the opportunities that teacher candidates from Finland, Norway and California, US had to learn from course work as well as the instructional practices contributing to these opportunities. Despite expected variation in several features of organisation and delivery, the author reported the following eight types of opportunities for teachers to explore research across countries:

Opportunities to:

- Plan for teaching and for performing the role of teacher appropriately
- Effectively integrate technology teaching and teacher role(s)
- Analyse evidence on students learning outcomes
- Include teaching materials, artefacts, and resources into planning and teaching
- Talk about social innovation projects
- Consider students' view on the teaching and learning process
- Integrate design thinking, system thinking etc.
- appraise the link between national or state curriculum and own practices

Globally it is discussed and debated that there is a need for an enhanced focus on the research - teaching linkage in order to enact significant change. Inter- and intra-institutional cooperation can be considered key to developing integrative impactful strategies in this context.

Emerging **STTAR Future Learning Systems** Framework

Particularly, in order to provide a comprehensive perspective on this matter, three types of strategies were identified at course/teacher level, department level and institution level, each with its own specific measures. The findings from this study are directed primarily to university leaders and scholars and will be used to inform discussions of the nature of the research-teaching linkage and to promote meaningful and coherent strategies for enabling higher education institutions in strengthening the relationship.

The different forms of research-based knowledge that might be useful to education practitioners include:

- **Internal research:** Research evidence produced locally by practitioners and intended for local use involving the systematic and intentional study of their own professional practice, including evaluation into the impact of practice changes made in response to research evidence on outcomes for pupils. This can include participatory action research and other variants of teacher inquiry (Cochran-Smith & Lytle 2009).
- **Administrative data and statistical analyses:** Evidence derived from routinely collected school-level data from school management information systems, such as progress/attainment data and in-school observations of teaching and learning (Marsh 2012), or national-level datasets such as the National Pupil Database, an amalgamation of different datasets holding a wide range of information about learners who attend schools and colleges. This work can thus be conducted internally and/or externally.
- **External research:** Publicly available, scientifically-based research produced by academics, government departments and others in the form of: primary and secondary research; evidence synthesis1; evidence-supported programmes or strategies; and guidance development (e.g. EEF's Guidance Reports).

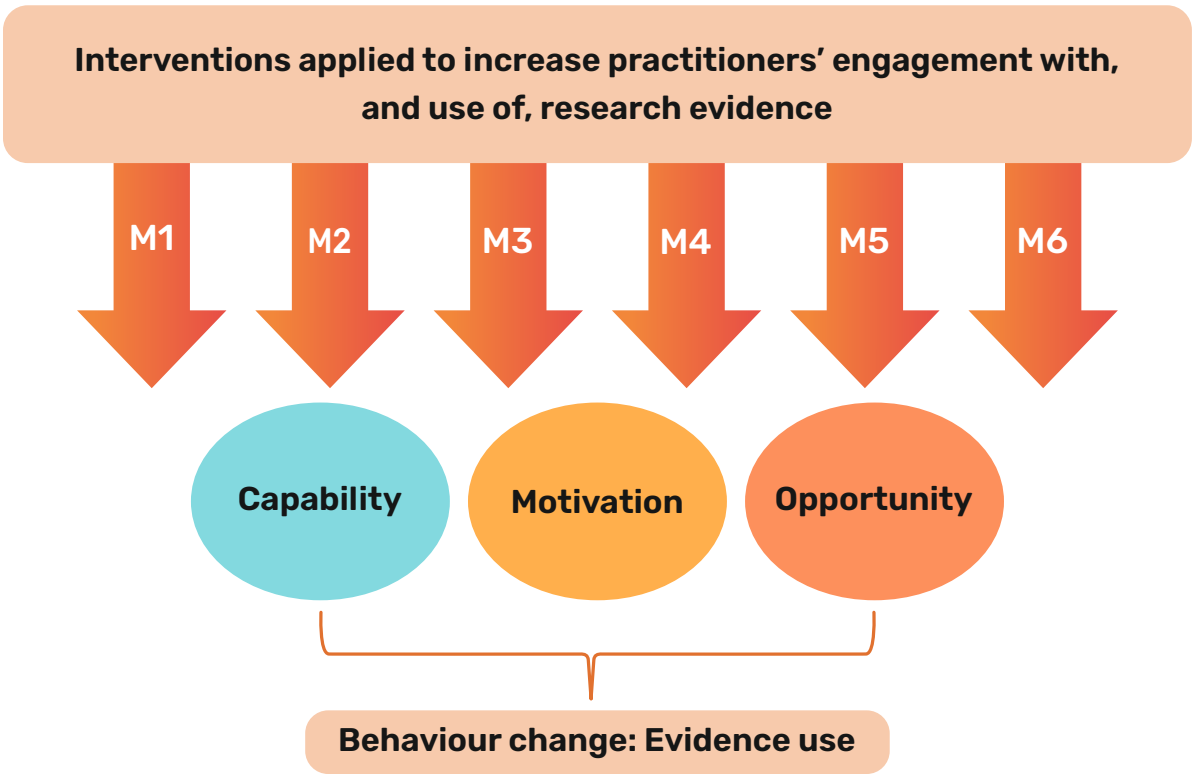
Following is broad framework on how research projects can act as enabler in professional development:

Professional Development	• School's culture of evidence use • Commitment, active support and encouragement from leaders and senior Managers in the school and wider system • Role of leadership in establishing evidence use as a cultural norm • Research use framed in context of school improvement objectives • Whole-school approach that establishes research practice within day-today activities • Treat CPD as on-going process, not single event • Follow-on support (coaching) • Use of specialist expertise • Release time and classroom cover provided to allow teachers to put learning into action • Integrates teacher-led inquiry • Structured peer-to-peer collaboration • Encourages risk-taking and professional dialogue • Design informed by robust research

