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Straight Talk

Ravi Santlani, CEO

SGEF 2023: A Monumental Milestone

Allow me to express my profound gratitude and unwavering enthusiasm for what has been an unforgettable journey at the ScooNews Global Educators Fest 2023. As the CEO of ScooNews, it is our enduring commitment to delve into the myriad facets of education and educators. Throughout the year, we organise multiple conferences to achieve this mission. However, the ScooNews Global Educators Fest 2023 stands as a monumental milestone, not only for our organisation but for the entire nation.

This year's fest, held in the vibrant Pink City of Rangilo Rajasthan, left an indelible mark on our hearts. It set an unprecedented record for ScooNews, as it saw the convergence of over 700 dedicated educators hailing from every nook and corner of our diverse nation. Witnessing such a grand assembly of educational leaders under one roof was a source of immense pride and inspiration for all of us. What truly stood out was the collective willingness of educators to embrace the concept of unlearning and re-learning, with the ultimate goal of making a meaningful impact on the lives of our students. It is with great pleasure that we present this post-event issue, encapsulating the essence of beauty, inspiration, and knowledge for those who could not partake in the SGEF experience.

Hosting and collaborating with esteemed educators who not only participated but also played a pivotal role in the success of SGEF was indeed an honor. Rumors abound about business transactions exceeding fifty crores between our partners and school leaders, and this news fills us with immense joy. ScooNews is now infused with newfound vigor and has set its sights on welcoming more than a thousand educators from across the nation to SGEF 2024. We implore you to stand by us and extend your support as we continue on our transformative journey in the realm of education.



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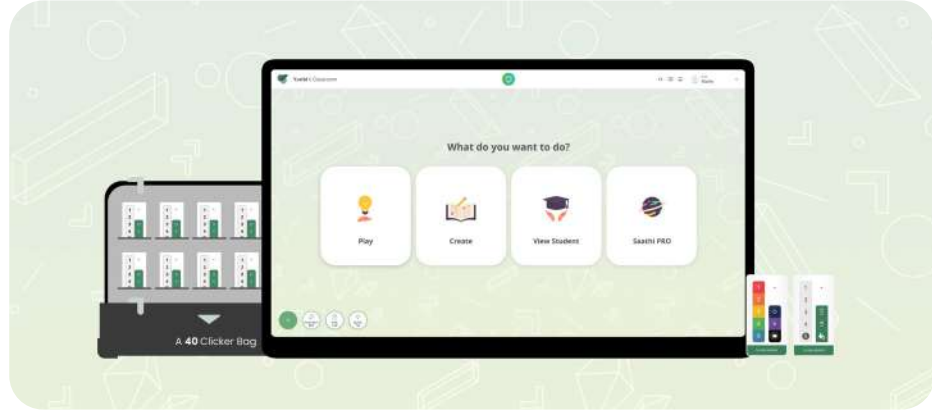
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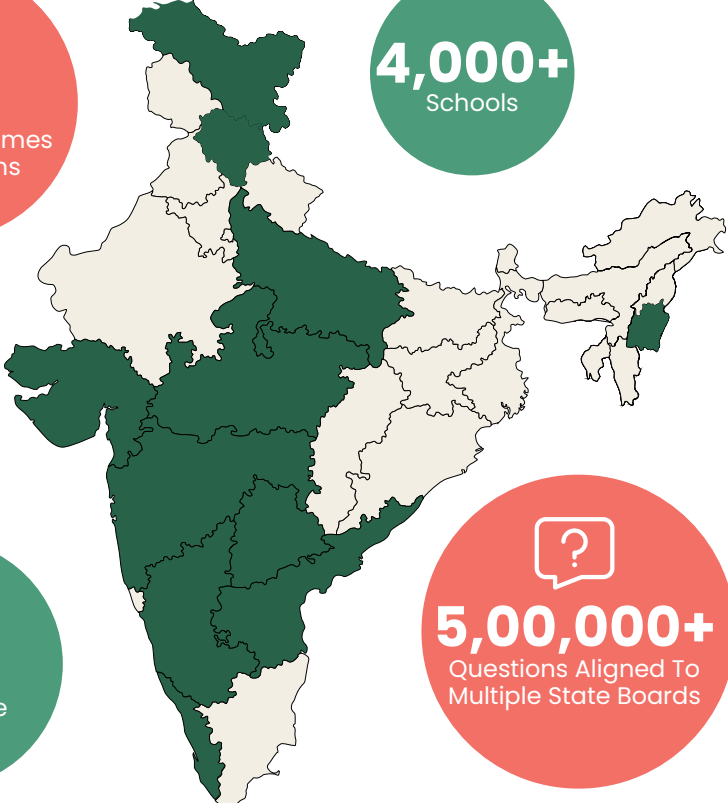

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TRENDING



1 Board Exams Twice a Year

The Indian government has announced that board exams for classes 11 and 12 will be held twice a year, and students will be required to study two languages, one of which must be Indian. The new curriculum framework aims to reduce the burden on students and improve the quality of education in the country.

2 NCERT forms committee to finalize curriculum

The National Council of Educational Research and Training (NCERT) has formed a 19-member committee to finalize the curriculum, textbooks, and learning material for classes 3 to 12. The committee includes author and Infosys Foundation chair Sudha Murthy, singer Shankar Mahadevan, and economist Sanjeev Sanyal. The committee will work to align the curriculum with the National Curriculum Framework for School Education (NCF-SE) of the National Education Policy (NEP) 2020.



3 'Safe School, Safe Rajasthan' campaign launched

The Rajasthan government has launched a 'Safe School, Safe Rajasthan' campaign to create awareness about 'un-safe touch' among students of government schools. In the first phase of the campaign, over one lakh training sessions were conducted in 65,284 government schools of the state, in which over 57 lakh students were taught about 'Good Touch, Bad Touch'.

4 India's Maiden AI School Unveiled in Kerala

India's first AI school, Santhigiri Vidyabhavan, has been launched in Kerala. The school utilizes AI technologies to enhance the learning experience. The AI school offers resources, guidance, and preparation for exams. The immersive learning experience is accessible through the school's website, extending beyond regular school hours.

5 Tamil Nadu Extends Free Breakfast Scheme to All Government Primary Schools

The Chief Minister's Breakfast Scheme has been extended to all government primary schools in Tamil Nadu, benefiting 1.7 million students. The scheme provides free nutritious breakfast to students and aims to reduce malnutrition and increase attendance. The state has a history of implementing social welfare schemes, including the midday meal scheme introduced in 1922.



DAYS TO REMEMBER IN SEPTEMBER

Incorporating these dates into educational agendas encourages a holistic approach to learning—one that values educators, literacy, mental health, linguistic diversity, and inclusivity. Each of these dates holds a unique significance, contributing to a well-rounded and transformative educational experience.



5 September - Teachers' Day

Teachers' Day, celebrated on 5th September in India, is a poignant reminder of the invaluable role educators play in shaping the future of a nation. This day commemorates the birth anniversary of Dr. Sarvepalli Radhakrishnan, a philosopher, and India's second President, believed that teachers are the torchbearers of wisdom and change. It's a day to honor the tireless dedication, patience, and guidance that teachers offer to students.



14 September - Hindi Diwas

Hindi Diwas, celebrated on 14th September, commemorates the adoption of Hindi as the official language of the Indian Constitution in 1949. This day emphasizes the preservation and promotion of linguistic diversity. By highlighting Hindi Diwas in education, we celebrate the cultural richness of languages and encourage students to respect and learn from different linguistic backgrounds.



8 September - International Literacy Day

International Literacy Day, observed on 8th September, underscores the significance of literacy in promoting knowledge, understanding, and empowerment. The ability to read and write is fundamental for personal growth and societal progress. On this day, educational institutions and organizations worldwide reaffirm their commitment to eradicating illiteracy and promoting lifelong learning. By highlighting this date, we emphasize the transformative power of education in shaping informed and engaged global citizens.



23 September - International Day of Sign Languages

The International Day of Sign Languages, observed on 23rd September, draws attention to the rights of the deaf community and the importance of sign languages as a means of communication and education. By recognizing this day, we promote inclusivity and underscore the significance of creating educational environments that cater to diverse learning needs. This date reminds us of the necessity to ensure equal access to education for all, regardless of communication preferences.



10 September - World Suicide Prevention Day (WSPD)

World Suicide Prevention Day, marked on 10th September, is a solemn reminder of the importance of mental health education. Educational institutions play a pivotal role in raising awareness about mental health issues, providing support systems, and fostering an environment of understanding and compassion. By addressing mental health in schools and universities, we can contribute to preventing suicide and promoting emotional well-being among students.



The Humanities in the Age of AI

SCAN the QR code to
watch all the highlights



Key Takeaways From SGEF 2023

Khamma Ghani! Here are the #SGEF2023 Highlights, a section in this month's magazine that will let you learn about the key takeaways from the 3-day event on the future of the humanities in the age of AI. The event was held at Clarks Amer in Jaipur from 10th to 12th August 2023. From AI's potential to help us understand the past to its ability to create new forms of art, the SGEF 2023 had something for everyone. So don't miss it!

High School Hop

*Soonewei
High School Hop*

A ROCK N ROLL NIGHT

with
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Day 1

The day began with a morning assembly, where all the educators present recited prayers and took a pledge to approach the LGBTQIA+ community with empathy, respect, and a recognition of the oneness that unites us all. The pledge read:

“I wholeheartedly pledge to approach the LGBTQIA+ community with empathy, respect, and a recognition of the oneness that unites us all. Without prejudice or bias, I unwaveringly support the cause of fostering a world where every individual, regardless of their sexual orientation, gender identity, or expression, is celebrated and valued as an integral part of our diverse and interconnected society.”

The pledge was a powerful reminder of the importance of inclusivity and acceptance, and it set the tone for the rest of the event. The educators were reminded on how to create more inclusive and supportive learning environments for all students, including those who identify as LGBTQIA+.

The pledge was led and recited by Noor Shekhawat – a 31-year-old first year student of the BA degree course at the Rajasthan University, who recently became the first transgender in the state to have a Jan Aadhaar card issued in her name.

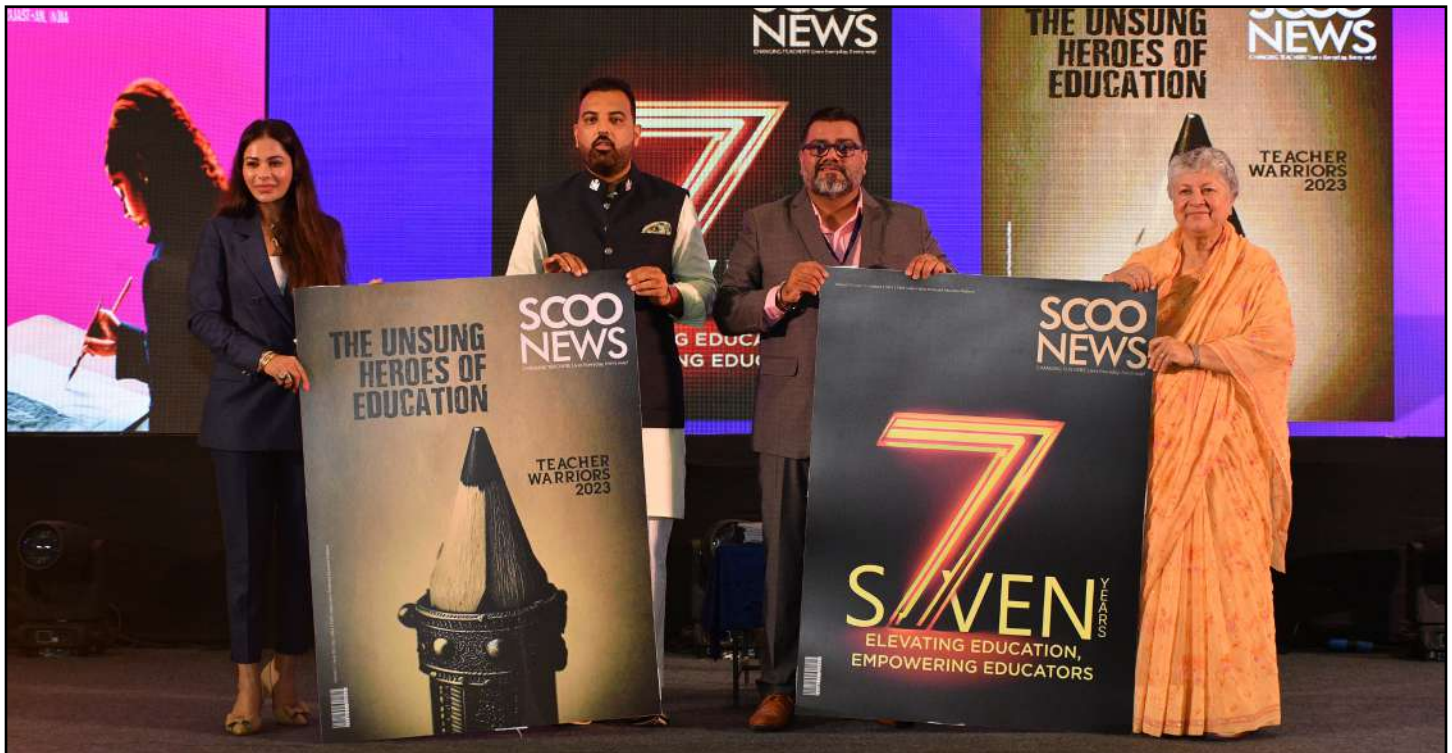




The day's events began with a lamp lighting ceremony, followed by the unveiling of the ScooNews 7th Anniversary Edition. The ceremony was commenced by *Lakshyaraj Singh Mewar of Udaipur*, Trustee of the Maharana of Mewar Foundation and Vidyadan Charitable Trust; *Rama Datt*, Trustee of the Maharaja Sawai Man Singh II Trust, City Palace, Jaipur; *Devyani Jaipuria*, Pro-Vice Chairperson of DPS Gurugram, DPS International, Gurugram, DPS Jaipur, and Chairperson of Dharav High School; and *Ravi Santlani*, Founder and CEO of ScooNews.

The lamp lighting ceremony was a symbolic gesture of hope and renewal. It was followed by the unveiling of the ScooNews 7th Anniversary Edition, a special annual issue along with our Teacher Warriors issue, which was a celebration of the magazine's continued success. Ravi Santlani, Founder and CEO, ScooNews spoke about the magazine's mission to provide high-quality content to educators. He also highlighted the magazine's commitment to diversity and inclusion.

It was a fitting way to kick off the SGEF 2023 day 1- a day full of learning, inspiration, and celebration.