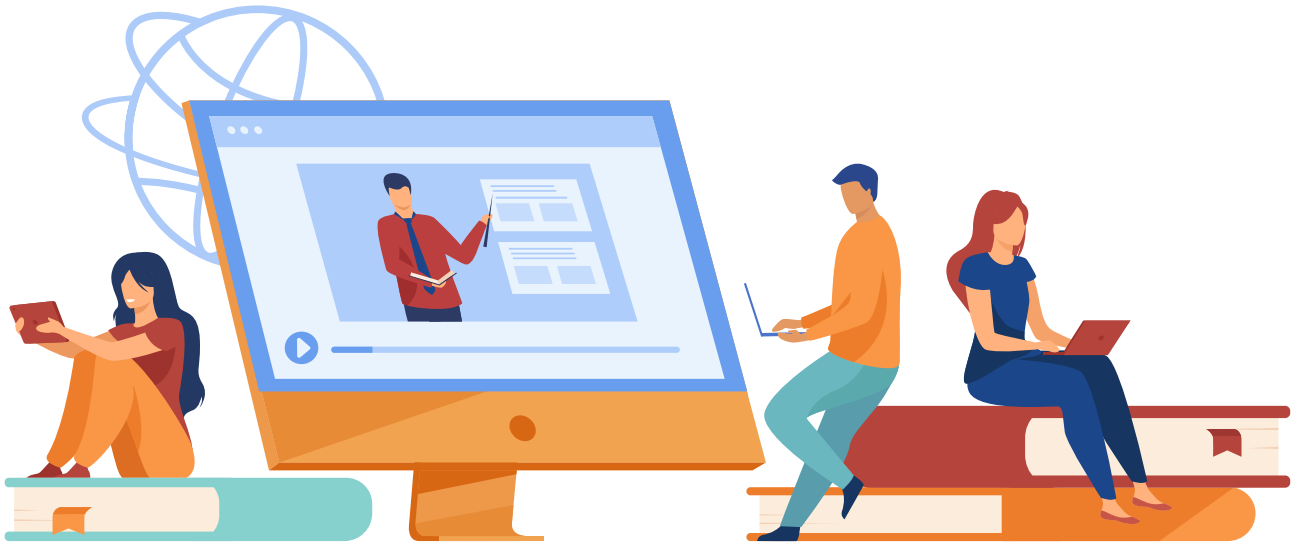
In terms of mechanisms, the review by Langer et al. (2016) identified six mechanisms through which interventions can seek to encourage evidence use:

Awareness (M1): Building awareness for, and positive attitudes toward, evidence use.
Agree (M2): Building mutual understanding and agreement on policy-relevant questions and the kind of evidence needed to answer them.
Access (M3): Providing communication of, and access to, evidence.
Interact (M4): Facilitating interaction between decision-makers and researchers.
Skills (M5): Supporting decision-makers to develop skills in accessing and making sense of evidence.
Structure and process (M6): Influencing decision-making structures and processes.

Emerging **STTAR Future Learning Systems** Framework



Together these intervention mechanisms target deficits at the level of the individual and/or the external environment. Interventions are assumed to work either through a single mechanism or through multi-mechanism combinations to derive research based interventions in teaching-learning practices.



Suggested **Action Points**
(Immediate, Mid-term & Long-term)

Intervention/Innovation	Suggestions
Pedagogical Innovation/ Technology Integration/ Student Engagement/ Assessments	**Cross-over learning** • Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. **Context Setting** • Context enables us to learn from experience. By interpreting new information in the context of where and when it occurs and relating it to what we already know, we come to understand its relevance and meaning. **Remote Labs** • Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, improve conceptual understanding, and increase motivation. Remote access to specialized equipment, first developed for scientists and university students, is now expanding to trainee teachers and school students. **Stealth Assessment** • Stealth assessment borrows techniques from online role-playing games such as World of Warcraft, in which the system continually collects data about players' actions, making inferences about their goals and strategies in order to present appropriate new challenges. **Exposure to VUCA world** • Students should be engaged in various activities to ensure they develop better understanding of VUCA world. The way education is imparted in the millennial era is at the peak of its transformation period where education is no more the transfer of knowledge among a group of students by a teacher. The pace at which the technological intervention has made the difference in the other industries the objective is to embrace and adopt the technology in the most efficient and effective manner. At the same time prepare students for a uncertain future. **Good Hour** • A compulsory project to be undertaken to solve immediate problems in school/college. Every month one hour to be dedicated to discuss a project relevant to solving a 'problem'. People from community to be engaged as facilitators. E.g.- local retail vegetable sending vendor is capable to talk about entire economics of buying vegetables from wholesale market and sale in retail. **Challenge Day** • Opportunity to research, design and make prototype solutions to challenging scientific problems. At each event teams would compete to win a prize for themselves and a trophy for their school/college. **Xperiminia** • Every student would get industry exposure either through personal visits or virtual engagements

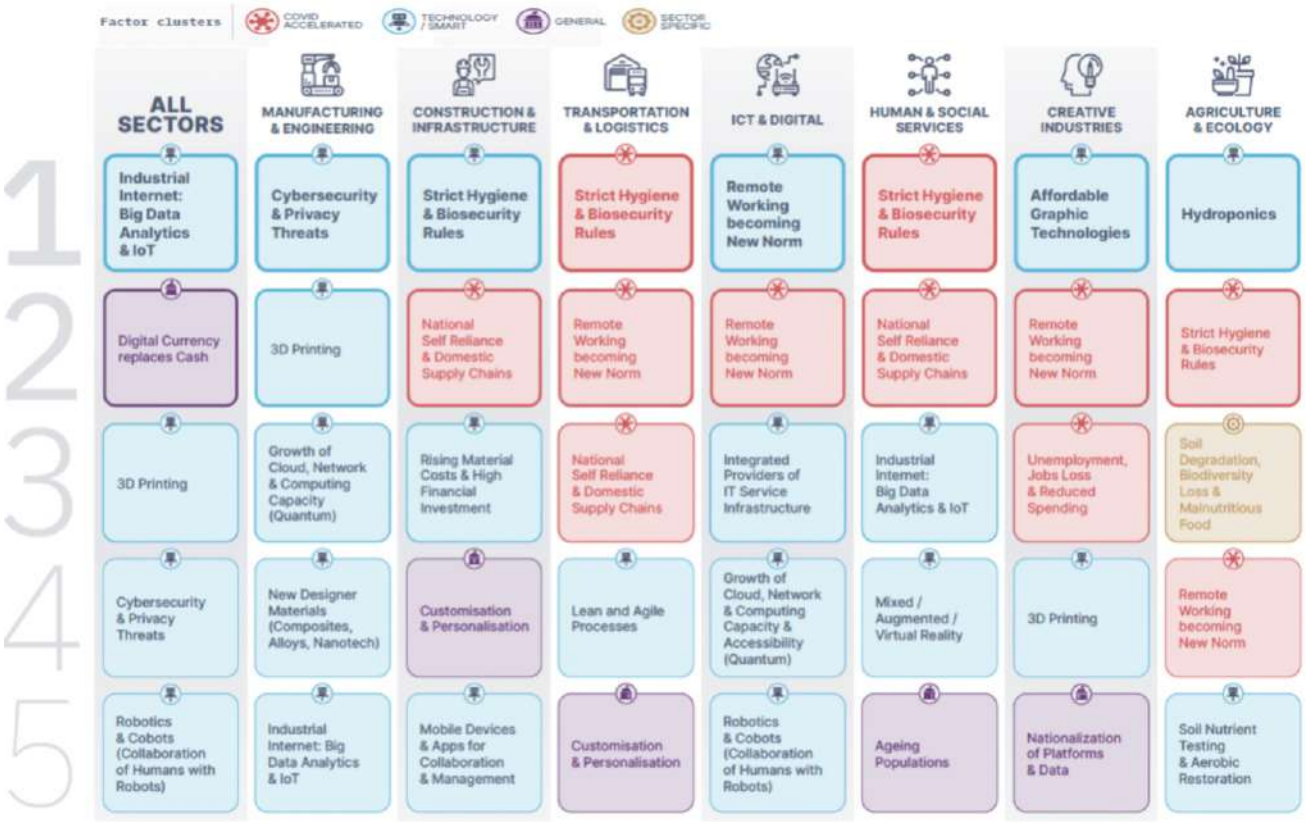
Suggested **Action Points**
(Immediate, Mid-term & Long-term)

Intervention/Innovation	Suggestions
	Develop visual and social media communication skills • Creating schedules to use in your online classes or for personal use • Creating schedules of online classes and keep everyone notified of dates and times. • Inviting parents, students or colleagues for online events (i.e. webinars) • Creating lesson plans and sharing them with students, administrators, and colleagues. • Share and store important information, presentations, and resources related to lessons • Conduct random Q&A sessions (after classes) • Encourage students to maintain communication among themselves and engage with each other while studying or doing homework • Create, format, and share assessments online • Create answer sheets which allows you to easily track and score answers of each student • Some of the very basic platforms are: • Google Docs and Notion – for essays and other written assignments • Zoom, Skype, and other video conferencing apps – for verbal assignments • Loom, Prezi, Google Slides– for videos and presentations • Google Classroom – Distribute assignments, grade and send feedback **India Skills Competition** • IndiaSkills Competition is organised by National Skill Development Corporation (NSDC), an apex skill development organisation working under the Ministry of Skill Development and Entrepreneurship (MSDE). IndiaSkills is designed to demonstrate the highest standards of skilling and offers a platform to young people to showcase their talent at national and international levels. IndiaSkills Competition—regional and national—is held every two years with the support of state governments, industry, Sector Skill Councils (SSCs), State Skill Development Missions (SSDMs), corporates and partner institutes. IndiaSkills Competition has the potential to reach the grassroot level and make an impact. • Youngsters should be encouraged to participate in India skills and World Skills competitions. **Sharing is caring** • Encourage students to share their learning journey, concerns, suggestions, ideas through a hand written note/letter. Globally it is observed that hand written notes are helping students develop empathy and respectfulness.

Suggested **Action Points**
(Immediate, Mid-term & Long-term)

Annexure-1

Key factors impacting skills requirement @ 2030



Annexure-2

Defining skills for future citizens

Cognitive

Critical thinking
- Structured problem solving
- Logical reasoning
- Understanding biases
- Seeking relevant information

Planning and ways of working
- Work-plan development
- Time management and prioritization
- Agile thinking

Communication
- Storytelling and public speaking
- Asking the right questions
- Synthesizing messages
- Active listening

Mental flexibility
- Creativity and imagination
- Translating knowledge to different contexts
- Adopting a different perspective
- Adaptability
- Ability to learn

Interpersonal

Mobilizing systems
- Role modeling
- Win-win negotiations
- Crafting an inspiring vision
- Organizational awareness

Planning and ways of working
- Empathy
- Inspiring trust
- Humility
- Sociability

Teamwork effectiveness
- Fostering inclusiveness
- Motivating different personalities
- Resolving conflicts
- Collaboration
- Coaching
- Empowering

Suggested **Action Points**
(Immediate, Mid-term & Long-term)

Self-leadership

Self-awareness and self-management

- Understanding own emotions and triggers
- Self-control and regulation
- Understanding own strenghts
- Integrity
- Self-motivation and wellness

Entrepreneurship

- Courage and risk-taking
- Driving change and innovation
- Energy, passion, and optimism
- Breaking orthodoxies

Entrepreneurship

- Owner and decisiveness
- Achievement orientation
- Grit and persistence
- Coping with uncertainty
- Self-development

Digital

Digital fluency and citizenship

- Digital literacy
- Digital learning
- Digital collaboration
- Digital ethics

Software use and development

- Programming literacy
- Data analysis and statistics
- Computational and algorithmic thinking

Understanding digital systems

- Data literacy
- Smart systems
- Cybersecurity literacy
- Teach translation and enablement

Key **Resources**

(E-books, PDFs Links, YouTube Links etc)

Annexure-1

Resources on Future Skills & Future of Education (Research & Knowledge Papers)

I. https://drive.google.com/file/d/1PJPblvChw1EIcxHY402oTqw0Mf2fsRiC/view
II. https://drive.google.com/file/d/1zmxNZpeitzDgQ7hVtj1u0FCm3EsXKk-t/view
III. https://atos.net/wp-content/uploads/2021/03/future-of-skills-report.pdf
IV. https://indiaeducationforum.org/pdf/ISR-2021.pdf
V. https://wheebox.com/assets/pdf/ISR_Report_2022.pdf
VI. https://nasscom.in/knowledge-center/publications/futureskills-talent-india-demand-supply-analysis