Special Address



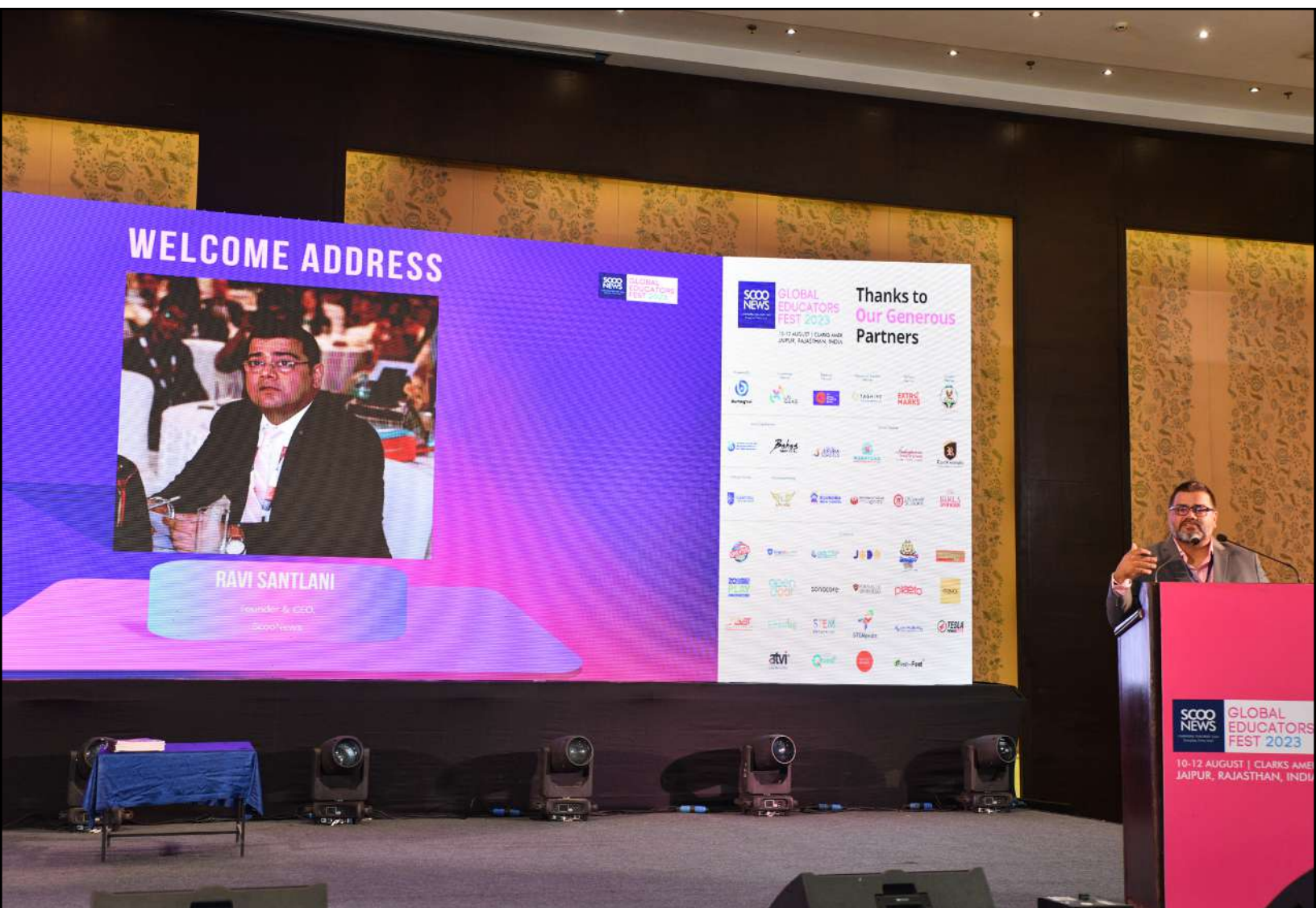
Rama Dutt, the trustee of Maharaja Sawai Mansingh II Trust, City Palace, Jaipur, delivered a special address. She expressed her gratitude and welcomed the leaders present at the ScooNews conference in Jaipur. Rama Dutt acknowledged the efforts of Ravi Santlani, CEO, ScooNews, and his team for organizing the event and emphasized the value of learning and sharing best practices at such platforms.

Rama Dutt began by reflecting on the morning prayer, "Humko Mann Ki Shakti Dena," which she found to be deeply meaningful and morally significant. She highlighted the importance of moral strength, self-control, and the ability to conquer oneself before achieving success. She mentioned that she used to explain the prayer's meaning to school children, stressing the message it conveyed.

She shared her approach to staying connected with parents, noting that despite modern communication methods, she preferred sending hard copies of stories and poetry to parents as a way of maintaining a strong connection. Rama Dutt believed that even if a small percentage of the parents appreciated and absorbed the knowledge she shared, it was worthwhile. She mentioned an instance where a parent from Delhi shared her teaching methods with another school, emphasizing the importance of sharing meaningful stories and poetry.

Rama Dutt also spoke about her school's commitment to the overall development of children in various domains, including intellectual and physical growth. She emphasized that learning can occur through different activities and experiences. She shared an example of an inter-school competition focused on using Hindi idioms in conversations, where students learned a significant number of idioms in a short period. Teachers and principals were amazed at the students' ability to grasp and use idioms effectively, which was difficult to achieve through traditional classroom teaching.





In his keynote address at SGEF 2023, Ravi Santlani, Founder and CEO of ScooNews, extended a warm welcome to all the esteemed guests who graced the event with their presence. He began by acknowledging their invaluable contribution to the education sector and expressed his gratitude for their attendance.

He then delved into the heart of the event, emphasizing its theme, 'Humanities in the age of AI: How to be Human Amidst AI.' He eloquently articulated the significance of this theme in the context of the rapidly evolving world. He noted that 2023 had ushered in an era where artificial intelligence was making profound inroads into various aspects of our lives. It was no longer a concept of the distant future but a tangible reality shaping our present.

He emphasised that how each year, through ScooNews, Ravi Santlani and his team embarked on a mission to spotlight the tireless efforts of educators. They sought out the stories of innovation and dedication within the education sector, amplifying these voices to inspire others.

The platform, in the last 7 years, has acted as a catalyst for change, fostering a community where educators from diverse backgrounds and experiences could come together to learn, grow, and transform the educational landscape. His mission is clear: to empower educators with

the knowledge, tools, and recognition they deserved.

The education sector, he argued, stood at a crossroads. It needed to comprehend and harness the potential of AI to revolutionize teaching methods while preserving the essence of humanity in education. Santlani underscored the importance of adapting and optimizing teaching techniques to align with the capabilities of AI. He shared his insights on how AI could enhance personalized learning experiences, making education more accessible and effective.

As he concluded his address, he encouraged the attendees to delve deeply into the discussions, presentations, and workshops at the conference. He assured them that SGEF 2023 would be a platform for profound learning and exchange of ideas. He also invited everyone to savor the rich cultural tapestry of Rajasthan, both within and beyond the conference.

In his role as the keynote speaker, Ravi Santlani had set the tone for what promised to be an enlightening and transformative event. His words resonated with the challenges and opportunities presented by AI in education, and his call to embrace the future while upholding the values of humanity would undoubtedly shape the conversations and deliberations throughout the conference.

Lakshayraj Singh Mewar of Udaipur



Lakshayraj Singh Mewar addressed the educators, expressing his appreciation for ScooNews Global Educators Festival. He began by acknowledging the presence of honorable guests, and noted the light-hearted atmosphere where everyone could enjoy the festival of education. He appreciated the festival's role in bringing together over 700 educators to exchange ideas and enhance their knowledge and praised ScooNews team for their continuous efforts to improve education.

Lakshayraj Singh proudly mentioned his recent academic achievements, having completed his master's degree and starting his PhD soon. He thanked his teachers, particularly Sir Pramod Sharma and Sir Sriram of NCC, for their strictness and training, which contributed to his current success.

Reflecting on the past, he recalled a simpler time without Facebook or WhatsApp, emphasizing the importance of life during that era, where teachers played a vital role in filling the void left by parents. He concluded his address by quoting the importance of time and its usefulness in times of need.

Mr. Lakshayraj Singh Mewar of Udaipur, a name synonymous with grace, heritage, and unwavering commitment to education, stands as a beacon of inspiration. Mr. Lakshayraj's far-reaching influence extends beyond the regal city of Udaipur. He has been instrumental in shaping educational policies and institutions, ensuring that the youth of today receive holistic and values-based education. His tireless efforts in the field of education have created opportunities for countless individuals to access quality learning.

At the ScooNews Global Educators Fest (SGEF), a prestigious gathering of education leaders and visionaries, Mr. Lakshayraj Singh Mewar's presence was met with admiration and respect. ScooNews's Founder and CEO, Mr. Ravi Santlani, warmly welcomed Mr. Lakshayraj to the event, acknowledging his invaluable contributions to education and culture. As they shared a platform, it was evident that Mr. Lakshayraj's support and wisdom have left an indelible mark on SGEF and the broader educational community.

In an age when tradition meets innovation, Mr. Lakshayraj Singh Mewar stands tall as a custodian of heritage and a torchbearer for education. His unwavering commitment to these causes reflects not only his deep-rooted pride in his heritage but also his vision for a brighter, more enlightened future for all. With leaders like him at the forefront of educational transformation, the possibilities for progress and positive change are boundless.