Annexure-2

Top 18 lesson planning resources (Most of them are free)

I. https://www.readwritethink.org/
II. https://phet.colorado.edu/en/teaching-resources
III. https://www.scholastic.com/teachers/teaching-tools/home.html
IV. https://sheg.stanford.edu/
V. https://www.getepic.com/educators
VI. https://www.learningforjustice.org/
VII. https://www.prodigygame.com/main-en/teachers/
VIII. https://www.3plearning.com/
IX. https://www.achieve3000.com/
X. https://banzai.org/
XI. https://www.readwritethink.org/
XII. https://kids.nationalgeographic.com/
XIII. https://www.starfall.com/h/
XIV. https://www.classroomchampions.org/
XV. https://www.bbc.co.uk/history/forkids/
XVI. https://www.disneyjunior.ca/
XVII. https://artsandculture.google.com/
XVIII. https://www.howstuffworks.com/

Annexure-3

Digital Books/PDFs on following subjects:

- **Vision of Education (13 e-books)**
  https://drive.google.com/drive/folders/1gINQa0TfTfyUsorBQH5uFxRobMQT5xZn?usp=sharing
- **Assessments and Student Engagement (6 e-Books)**
  https://drive.google.com/drive/folders/1M_v96T6CKKVMBnLgD5pMevtTJzuqntnv?usp=sharing
- **ICT in Education (7 e-books)**
  https://drive.google.com/drive/folders/18SskAbYPFW8IeOKlu5BpZDBMuivd5bZC?usp=sharing
- **Mindful Education (5 e-books)**
  • https://drive.google.com/drive/folders/1ZE7jqtP04E1Dpwuru4dJNP9ezvCIAKAP?usp=sharing
  • https://eera-ecer.de/ecer-programmes/conference/26/network/684/ (Assessments)

Key **Resources**

(E-books, PDFs Links, YouTube Links etc)

Annexure-4

Reports on Web 3.0

I. https://portal.am/wp-content/uploads/2021/08/PortalAM_Web-3-Report-1.pdf
II. https://www.solactive.com/wp-content/uploads/2022/03/Report-An-Introduction-to-Web-3.0.pdf
III. https://www.goldmansachs.com/insights/pages/gs-research/framing-the-future-of-web-3.0-metaverse-edition/report.pdf
IV. https://www.academia.edu/39468575/Web_3_0_The_New_Era_of_Data
V. https://www.hindawi.com/journals/edri/2022/6503139/

Annexure-5

Career Guidance Framework

Career Information

Relevant information on emerging sectors, opportunities and policies which are shaping up the job landscape is crucial for young learners. Under the 'career information', students and teachers will be orientated with ongoing disruptions in various sectors of the economy, how these disruptions are shaping up labour market, new business models, emerging job roles and skills requirements etc.

Career Exploration

In the second level- 'career exploration', more in–depth assistance would be available for students. Assistance may be given in small groups of training sessions. In some cases, guided group exploration might be appropriate. The small group work would focus on the development of skills necessary to sustain group members' motivation and overcome their self–defeating thoughts. This stage will cover teacher training (ToTs) and parents workshops as well.

Career Management

The third tier would include individual guidance where the students can clarify their individual queries on career selection, evaluate career strengths and barriers, examine assumptions with pragmatic approach. This stage will also have a designated 'mentor' to help answer students' queries. It will also cover various tests like- personality, psychometric etc. Centralized toll free help line number can also be provided for query resolution.

STTAR **FLS in Media**

Online sessions facilitated by global academics

LUCKNOW: STTAR Future Learning Systems, a flagship professional development programme of Saamarthya Teachers Training Academy of Research (STTAR), began on May 23, with a series of online sessions facilitated by global academics. Being held in collaboration with STTAR's global partners Global Education Futures and The Weaving Lab, the five-day programme aims to cover a slew of pertinent topics about new-age pedagogy and how it will shape the future of education. HTC

'STTAR Future Learning Systems heralds a new chapter'

PNS ■ KANPUR

STTAR Future Learning Systems, a flagship professional development programme of Saamarthya Teachers Training Academy of Research (STTAR) programme was inaugurated with a welcome address by Shishir Jaipuria, Chairman of Seth Anandram Jaipuria Group of Educational Institutions and also Chairman of FICCI Arise. Addressing the audience, he said STTAR Future Learning Systems heralded a new chapter wherein one sought to explore what the future of education held for the present and coming generations. He said it will turn a new page, make a new beginning to redefine teaching and learning experiences through new-age pedagogy, smart tech-integration, innovative practices and transfer of knowledge, skills, values and attitudes that shall go on to shape the 21st century.

Dr Pavel Luksha, Founder and Director of Global Education Futures addressing the virtual session of STTAR Future Learning Systems.

The inaugural session was on 'Education 2030: Trends Shaping Future Learning Systems' and the speaker was Dr Pavel Luksha, Founder and Director of Global Education Futures. He said that the programme was "an opportunity to create a new paradigm in Indian education." The second session was on 'Education Transitions For Societal Transformations' by Professor Alexander Laszlo, President of International Society for the Systems Sciences (ISSS).

Another highlight of the day was a case study presentation on 'Principles of Horizontal Connections among People, Ideas and Resources' by Prof Alexey Fedoseev, President of Kruzhok Movement, which was a community of technology innovators developing new tech to find solutions to 21st century problems.

The entire programme will feature Live Groups to make the new learning practical, actionable and implementable for all participants. Saamarthya Teachers Training Academy of Research (STTAR) was an initiative of Jaipuria School of Business under the aegis of Seth Anandram Jaipuria Group of Educational Institutions which had a legacy of 76 years in the field of education. The academy had expertise in developing latest pedagogical competencies in five-day programme aimed to cover pertinent topics about new age pedagogy and how it will shape the future of education.

The programme was designed to empower school teachers, principals, academics, researchers, college directors and heads of departments with knowledge and competencies to confidently make a progressive transition into the future.

शिक्षाविदों ने किया शिक्षा पद्धति के कई प्रासंगिक विषयों पर विमर्श

गुड़गांव, 26 मई (ब्यूरो): पांच दिवसीय कार्यक्रम स्टार के ग्लोबल पार्टनर-ग्लोबल एजुकेशन फ्यूचर्स और द वीविंग लैब के सहयोग से आयोजित किया जा रहा है।

शिक्षा पद्धति के प्रासंगिक विषयों पर अपना विचार रखते शिक्षाविद।

इसका उद्देश्य नए जमाने की शिक्षा पद्धति के बारे में कई प्रासंगिक विषयों पर विमर्श और यह चर्चा करना है कि यह किस तरह शिक्षा के भविष्य को संवारने वाला है। कार्यक्रम के तहत स्कूल के शिक्षकों, प्रधानाध्यापकों, शिक्षाविदों, शोधकर्ताओं, कॉलेज के निदेशकों और संबद्ध विभागों के प्रमुखों का ज्ञान और क्षमता वर्धन के साथ उन्हें सशक्त बनाना है ताकि वे आत्मविश्वास से भविष्य में प्रगतिशील परिवर्तन के कदम रखें। कार्यक्रम का उद्घाटन सेठ आनंदराम जयपुरिया ग्रुप ऑफ एजुकेशनल इंस्टीट्यूशंस के अध्यक्ष शिशिर जयपुरिया के स्वागत संबोधन से हुआ। इस विशाल समूह में 16 के-12 स्कूल, 4 प्रीस्कूल, 2 प्रबंधन संस्थान और शिक्षक प्रशिक्षण अकादमी एसटीटीएआर हैं। जयपुरिया फिक्की एराइज के अध्यक्ष भी हैं। स्टार फ्यूचर लर्निंग सिस्टम्स की अहमियत बताते हुए जयपुरिया ने कहा स्टार फ्यूचर लर्निंग सिस्टम्स ने एक नए अध्याय की शुरुआत की है जिसमें हम यह जानने की कोशिश करेंगे कि वर्तमान और भावी पीढ़ियों के लिए शिक्षा का भविष्य क्या है। इस विशाल समूह में 16 के-12 स्कूल, 4 प्रीस्कूल, 2 प्रबंधन संस्थान और शिक्षक प्रशिक्षण अकादमी एसटीटीएआर हैं। जयपुरिया फिक्की एराइज के अध्यक्ष भी हैं। स्टार फ्यूचर लर्निंग सिस्टम्स की अहमियत बताते हुए जयपुरिया ने कहा स्टार फ्यूचर लर्निंग सिस्टम्स ने एक नए अध्याय की शुरुआत की है जिसमें हम यह जानने की कोशिश करेंगे कि वर्तमान और भावी पीढ़ियों के लिए शिक्षा का भविष्य क्या है। इसका उद्देश्य नए जमाने की शिक्षा पद्धति के बारे में कई प्रासंगिक विषयों पर विमर्श और यह चर्चा करना है कि यह किस तरह शिक्षा के भविष्य को संवारने वाला है। कार्यक्रम का उद्घाटन जयपुरिया ग्रुप ऑफ एजुकेशनल इंस्टीट्यूशंस के अध्यक्ष शिशिर जयपुरिया के संबोधन से हुआ। उन्होंने कहा कि स्टार फ्यूचर लर्निंग सिस्टम्स ने एक नए अध्याय की शुरुआत हुई है। आयोजन का समापन 27 मई को होगा।

फ्यूचर लर्निंग सिस्टम पर शिक्षाविदों ने रखी अपनी राय

गाजियाबाद,24 मई (नवोदय टाइम्स): सामर्थ्य टीचर्स ट्रेनिंग एकेडमी ऑफ रिसर्च का प्रमुख प्रोफेशनल विकास प्रोग्राम स्टार फ्यूचर लर्निंग सिस्टम्स का शुभारंभ हुआ। जिसमें शिक्षाविदों ने ऑनलाइन माध्यम से अपनी राय रखी।पांच दिवसीय कार्यक्रम स्टार के ग्लोबल पार्टनर-ग्लोबल एजुकेशन फ्यूचर्स और द वीविंग लैब के सहयोग से आयोजित किया गया।इसका उद्देश्य नए जमाने की शिक्षा पद्धति के बारे में कई प्रासंगिक विषयों पर विमर्श और यह चर्चा करना है कि यह किस तरह शिक्षा के भविष्य को संवारने वाला है। कार्यक्रम का उद्घाटन जयपुरिया ग्रुप ऑफ एजुकेशनल इंस्टीट्यूशंस के अध्यक्ष शिशिर जयपुरिया के संबोधन से हुआ।उन्होंने कहा कि स्टार फ्यूचर लर्निंग सिस्टम्स ने एक नए अध्याय की शुरुआत हुई है। आयोजन का समापन 27 मई को होगा।

स्टार फ्यूचर लर्निंग सिस्टम्स का शुभारंभ

सर्वसुलभ ऑनलाइन सेशनों की पूरी श्रृंखला का आयोजन

लखनऊ (स्पष्ट आवाज)। गुरुवार से पांच दिवसीय कार्यक्रम स्टार के ग्लोबल पार्टनर ग्लोबल एजुकेशन फ्यूचर्स और द वीविंग लैब के सहयोग से आयोजित हो रहा है। इसका उद्देश्य नए जमाने की शिक्षा पद्धति के बारे में कई प्रासंगिक