Following the address at ScooNews Global Educators' Fest 2023, ScooNews with the help of students from Delhi Public School, Jaipur created a portrait of Lakshyaraj Singh Mewar using 625 Rubik's cubes. The portrait was a stunning feat of creativity and teamwork, and it took 30 students over 20 hours to complete. The portrait was unveiled at the opening ceremony of the festival, and it was met with great applause from the audience.





RATNESH KUMAR JHA, CEO INDIA AND SOUTH EAST ASIA, BURLINGTON ENGLISH began his address by setting a strong tone for the conference. He went on to explain the importance of the National Education Policy and the foundational NTF. He explained that the white paper being published was a collective work of 750 educators across 6 cities, as well as academics, policymakers, and those outside of the education domain who are contributing to education in terms of technology. He complimented ScooNews for organizing the conference and for bringing together such a great line-up of speakers. He then went on to explain the importance of communication and collaboration in the evolution of humans, and how gossip is the biggest word in human evolution. Neanthrals were the first humans to exist, about 72,000 years ago, and they were eventually replaced by sapiens about 400,000 years later. What differentiated the two was communication, the art to build relationships through communication. Gossip is seen as a way of connecting with others and building relationships. It is also seen as a way of exchanging information and ideas. In the context of AI, prompt is seen as a form of gossip, where the user is conversing with the system and exchanging information. Ratnesh then connected this to the discussion of Artificial Intelligence, and how understanding prompts is key to success. He concluded by saying that the basic idea of education has not changed, and that the conversation between humans and machines is evolving.

Talking briefly about the White Paper titled **‘Unlocking Success: Turning Policy and Frameworks into Real-World Action’**, he expanded on the concept behind the research. The National Education Policy 2020 (NEP 2020) aims to devise four National Curriculum Frameworks (NCFs):

- National Curriculum Framework for Early Childhood Care and Education (NCFECE)
- National Curriculum Framework for School Education (NCFSE)
- National Curriculum Framework for Teacher Education (NCFTE)
- National Curriculum Framework for Adult Education (NCFAE)

Recommendations of National Education Policy 2020 (NEP2020) were kept in view during the whole process. The focus is on “how to implement” the recommendations of NEP2020. The overarching objective of NCF is to help positively transform the school education system of India as envisioned in NEP 2020, through corresponding positive changes in the curriculum including pedagogy.



Followed the Keynote address by Ratnesh Kumar Jha, CEO India and South East Asia Burlington English, the **Unveiling Ceremony of ‘Unlocking Success: Turning Policy and Frameworks into Real-World Action’**, a **White Paper** by Burlington English in collaboration with ScooNews, was successfully held at the event venue. The ceremony showcased the culmination of extensive efforts, reflecting the outcome of an in-depth review of over 25 hours of recorded sessions. The focus was on reorienting the white paper to provide actionable solutions for simplifying the execution of NEP 2020 and NCFs expectations for educators. Three innovative projects were introduced, aligning with the core principles of the National Education Policy and the National Curriculum Framework. Attendees were immersed in insights that encouraged cross-curricular integration, early education frameworks, and competency-based language acquisition. The event provided a platform for educators and stakeholders to explore strategies bridging educational policies and effective classroom implementation.



RUSSELL JOHN CAILEY, MANAGING DIRECTOR OF THINK LEARNING STUDIO (TLS) in Dubai, is a disruptor in education known for pioneering “inspired chaos”. He gave a presentation on ‘PIONEERING A PATH OF PURPOSE:THINK Global School’s Voyage in Reshaping Global Education’ and how AI and automation will transform the workplace in the coming years. He discussed the current trends and challenges of work, such as globalization, digitalization, demographic changes, and skills gaps. He also defined the key terms of AI and automation, and explained how they are affecting various industries and occupations. He then explored the potential negative and positive impacts of AI and automation on work, such as job displacement, income inequality, ethical dilemmas, social unrest, productivity growth, innovation, new jobs, and reskilling. He also suggested some strategies and best practices for workers, employers, and policymakers to adapt to the changing work environment and leverage the benefits of AI and automation. He concluded his presentation by summarizing his main points and providing some recommendations for further research and action.

Think Global School’s innovative Changemaker Curriculum gives students agency over their education through a combination of real-world exploration, skills mastery, and project-based learning. The curriculum is aligned with the UN Sustainable Development Goals and the OECD Learning Framework 2030, and it covers core subjects such as English, Mathematics, Science, Humanities, Languages, Arts, and Physical Education.



SYED SULTAN AHMED, THE FOUNDER OF LXL IDEAS, a platform that enables schools to impart lessons of life through films, events, research, training, and publications, gave a presentation on how to innovate and implement in education. He discussed why innovation is essential for education in the 21st century, how to use design thinking as a framework for innovation, and how to overcome the barriers and enablers of innovation implementation in schools. He also shared some statistics and examples of how innovation can improve learning outcomes, student engagement, and teacher effectiveness. He then introduced the five stages of design thinking: empathize, define, ideate, prototype, and test.

He provided some tips and tools for each stage, such as observation, interviews, brainstorming, storyboarding, feedback, and iteration. He also suggested some strategies and best practices for implementing innovation in schools, such as creating a vision, building a team, securing resources, managing change, and measuring impact. He concluded his presentation by showcasing some successful case studies of innovation implementation from different schools and countries.



PANKAJ AGARWAL, THE FOUNDER OF TAGHIVE, a Samsung funded education technology company that provides clicker-based smart classroom solutions, gave a presentation on how to unleash the power of clickers in the classroom. He discussed why clickers are beneficial and advantageous for student engagement, participation, feedback, and learning outcomes. He also introduced the concept and features of clickers, which are wireless handheld devices that allow students to respond to multiple-choice questions displayed on a screen. He then showcased the Class Saathi clicker solution by TagHive, which provides clickers along with an app and a dashboard for teachers and administrators. Class Saathi is being used in around 2,000 classrooms in Korea and has received 5 star reviews from the end users.

He emphasised on what an ideal classroom looks like. An ideal classroom is a nexus of quantified learning, transparent communication, and dynamic teacher-student interaction. Focused strategies mend learning gaps while fostering accountability and awareness. This student-centric environment ignites 100% engagement, nurturing holistic growth and active participation.

He also demonstrated how to use clickers effectively in the classroom, such as creating questions, conducting quizzes, polls, or votes, viewing reports, and analyzing data. He also provided some examples of how clickers can be used for different subjects and topics.



MAHESHWER PERI, FOUNDER, CAREERS360, a platform that enables students to make informed career decisions through unbiased and accurate information, guidance, and services, gave a presentation on how to counsel the counsellors in the education sector. He discussed the role and importance of counsellors in helping students navigate their academic and professional journeys, especially in the wake of the COVID-19 pandemic and the NEP 2020. He also highlighted the challenges and issues faced by counsellors in their work, such as lack of awareness, training, resources, recognition, and support. In his address, he also presents some statistics and examples of how counsellors are struggling to cope with the changing needs and expectations of students, parents, and institutions.

He then introduced Careers360's Counsellor Connect Program, which is a comprehensive and integrated solution for counsellors to enhance their skills, knowledge, network, and impact. He showcased the benefits and advantages of joining the program, such as access to exclusive content, tools, events, certificates, rewards, and opportunities. He concluded his presentation by inviting counsellors to register for the program and become a part of Careers360's counsellor community.

SUBODH KERKAR, a renowned artist AND FOUNDER, MUSEUM OF GOA, gave a presentation on natural stupidity and artificial intelligence. He discussed how human stupidity manifests itself in various forms and affects the world in negative ways. He also introduced artificial intelligence as a technology that can perform tasks that require human intelligence. He showcased some examples of how artificial intelligence can be used for good or evil purposes.