वर्तमान और भावी पीढ़ियों के लिए शिक्षा का भविष्य क्या है

विषयों पर विमर्श और यह चर्चा करना है कि यह किस तरह शिक्षा के भविष्य को संवारने वाला है। कार्यक्रम के तहत स्कूल के शिक्षकों, प्रधानाध्यापकों शिक्षाविदों शोधकर्ताओं कॉलेज के निदेशकों और संबद्ध विभागों के प्रमुखों का ज्ञान और क्षमता वर्धन के साथ उन्हें सशक्त बनाना है ताकि वे आत्मविश्वास से भविष्य में प्रगतिशील परिवर्तन के कदम रखें। कार्यक्रम का उद्घाटन सेठ आनंदराम जयपुरिया ग्रुप ऑफ एजुकेशनल इंस्टीट्यूशंस के अध्यक्ष शिशिर जयपुरिया के स्वागत संबोधन से हुआ। इस विशाल समूह में 16 के-12 स्कूल, 4 प्रीस्कूल, 2 प्रबंधन संस्थान और शिक्षक प्रशिक्षण अकादमी एसटीटीएआर हैं। जयपुरिया फिक्की एराइज के अध्यक्ष भी हैं। स्टार फ्यूचर लर्निंग सिस्टम्स की अहमियत बताते हुए जयपुरिया ने कहा स्टार फ्यूचर लर्निंग सिस्टम्स ने एक नए अध्याय की शुरुआत की है जिसमें हम यह जानने की कोशिश करेंगे कि वर्तमान और भावी पीढ़ियों के लिए शिक्षा का भविष्य क्या है। इसका उद्देश्य नए जमाने की शिक्षा पद्धति के बारे में कई प्रासंगिक विषयों पर विमर्श और यह चर्चा करना है कि यह किस तरह शिक्षा के भविष्य को संवारने वाला है। कार्यक्रम के तहत स्कूल के शिक्षकों, प्रधानाध्यापकों, शिक्षाविदों, शोधकर्ताओं, कॉलेज के निदेशकों और संबद्ध विभागों के प्रमुखों का ज्ञान और क्षमता वर्धन के साथ उन्हें सशक्त बनाना है ताकि वे आत्मविश्वास से भविष्य में प्रगतिशील परिवर्तन के कदम रखें। कार्यक्रम का उद्घाटन सोमवार को सेठ आनंदराम जयपुरिया ग्रुप ऑफ एजुकेशनल इंस्टीट्यूशंस के अध्यक्ष श्री शिशिर जयपुरिया के स्वागत संबोधन से हुआ।

भावी पीढ़ियों के लिए शिक्षा का भविष्य क्या है। हम एक नया पृष्ठ पलटेंगे 21वीं सदी को संवारने वाली नए युग की शिक्षा पद्धति स्मार्ट तकनीक, एकीकरण अभिनव कार्य पद्धतियों और ज्ञान कौशल मूल्यों और दृष्टिकोणों की नई परिभाषा कर एक नई शुरुआत करेंगे। स्टार फ्यूचर लर्निंग सिस्टम्स के पहले दिन एजुकेशन 2030 ट्रेंड्स शेपिंग फ्यूचर लर्निंग सिस्टम्स पर स्लोवल एजुकेशन फ्यूचर्स के संस्थापक और निदेशक डा. पावेल लुक्सा का एक सत्र आयोजित किया गया।

उन्होंने कहा कि यह कार्यक्रम भारतीय शिक्षा को नया प्रतिमान देने का अवसर था। डॉ. लुक्सा के सत्र के बाद सामाजिक परिवर्तन के लिए शिक्षा परिवर्तन पर इंटरनेशनल सोसाइटी फॉर द सिस्टम्स साइंसेज आईएसएसएस के अध्यक्ष प्रोफेसर अलेक्जेंडर लास्लो ने अपना वैश्विक खोज वक्तव्य दिया। दिन का एक अन्य आकर्षण लोगों विचारों और संसाधनों के बीच वैश्विक संबंध के सिद्धांतों पर कुज़ोक मूवमेंट के अध्यक्ष एलेक्सी फेडोसेव का एक केस स्टडी प्रस्तुत करना था।

यह मूवमेंट 21 वीं सदी की समस्याओं के समाधान में नई तकनीक विकसित करने वाले प्रौद्योगिकी नवप्रवर्तकों का एक समुदाय है। दिन का समापन विषयों और सीखों पर मंथन के साथ हुआ। कार्यक्रम के दूसरे और चौथे दिन लाइव ग्रुप सत्र होंगे जिसका मकसद नई सीख को सभी प्रतिभागियों के लिए व्यावहारिक क्रियात्मक और कार्यान्वयन योग्य बनाना है। स्टार फ्यूचर लर्निंग सिस्टम्स के प्रत्येक प्रतिभागी को उद्योग समर्थित प्रमाण पत्र के साथ-साथ वैश्विक मान्यता मिलेगी और ग्लोबल एजुकेशन फ्यूचर्स के दायरे में वैश्विक सम्मेलनों में भागीदारी का अवसर भी मिलेगा।

स्टार फ्यूचर लर्निंग सिस्टम्स का शुभारंभ, पूरी दुनिया के शिक्षाविदों की महत्वपूर्ण अंतर्दृष्टि मिली

गाजियाबाद। आज यह पांच दिवसीय कार्यक्रम स्टार के ग्लोबल पार्टनर - ग्लोबल एजुकेशन फ्यूचर्स और द वीविंग लैब के सहयोग से आयोजित हो रहा है। इसका उद्देश्य नए जमाने की शिक्षा पद्धति के बारे में कई प्रासंगिक विषयों पर विमर्श और यह चर्चा करना है कि यह किस तरह शिक्षा के भविष्य को संवारने वाला है। कार्यक्रम के तहत स्कूल के शिक्षकों, प्रधानाध्यापकों, शिक्षाविदों, शोधकर्ताओं, कॉलेज के निदेशकों और संबद्ध विभागों के प्रमुखों का ज्ञान और क्षमता वर्धन के साथ उन्हें सशक्त बनाना है ताकि वे आत्मविश्वास से भविष्य में प्रगतिशील परिवर्तन के कदम रखें। कार्यक्रम का उद्घाटन सोमवार को सेठ आनंदराम जयपुरिया ग्रुप ऑफ एजुकेशनल इंस्टीट्यूशंस के अध्यक्ष श्री शिशिर जयपुरिया के स्वागत संबोधन से हुआ।