He then explored the concept of happiness vs pleasure, and how natural stupidity and artificial intelligence can influence them. He argued that happiness is a state of mind that is independent of external factors, while pleasure is a temporary sensation that depends on external stimuli. He suggested that natural stupidity often leads to the pursuit of pleasure at the cost of happiness, while artificial intelligence can help us achieve happiness by freeing us from mundane tasks and enhancing our creativity. He also warned that artificial intelligence can also be a source of pleasure or pain, depending on how we use it and control it. He concluded his presentation by asking some questions and giving some examples of how marketing gives us a sense of capitalism being our reason for happiness when in reality it is just a feeling of pleasure. He ended on an intriguing note of questioning humanity in relation to natural stupidity and artificial intelligence.



COLONEL A. SEKHAR, THE PRINCIPAL OF HYDERABAD PUBLIC SCHOOL, led a discussion on the challenges and transformations in future education, emphasizing the importance of collaboration. The conversation touched on the role of online education, potential changes in the education landscape, and the impact of AI on employment in education. Anand Krishnaswamy argued that teachers would remain essential as long as education focused on human connection, while Lakshmi Kumar acknowledged AI's replacement of information-focused teaching but highlighted the irreplaceable emotional and social aspects of educators. The debate continued on AI's integration into education and whether it could replicate human consciousness. Participants expressed varied opinions, emphasizing teachers' continued significance in guiding AI's use. Colonel A. Sekhar cautioned about the potential dangers of uncontrolled technology and underscored the need for human intervention. The discussion highlighted the complex and uncertain future of education in the AI age, with diverse perspectives shaping the conversation.

The discussion concluded with a series of questions and responses, touching on topics such as the evolution of teaching, the merging of organic and artificial intelligence, and the transformation of schools into technology-driven environments. Participants expressed varying perspectives on these subjects, highlighting the complexity and uncertainty surrounding the future of education in the age of AI.

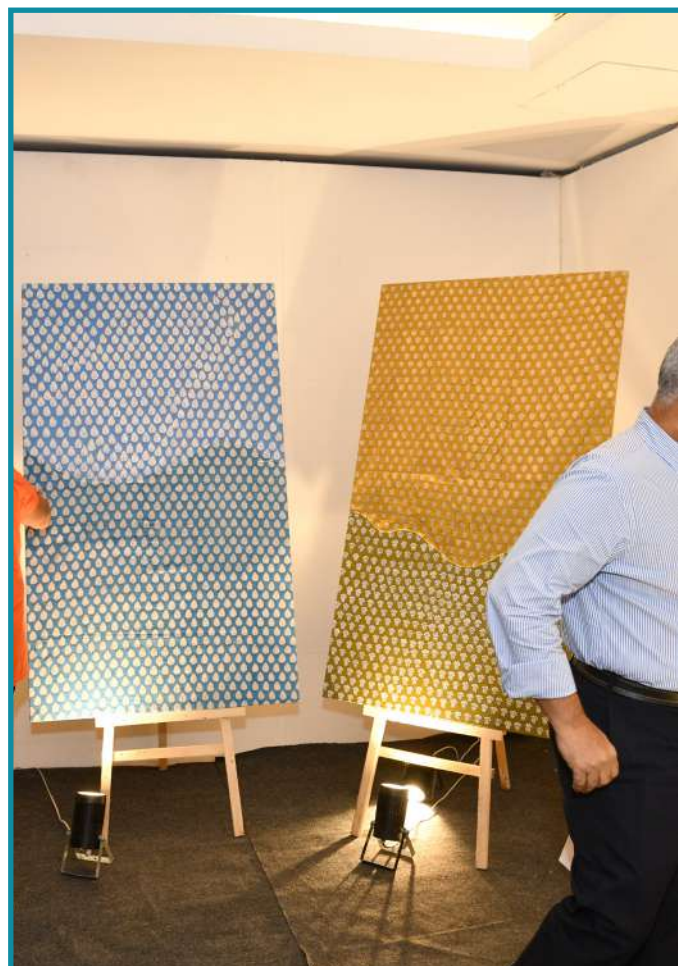
PARINYA SANTLANI, HIGH SCHOOL STUDENT, PARADISE SCHOOL, GOA, premiered her documentary film, 'Kala Ka Karz' (The Debt of Art) at SGEF 2023.

She addressed the audience amidst a loud applause, *"I can't help but feel a rush of emotions. Sanganer block print isn't just about colors and patterns on fabric; it's a part of my journey, a thread that connects me to my past. Growing up, I wore these prints, not knowing the stories they held. My late grandfather's medical store in Sanganer was something that connected me to that area of the town. And behind every beautiful piece of art, there's a story. And today, I want to share a story that moved me deeply. These clothes that we buy from huge brands for thousands of bucks, the real artisan- The artisans who create these prints, who infuse life into every design, get just 1/50th of the price. Their dedication and skill shape the very essence of this art, yet their names remain in the shadows. I couldn't ignore this disparity. And so, my exhibition aims not just to captivate your eyes, but to touch your hearts. It's about remembering the hands that craft these masterpieces, hands that deserve recognition, fair wages, and respect. Today, I invite you to look beyond the canvases. Let these paintings and stories remind us of the art's significance, not just as a decoration, but as a part of our shared heritage. As we stand at this crossroads, Let's bring back the value, recognition, and dignity that these artisans deserve. Let's infuse new life into this fading art, ensuring it lives on. Thank you for joining me on this journey of rediscovery and celebration. Together, let's paint a brighter future for Sanganer block print."*

KALAKA KARZ

कला का कर्ज़ ضریق اک نف

Darinya Santlani





SUBODH KERKAR, FOUNDER, MUSEUM OF GOA, inaugurated the art exhibition by **PARINYA SANTLANI** post the documentary screening. The attendees stepped into a captivating world where tradition meets contemporary expression- “Kala Ka Karz” - a profound tribute to the exquisite artistry of Rajasthan. In the heart of Rajasthan, the ancient art of block printing is on the brink of extinction. Despite its popularity in the modern market, the artisans behind this craft suffer from underpayment and exploitation.

As capitalism takes center stage, the very essence of their cultural heritage is fading away, leaving a bleak future for this once-thriving art form. While the demand for block-printed textiles skyrockets, the artisans who struggle tirelessly to create these masterpieces are left with terrible wages. Working for an unfair system, these skilled craftsmen and women are condemned to live hand-to-mouth, surviving on a mere fraction of the profits that their creations generate. The tradition of block printing has been passed down through generations, but the artisans these days witness the hardships and hesitate to continue the legacy. As artisans abandon the craft, the centuries-old wisdom of block printing vanishes. The silent streets bear witness to a cultural heritage on the brink of irreversible loss. Saving Rajasthan’s block printing art requires collective action. Brands and consumers must recognize their role in perpetuating this tragedy and work towards fairer compensation and ethical practices.



ROHIT DHANKAR, SECRETARY, DIGANTAR AND A FORMER PROFESSOR AND DIRECTOR OF SCHOOL OF EDUCATION AT AZIM PREMJI UNIVERSITY, gave a presentation on how to navigate rational judgement through humanities in the digital age. He discussed how rationality is the ability to think logically, critically, and objectively, and how it is challenged by various factors in the digital age, such as information overload, fake news, echo chambers, and cognitive biases. He also introduced humanities as the academic disciplines that study human culture, such as literature, history, philosophy, and art. He showcased how humanities can help us develop empathy, creativity, curiosity, and perspective in the digital age. He concluded his presentation by suggesting some ways to enhance rational judgement through humanities in the digital age, such as reading widely, engaging in dialogue, questioning assumptions, and seeking evidence.

JACOB THOMAS, PRESIDENT OF GOOD SHEPHERD INTERNATIONAL SCHOOL, OOTY, gave a presentation on the future of education and how it requires a paradigm shift. He discussed how the education sector is facing various challenges in the current scenario, such as outdated curriculum, rigid assessment, passive learning, teacher shortage, digital divide, and global crisis. He also highlighted how the education sector can leverage various opportunities in the future scenario, such as innovative pedagogy, flexible curriculum, active learning, collaborative teaching, digital integration, and global citizenship. He concluded his presentation by suggesting some ways to transform the education sector and prepare students for the future, such as adopting a learner-centered approach, integrating technology with pedagogy, fostering creativity and critical thinking skills, promoting diversity and inclusion, and developing global competence.