प्रौद्योगिकी: स्टार फ्यूचर लर्निंग सिस्टम्स का शुभारंभ, पूरी दुनिया के शिक्षाविदों की महत्वपूर्ण अंतर्दृष्टि मिली। स्टार का प्रमुख प्रोफेशनल विकास प्रोग्राम स्टार फ्यूचर लर्निंग सिस्टम्स का शुभारंभ, शिक्षाविदों के सर्वसुलभ ऑनलाइन सेशनों की पूरी श्रृंखला का आयोजन। स्टार फ्यूचर लर्निंग सिस्टम्स की अहमियत बताते हुए शिशिर जयपुरिया ने कहा, लर्निंग सिस्टम्स ने एक नए अध्याय की शुरुआत की है जिसमें हम यह जानने की कोशिश करेंगे कि वर्तमान और भावी पीढ़ियों के लिए शिक्षा का भविष्य क्या है।

स्टार फ्यूचर लर्निंग सिस्टम्स का शुभारंभ

एकता ज्योति संवाददाता

गाजियाबाद। पांच दिवसीय कार्यक्रम स्टार के ग्लोबल पार्टनर - ग्लोबल एजुकेशन फ्यूचर्स और द वीविंग लैब के सहयोग से आयोजित हो रहा है। इसका उद्देश्य नए जमाने की शिक्षा पद्धति के बारे में कई प्रासंगिक विषयों पर विमर्श और यह चर्चा करना है कि यह किस तरह शिक्षा के भविष्य को संवारने वाला है। कार्यक्रम के तहत स्कूल के शिक्षकों, प्रधानाध्यापकों, शिक्षाविदों, शोधकर्ताओं, कॉलेज के निदेशकों और संबद्ध विभागों के प्रमुखों का ज्ञान और क्षमता वर्धन के साथ उन्हें सशक्त बनाना है ताकि वे आत्मविश्वास से भविष्य में प्रगतिशील परिवर्तन के कदम रखें।

कार्यक्रम का उद्घाटन सोमवार को सेठ आनंदराम जयपुरिया ग्रुप ऑफ एजुकेशनल इंस्टीट्यूशंस के अध्यक्ष श्री शिशिर जयपुरिया के स्वागत संबोधन से हुआ। इस विशाल समूह में 16 के-12 स्कूल, 4 प्रीस्कूल, 2 प्रबंधन संस्थान और शिक्षक प्रशिक्षण अकादमी एसटीटीएआर हैं। श्री जयपुरिया फिक्की एराइज के अध्यक्ष भी हैं।

स्टार फ्यूचर लर्निंग सिस्टम्स की अहमियत बताते हुए श्री जयपुरिया ने कहा, 'स्टार फ्यूचर लर्निंग सिस्टम्स ने एक नए अध्याय की शुरुआत की है जिसमें हम यह जानने की कोशिश करेंगे कि वर्तमान और भावी पीढ़ियों के लिए शिक्षा का भविष्य क्या है। हम एक नया पृष्ठ पलटेंगे, 21 वीं सदी को संवारने वाली नए युग की शिक्षा पद्धति, स्मार्ट तकनीक-एकीकरण, अभिनव कार्य पद्धतियों और ज्ञान, कौशल, मूल्यों और दृष्टिकोणों की नई परिभाषा कर एक नई शुरुआत करेंगे।' स्टार फ्यूचर लर्निंग सिस्टम्स के पहले दिन 'एजुकेशन 2030: ट्रेंड्स शेपिंग फ्यूचर लर्निंग सिस्टम्स' पर स्लोवल एजुकेशन फ्यूचर्स के संस्थापक और निदेशक डॉ. पावेल लुक्सा का एक सत्र आयोजित किया गया। उन्होंने कहा कि यह कार्यक्रम 'भारतीय शिक्षा को नया प्रतिमान देने का अवसर था।' डॉ. लुक्सा के सत्र के बाद 'सामाजिक परिवर्तन के लिए शिक्षा परिवर्तन' पर इंटरनेशनल सोसाइटी फॉर द सिस्टम्स साइंसेज (आईएसएसएस) के अध्यक्ष प्रोफेसर अलेक्जेंडर लास्लो ने अपना वैश्विक बीज वक्तव्य दिया। दिन का एक अन्य आकर्षण 'लोगों, विचारों और संसाधनों के बीच क्षैतिज संबंध के सिद्धांतों' पर कुज़ोक मूवमेंट के अध्यक्ष एलेक्सी फेडोसेव का एक केस स्टडी प्रस्तुत करना था। यह मूवमेंट 21 वीं सदी की समस्याओं के समाधान में नई तकनीक विकसित करने वाले प्रौद्योगिकी नवप्रवर्तकों का एक समुदाय है। दिन का समापन विषयों और सीखों पर मंथन के साथ हुआ।

कार्यक्रम के दूसरे और चौथे दिन लाइव ग्रुप सत्र होंगे जिसका मकसद नई सीख को सभी प्रतिभागियों के लिए व्यावहारिक, क्रियात्मक और कार्यान्वयन योग्य बनाना है। दिन 3 और दिन 5 में जाने-माने शिक्षाविद जैसे ओईसीडी के वरिष्ठ सलाहकार डॉ. वैलेरी हैन; शिक्षाविशिष्ट इंस्टीट्यूट ऑफ बिजनेस मैनेजमेंट, पुणे के निदेशक डॉ. आर रमन; शिव नादर विश्वविद्यालय के प्रेसीडेन्शियल फेलिन, अकादमिक, डॉ राजीव कुमार सिंह; मेलबर्न वेतुएट स्कूल ऑफ एजुकेशन में निदेशक प्रो. सैंड्रा मिलिगन; ग्लोबल एजुकेशन फ्यूचर्स में चीफ मेंबर कंटेंटेंगा लोहरबेरंग; और भारतीय महिला राष्ट्रीय हॉकी टीम के पूर्व कोच रजीद मंरिंडे की भागीदारी होगी।

स्टार फ्यूचर लर्निंग सिस्टम्स ने 9 देशों और 18 भारतीय राज्यों के शिक्षकों की भागीदारी सुनिश्चित की है। कार्यक्रम के लिए **https://sttar.in/fls/.** पर पंजीकरण जारी है और सीमित सीटें उपलब्ध हैं। स्टार फ्यूचर लर्निंग सिस्टम्स के प्रत्येक प्रतिभागी को उद्योग समर्थित प्रमाण पत्र के साथ-साथ वैश्विक मान्यता मिलेगी और ग्लोबल एजुकेशन फ्यूचर्स के दायरे में वैश्विक सम्मेलनों में भागीदारी का अवसर भी मिलेगा।