He also talked about how AI can help counter some of the world’s biggest problems on the UN list. He explained how it can be used as a tool to enhance human capabilities and capacities, rather than as a threat or a replacement. He showcased some examples of how artificial intelligence can help in solving the SDGs, such as monitoring and predicting climate patterns, preventing and resolving conflicts, providing clean water and sanitation, defending human rights and dignity, diagnosing and treating diseases, creating jobs and income opportunities, ensuring quality education and safety for children, and improving food production and distribution. He concluded his presentation by highlighting the potential of artificial intelligence to help us achieve the Sustainable Development Goals.



PROFESSOR MANISH JAIN, TEACHING PROFESSOR, CENTER FOR CREATIVE LEARNING, IIT GANDHINAGAR emphasized the need to make education relevant to everyone, not just those attending traditional schools and colleges. He pointed out that a significant portion of the student-age population did not find the current educational systems relevant to their lives. This disconnection from education was reflected in the high dropout rates. He questioned the usefulness of the curriculum of that time in practical life. He believed that building the thinking muscle for students was lacking in the education system of his era. This deficiency led many students to voluntarily drop out of schools and colleges, not due to poverty but because they perceived education as irrelevant for their future.

Highlighting the importance of behavioral education alongside vocational education, Prof. Jain emphasized the need for enjoyable and inspiring learning experiences in classrooms. He suggested that education should involve activities that engaged the senses and connected to students’ lives. One approach Prof. Jain mentioned was the “3030 Series,” a collection of short videos developed at IIT Gandhinagar. These videos aimed to bridge the gap between classrooms and real-life experiences. The goal was to reignite students’ curiosity and interest in learning by making education more engaging and relevant. Prof. Jain advocated for a shift in the education system, focusing on relevance, critical thinking, and enjoyable learning experiences.



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A MUSICAL EVENING

Under the gracious auspices of Ms. Devyani Jaipuria, Pro-Vice Chairperson of DPS Gurugram, DPS International Gurugram, DPS Jaipur, and Chairperson of Dharav High School, an enchanting musical evening and gala dinner was hosted to pay tribute to India's esteemed education fraternity at the prestigious SGEF (ScooNews Global Educators Fest) 2023.

The night exuded an air of regal grandeur, bedecked in majestic royal-themed decor, creating an ambience of refined elegance. As the evening unfolded with poise and splendour, attendees were transported to a world of magnificence. The event embraced formality, yet radiated an enchanting warmth that embraced everyone. Adding melodic charm to the evening, the renowned folk ensemble 'Langa Manganiyars' from

Jaisalmer regaled the audience with their soulful melodies, echoing the rich cultural heritage of Rajasthan.

The scene was further enriched with a lavish cocktail bar, where the finest concoctions were served with finesse. The immersive experience extended to traditional stalls that adorned the venue, housing mehndi artists and delicate "lakh chuudiyans" (bangles), inviting attendees to embrace the traditional aesthetics. A dedicated Rajasthani pagdi stall, synonymous with the region's grandeur, crowned the evening's offerings. This delightful convergence of opulence and culture ensured that the event would linger as a memory of grandeur, a larger-than-life celebration of the luminaries shaping the landscape of education in India.



Hosted By-
Devyani Jaipuria,
 Pro-Vice Chairperson, DPS Gurugram
 DPS International, Gurugram
 DPS Jaipur, & Chairperson,
 Dharav High School

As the captivating evening continued to unfold its enchantments, a distinct highlight emerged with the heartwarming award ceremony dedicated to the ingenious **artisans behind our exquisite handmade wooden trophies**. Through a captivating video presentation under the **'SooNews Cares'** banner, the exceptional artistry of these gifted craftsmen was vividly showcased. A touching testament to their remarkable skills was unveiled, exemplified by the artists' need to expand their enterprise to accommodate the surge in orders, a testament to their artistry, inspired by last year's SGEF 2022.

The festivities then gracefully transitioned to a poignant moment, where **Ms. Devyani Jaipuria** took to the stage to share her profound reverence

for the education sector. In an impassioned speech, she revealed her unwavering commitment to shaping India's future by empowering its students.

The night's significance deepened as we honoured the **'Teacher Warriors'**, spotlighting those remarkable educators featured in our **special July edition**. These champions of education, who selflessly educate underprivileged children without cost, embody the spirit of education for all. The celebratory atmosphere soared as the resonant melodies of Rajasthani folk music drew everyone to the dance floor, painting the evening with joyful exuberance. With hearts and souls uplifted, attendees savoured a sumptuous dinner, the culmination of a truly unforgettable night.



SGEF 2023



Day 2

The dawn of the following day illuminated the continuation of the remarkable journey, initiated by **MR. SANDEEP DUTT**, the visionary **FOUNDER OF THE GOOD SCHOOL ALLIANCE**. With an eloquent start, he skillfully encapsulated the essence of Day 1 of SGEF 2023, underscoring its significance in transforming the educational landscape of India. In his address, he highlighted how ScooNews, through the medium of SGEF, consistently orchestrates a monumental shift in the realm of education within the country. This sentiment was harmoniously echoed as the captivating screen unveiled the meticulously crafted highlights of Day 1, meticulously assembled by the dedicated Team ScooNews. The visual montage exquisitely captured the essence of the event, portraying not only the resplendent decor but also candid moments that transpired, interspersed with compelling speeches and thought-provoking discussions that animated the event. This journey through the highlights of Day 1 not only reminisced the unfolding of impactful discussions but also reaffirmed the transformative power of SGEF in reshaping the narrative of education in India.



LINA ASHAR, FOUNDER OF DREAMTIME LEARNING, gave a presentation on how to prepare students for the future in a world of exponential technologies and artificial intelligence. She discussed how the education sector is facing various challenges in the current scenario, such as rapid technological changes, outdated curriculum, irrelevant assessment, passive learning, and skill gaps. She also introduced Dreamtime Learning as a platform that offers online courses and workshops on various topics related to education, parenting, and personal growth. She showcased how Dreamtime Learning can help students develop future skills and competencies, such as creativity, critical thinking, communication, collaboration, curiosity, and compassion. She also highlighted how Dreamtime Learning can foster mastery of AI and related skills, such as working with machine learning models and using prompts to communicate with AI systems. She explained how these skills have broad applications across various fields, from technology and healthcare to finance and education. She also suggested some ways to introduce AI education in schools, such as early exposure, advanced courses, projects and labs, competitions, ethics and social implications, prompting skills, critical interaction, collaboration with industry, internships, and teacher training. She concluded her presentation by inviting educators, parents, and students to empower themselves for the future.



DR ARUNABH SINGH, DIRECTOR OF NEHRU WORLD SCHOOL, GHAZIABAD, gave a presentation on everlasting discovery and the unbreakable learning continuum. He discussed how artificial intelligence can revolutionize various aspects of education, such as personalization, accessibility, efficiency, and quality. He also discussed how artificial intelligence can pose some challenges for education, such as ethics, privacy, and equity. He then explored how human essence can remain timeless and unique in education, despite the advances of artificial intelligence. He showcased how human essence can be expressed through curiosity, creativity, empathy, collaboration, and values. He also asked a question that captured the essence of his presentation: What is Panacea? He answered it by using three Sanskrit words for Curiosity, Reflection, and Wisdom. He explained how these three elements can help us achieve everlasting discovery and the unbreakable learning continuum. He concluded his presentation by asking some questions about the future of education in relation to artificial intelligence and human essence.



ANAND KRISHNASWAMY, EDUCATIONAL CONSULTANT & COACH, talked about how to prepare students for the future of work and higher education in a world of artificial intelligence and technology. He discussed how technology has always replaced jobs throughout history, such as handwritten books by printing press, pigeons by cellphones, cashiers and tellers by ATMs, and carts by cars. He also discussed how technology evolves every minute, but humans do not. He argued that humans have similar basic demands to fulfil using technology, such as learning, working, and living. He then explained how the current education system is not meeting these demands, as it is based on linear thinking, greedy packing, crystal ball, and need handshake. He also introduced future schools offer on-line courses and workshops on various topics related to education, parenting, and personal growth. He showcased how schools can help students develop future skills and competencies, such as creativity, critical thinking, communication, collaboration, curiosity, and compassion. He also suggested some foundational and appreciation courses that can equip students with the knowledge and mindset to navigate the future of work and higher education, such as story of money, wealth and value, zero to one, navigating the unknown, user research, cognitive biases, design thinking, ethics and ethical considerations, communicating to influence, cultural perspectives, social analysis and historical influences, study of philosophy, ambition and altruism, empathy and perspective, international legal structures, careers available, understanding the self, and impact of poverty and hunger.



POONAM SINGH JAMWAL, THE DIRECTOR OF EXTRA MARKS EDUCATION, emphasized the practical application of AI in classrooms to create a happier and more engaged learning environment. She dispelled two common myths about AI, highlighting that it is not a replacement for human expertise but a tool to enhance it. AI, according to her, is the accumulation of collective knowledge and best practices. It simplifies complex information into usable formats, allowing human minds to focus on solving problems. Poonam stressed that AI should be seen as a means to solve real-world problems efficiently. She compared AI to a pilot program in the movie “Matrix,” explaining that it streamlines tasks but relies on human ingenuity to address complex issues.

Her main focus was on transforming classroom experiences using AI. She argued that instead of fearing job displacement, we should concentrate on making every person employable. She advocated for personal learning devices for students to allow self-paced learning. She proposed using assessments and mentioned the need to respect time as a valuable resource in education. She suggested that foundational knowledge should be imparted in the early years, with the later years focusing on industry exposure and practical application of knowledge. Lastly, she encouraged embracing technology, including AI and learning apps, to enhance the learning experience. She advocated for open-book tests and discussions to promote critical thinking and real-world application of knowledge.

KAVITA GUPTA SABHARWAL, DIRECTOR OF NEEV ACADEMY, gave a presentation on how education needs to evolve in the 21st century in light of genes and memes. She discussed how genes and memes are the units of biological and cultural evolution respectively, and how they shape the traits and behaviours of living organisms and human societies. She also discussed how education needs to adapt to the changing environment and needs of learners in the 21st century. She suggested that education should focus on developing reading skills, relationship skills, and reflection skills in students. She argued that these skills can help students cope with complexity, diversity, uncertainty, and change in the world. Along with the other issues, her presentation also touched upon the topic of children having meme complex nowadays, which is the tendency to imitate and conform to the dominant memes in their social groups, such as inside jokes, peer pressure, dating, and depression. She explained how this can damage their creativity, identity, and well-being. She concluded her presentation by inviting educators, parents, and students to join her in embracing the 21st century educational evolution.



Padmashree Anand Kumar

FOUNDER, SUPER 30



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PADMASHREE ANAND KUMAR, RENOWNED MATHEMATICIAN AND FOUNDER, SUPER 30, delivered an insightful speech at SGEF 2023, where he addressed the intriguing topic of AI potentially replacing teachers. The event, organized by Team ScooNews, provided a platform for thought leaders to discuss the evolving landscape of education and technology.

Anand Kumar commenced his address by expressing gratitude to Team ScooNews for selecting such a pertinent and thought-provoking subject for discussion.

He delved into his speech by recounting a poignant incident from his childhood. He shared a memory of his father, who was a post office worker, coming home in a state of distress. His father had informed the family that post office workers nationwide were on strike due to the government's introduction of computers. This decision had instilled fear among the workers, as they believed that computers would eventually replace human labor, rendering them unemployed.

Anand Kumar's father's initial apprehension eventually led to a valuable life lesson. His father explained that throughout history, significant advancements in science and technology had always benefited society on a grand scale. This incident taught young Anand that change is the only constant in life.

Drawing parallels to the present, Anand Kumar talked about the integration of AI into education. While acknowledging the transformative potential of AI, he emphasized that teachers are irreplaceable despite technological advancements. Anand Kumar illustrated this point with his own experiences at Super 30, an initiative he founded to educate underprivileged students.

Many of the students at Super 30 were orphaned and lacked access to basic human rights, let alone advanced technology like AI. Anand Kumar highlighted that teachers play a critical role in bridging this gap. They empower students to harness AI and other technological tools, ensuring that even the most marginalized individuals have access to the benefits of these advancements.

Anand Kumar stressed the importance of teachers and individuals remaining closely connected to the younger generation. This connection enables them to understand the evolving world, changes in mindset, and the tools reshaping society. He encouraged educators to embrace technology for upskilling and societal betterment but cautioned against replacing the invaluable human touch.

Anand Kumar shared his personal journey, recalling that when he received his first paycheck, instead of purchasing a motorcycle, he invested in a computer. He underlined the significance of using technology to enhance one's capabilities and contribute to society.

Super 30's website, he mentioned, was built by him after reading a book on the subject. Anand Kumar emphasized that he learned everything necessary to advance his cause, highlighting the power of determination and continuous learning.

Furthermore, he discussed how technology and AI have expedited processes, benefiting everyone, regardless of socioeconomic status. Anand Kumar cited the example of Amazon's entry into India, which revolutionized the way books were delivered to people's doorsteps.

AI-driven platforms can help streamline administrative tasks, allowing educators to focus more on personalized teaching. AI can provide data-driven insights into students' progress, enabling tailored interventions for struggling learners. It can also offer a wealth of educational resources, aiding lesson planning and enhancing the overall learning experience.

In conclusion, Anand Kumar asserted that AI would undoubtedly transform lives. However, the key lies in understanding this transformation. Teachers need to adapt and embrace AI to enhance their teaching methods and ultimately provide a more comprehensive and effective education to students. His speech at SGEF 2023 left the audience with a deeper appreciation for the enduring value of educators in an ever-evolving technological landscape.

During a discussion about the implications of AI on education and the need for educational leaders to make decisions for the benefit of students, **SRINA BOSE**, a 10th-grade student, shared her perspective on how the current school curriculum fails to prepare students for future job markets.

Srina began by highlighting the extreme importance placed on 10th-grade board examinations, which she humorously referred to as a “live event” due to the immense stress surrounding them. She discussed the relentless cycle of exams, tests, and pre-boards that students go through, ultimately aiming for a minimum score of 95 percent. She emphasized that 11th grade is a crucial juncture where students must choose their streams and subjects, but the rigid education system often limits their choices, hindering interdisciplinary education. Srina expressed concern about how the education system shapes students into one-dimensional individuals, limiting their career choices based on societal expectations. She discussed the future job market and how AI could transform or eliminate traditional career paths. She then argued that despite AI’s advancement, there are areas where humans excel, particularly in creativity and critical thinking.



KULBHUSHAN KAIN, a veteran in the education sector with four decades of experience, discussed the need for innovation and disruption in the Indian education system. He emphasized that the potential for computers and AI to revolutionize education is unmatched, but certain challenges need to be addressed. He pointed out the massive population of children aged 16 to 18, which amounts to around 450 million, highlighting the need for educational opportunities. He mentioned the lack of schools in many habitated areas, especially secondary schools. Additionally, he raised concerns about the quality and condition of schools, with one out of 40 schools being open or in tents.

Kulbhushan drew a comparison between the transformation in the medical field due to advancements like lasers and the relatively unchanged teaching methods in education. Kain stressed that the Indian education system needs disruption, and he outlined the issues faced by the education sector. He mentioned the downward filtration theory from the 19th century and how it doesn’t work anymore. Moving forward, he discussed the resistance to change in many schools and attributed it to the constraints of government-sponsored education boards and syllabi. He shared his experiences from a school in Dubai and praised the concept of innovation as one of the evaluation parameters for schools.