स्टार फ्यूचर लर्निंग सिस्टम्स के आयोजन का समापन 27 मई को होगा।

सामर्थ्य टीचर्स ट्रेनिंग एकेडमी ऑफ रिसर्च (स्टार) शिक्षा के क्षेत्र में 76 साल की विरासत के साथ सेठ आनंदराम जयपुरिया ग्रुप ऑफ एजुकेशनल इंस्टीट्यूशंस के तत्वावधान में कार्यरत जयपुरिया स्कूल ऑफ बिजनेस, गाजियाबाद की एक पहल है। अकादमी शिक्षकों में नवीनतम तैक्षणिक दक्षताएं विकसित करने में विशेषज्ञता रखती है।

Testimonials

"The workshop provided an exclusive opportunity to interact with global peers and grow professional network. Interactions and discussions with policy makers, academic experts, school networks, teachers, education leaders, students and social partners, provided a space to exchange ideas, compare proven and promising practices, discover cutting edge research and contribute to a new ecosystem of learning."

Madhavi Goswami
Deputy Headmistress,
Seth Anandram Jaipuria School, Ghaziabad

"The STTAR session on Future learning systems was a comprehensive five-day programme with a motive of developing latest pedagogical competencies in educators. The expert speakers from across the globe helped teachers understand the relevance of future learning systems and the skills they need to acquire to navigate in the VUCA and RUPT world. Various innovative strategies and practices were shared for effective student engagement and learning."

Shilpi Agarwal
TGT Science,
Seth Anandram Jaipuria School, Lucknow

"The five-days training by STTAR was an enriching experience with sessions by well-established practioners in the field of education and meaningful group discussions. It is a step-forward towards our goal of lifelong learning and empowering our teachers."

Deepika Gupta
PGT History,
Seth Anandram Jaipuria School, Lucknow

"I am really grateful to STTAR for organizing such enlightening 5-day sessions on Future Learning Skills. The sessions were beautifully designed with eminent International and National speakers and ensured interactions amongst the members through meaningful group discussions."

Anubhav Singh
Media Head,
Seth Anandram Jaipuria School, Lucknow

"FSL indeed was a 5 day session full of immersive learning. So much to ponder on and set the ball rolling. STTAR team put together an immense effort in these five days. The session was thoroughly engaging with excellent speakers and amazing resource persons who shared insights about the fast transforming educational system around the globe."

Pooja Sahni
Headmistress,
Jaipuria Little ONE, Kakadeo, Kanpur

"I found the sessions fascinating, insightful, interesting & incredibly useful. I would like to highlight the dynamic of the sessions, very active, interesting, and well organized and great to share experiences. Many thanks!"

Shalini Nambiar
Director Principal,
Seth Anandram Jaipuria School, Vasundhara, Ghaziabad

Testimonials

"The sessions conducted during the FLS program were an eye opener for the education community!! Education can no longer be confined to texts, sensitisation towards community, climate and companions is equally important. Compassion, Collaboration and creativity must be incorporated in the curriculum. Educators need to weave a story around 'us' and 'now' to present the consequences of tomorrow. Technology can be the means but not the ultimate solution."

Pankaj Rathore
Headmaster,
Seth Anandram Jaipuria School, Shaheedpath, Lucknow

"The STTAR teachers training sessions bring in a variety of topics based on experiences and the ever evolving education system that not only benefits the teachers but also the students in an indirect way. STTAR provides a platform to teachers to learn and reflect their learnings, this promotes their self growth in the process.
Future Learning System by STTAR - the online professional development programs for educators helped them to enhance their pedagogical skills and competencies."

Rashmi Srivastava
Physics HOD,
Seth Anandram Jaipuria School, Shaheedpath, Lucknow

"Some great thought leaders who forced us to challenge the status quo. Future Skills for both the Educational fraternity and students need immediate attention. Some very engaging sessions and powerful speakers. Congratulations STTAR for this unique initiative!"

Ponam Kochitty
Principal,
Seth Anandram Jaipuria School, Shaheedpath, Lucknow

"Five days full of immersive learning. So much to ponder on and set the ball rolling. Heartiest Congratulations to STTAR team for putting together so much in these five days. Very engaging with excellent speakers sharing their thoughts on education. A big thanks to STTAR."

Shikha Banerjee
Principal,
Seth Anandram Jaipuria School, Kanpur

"I hold a very good convention that STTAR has a galaxy of intellectuals, and educationists to enrich and update us. In the name of additional suggestion I personally feel that expansion of training days and reduction in the hours each day would be much convenient."

Jagdish Kumar Pandey

"It was wonderful to be part of the training sessions. Looking forward to having more events in future. Kudos to everyone who made this event a grand success. Thank you so much."

Sangya Ranjan

"Would request you to kindly select the audience for such programmes. There were a few pertinent takeaways no doubt. However, working in the Higher Education sector, I felt the spotlight was more on School Education in most sessions."

Smitha A. Mathew

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About **Saamarthya Teachers Training Academy of Research (STTAR)**

We are a pre-eminent teachers' training academy operating in collaboration with Jaipuria School of Business, Ghaziabad, having expertise in developing latest pedagogical competencies in today's educators. Our unique method of teacher training follows a two-way approach. Firstly, we tap into the technological and didactic breakthroughs to keep the educators abreast of the latest advances in pedagogy. Secondly, we identify, recognize and cater to the learning needs of today's students. Aligning these two approaches, we design customized training modules that serve the teachers and students equally well to create a teaching and learning experience of global standards.

The academy regularly engages with educators at all levels and guides them in the areas of curriculum progression & alignment, effective teaching strategies, structured digital lesson plans, classroom observation and also identifies specific training needs of individual teachers.

STTAR
SAAMARTHYA TEACHERS TRAINING ACADEMY OF RESEARCH
In collaboration with Jaipuria School of Business

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