SHARADA KERKAR, CO-FOUNDER, CHILDREN’S ART STUDIO, GOA, gave a presentation on how art, history, and education are intertwined at the Museum of Goa. She discussed how installations and conceptual art are forms of art that use objects, spaces, and ideas to create meaning and provoke emotions. She also showcased how these artworks at the Museum of Goa represent and reinterpret the history and culture of Goa. She then introduced how innovative education programmes at the Museum of Goa are designed to ignite passion for art and creativity in young minds. She showcased how these programmes provide experiential learning, interdisciplinary connections, critical thinking, and artistic expression for children. She also focused on innovative art pedagogy, which is the method and practice of teaching art in a way that fosters creativity, curiosity, and collaboration. She gave some examples of innovative art pedagogy, such as using natural materials, exploring public spaces, and engaging with social issues. She mentioned some famous artists who use innovative art pedagogy, such as Anish Kapoor, who created the Cloud Gate sculpture in Chicago, Andy Goldsworthy, who makes art using natural materials, and Olafur Eliasson, who installed giant blocks of ice in London to raise awareness about climate change. She concluded her presentation by reflecting on the role and impact of art, history, and education in society.



THE PANELS AT SGEF 2023



The panel discussion focused on the impact of AI on the job market and how educators should prepare students for the changing landscape. The discussion began by emphasizing the need to embrace AI rather than seeing it as a threat. It stressed that education should focus on developing creativity, the ability to learn, unlearn, and relearn, and making children more humane.

The panelists divided the impact of AI on jobs into three categories. Firstly, jobs involving repetitive tasks are likely to be significantly affected by AI, such as data analysis and routine work. Secondly, jobs requiring novel thinking and a human touch will be less impacted, particularly those with a strong humanitarian element like healthcare. Lastly, the economic and infrastructural development of a region will determine the extent of AI impact, as seen with auto-driving cars and other AI-driven innovations.

The discussion highlighted the need for education to adapt to the changing job landscape by rethinking curriculum design and focusing on soft skills like critical thinking, problem-solving, and ethics. It emphasized that students should be prepared for an uncertain future where traditional job roles may become redundant due to AI automation.

The Future of Jobs and Skills: Preparing Students for an AI-Driven Economy (Brought to you by: International Baccalaureate)

Description: Insights on how to equip students with essential skills for an AI-driven economy, exploring future job trends, and strategies to foster adaptability and critical thinking in education to meet the demands of a rapidly evolving job landscape.

Moderator:

Shashikant Vishwakarma, Development and Recognition Associate Manager–South Asia, International Baccalaureate

Panelist:

- Himmat Dhillon, Headmaster, The Lawrence School, Sanawar
- Urvashi Warman, Principal, The Palace School
- Col Sathya Rao, Director International Schools, Narayana Educational Group
- Amlan Saha, Principal, The Sagar School

In this context, the importance of developing 21st-century skills and ethical considerations when dealing with AI was stressed. The panelists emphasized that AI, once unleashed, cannot be controlled entirely and that society needs to prioritize being responsible digital citizens.

They also highlighted the need for education to include courses on digital citizenship to raise awareness about the consequences of digital actions and promote responsible behavior online. Ethical parameters were discussed, especially concerning the virtual world, where issues like cyberbullying and digital well-being have significant consequences on mental health. They mentioned that society is already living in the digital world, and understanding the implications and responsibilities of digital citizenship is crucial. They shared examples of their institutions integrating technology and AI into the curriculum, emphasizing that digital literacy should be complemented with values and ethics.

The discussion also touched on the historical context of technology use, referencing the IB (International Baccalaureate) program, which was established after World War II to promote education for peace and positive societal impact.



AI and Social-Emotional Learning: Nurturing Emotional Intelligence in Students (Brought to you by Seth M.R. Jaipuria Schools)

Description: Explore the synergy of AI and emotional intelligence in education. Join us to uncover how AI shapes social-emotional learning, fostering deeper emotional intelligence in students.

Moderator:

Shreevats Jaipuria, Vice Chairman, Seth M.R. Jaipuria Schools

Panelist:

- Rahul Batra, Co-founder and Director-Learning & Innovation, Prakriti School, Noida
- Prabha Dixit, Head of School, Akshar Arbol International School, Chennai
- Abhishek Bagchi, Director, MIT World Peace School, Pune
- Vasudha Neel Mani, Principal, Rockwoods International School, Udaipur

The panel discussion on “AI and Social-Emotional Learning: Nurturing Emotional Intelligence in Students,” hosted by Shreevats Jaipuria, Vice Chairman of Seth M.R. Jaipuria Schools, featured a stimulating exchange of ideas among education leaders. Their focus was the intriguing interplay between artificial intelligence (AI) and emotional intelligence (EI) within the contemporary education landscape. The conversation kicked off with a unanimous recognition of AI’s increasing presence in educational contexts. Rahul Batra, Co-founder and Director of Learning & Innovation at Prakriti School, Noida, underscored AI’s role in personalizing learning experiences by identifying and addressing individual emotional needs. AI-driven tools can provide students with insights into their emotional states, ultimately nurturing self-awareness and emotional regulation. Prabha Dixit, Head of School at Akshar Arbol International School, Chennai, accentuated AI’s significance in fostering inclusivity. AI-powered platforms can adapt to diverse learning styles and provide support for students with special educational requirements, promoting empathy and inclusiveness within the school community. Abhishek Bagchi, Director of MIT World Peace School, Pune, emphasized how AI can enrich social-emotional learning (SEL) initiatives. By creating engaging learning environments and facilitating real-world problem-solving, AI contributes to the development of essential life skills. Vasudha Neel Mani, Principal of Rockwoods International School, Udaipur, brought attention to the ethical dimensions of AI in education. She stressed the importance of educating both educators and students in responsible AI use and data privacy, ensuring that AI aligns with ethical principles.

The overarching consensus was that AI and EI are not contradictory forces but rather synergistic partners in nurturing well-rounded individuals. This enlightening discussion highlighted the pivotal role of technology in shaping the EI of future generations.





Nurturing Empathy and Ethics through the Humanities (Brought to you by Chinta Sasidhar Foundation)

Description: Explore the intersection of empathy and ethics in education through the lens of humanities. Join our panel discussion to delve into how the humanities foster values and emotional intelligence essential for holistic development.

Moderator:

Nisha Bhakar, CEO - Education, Vishwa Samudra Holdings

Panelist:

- Madhav Deo Saraswat, Principal, Good Shepherd International School, Ooty
- Lata Rawat, Director, Cambridge Court Group of Institutions
- Pradeep Baba Madhok, President, Dalimss Sunbeam Group of Schools & Hostel
- Reekrit Serai, Managing Director, Satluj Group of Schools (Haryana | Punjab | J&K | HP) International School, Udaipur

The discussion revolved around the importance of teaching empathy, ethics, and emotional intelligence to students in the age of AI. Mrs. Rawat emphasized the need to start young and incorporate emotional intelligence and various intelligences into the school curriculum. She expressed concerns about the impact of technology on human connections and emphasized the importance of fostering these qualities in children.

Mr. Madhok stressed the significance of practicing empathy and ethics within families and communities. He suggested that promoting these values should take precedence over emphasizing technology. He also highlighted the need to strike a balance and avoid an overdose of technology. Mr. Serai discussed how parents and schools can help students recognize the value of humanities for their future careers and personal lives. He touched upon the role of humanities in nurturing leadership qualities and developing well-rounded individuals.

The panel also discussed the importance of promoting humanities in schools and the challenges of convincing parents and students about the significance of humanities in the age of AI. They emphasized the need to educate parents and teachers about the value of humanities and the broader life skills and perspectives they offer. Mr. Saraswat highlighted that the threat of AI has forced us to reconsider the importance of humanities. He also mentioned the quote from King Vikramaditya, emphasizing the value of life, literature, music, and art. The panel concluded that it's not just about teaching humanities as a subject but integrating a humanistic approach into the overall lifestyle of students. The future of these subjects appears promising, especially as the job landscape changes due to AI, but awareness and community support are crucial. Promoting humanities will enable students to have a more holistic education, become world citizens, and help counterbalance the impact of AI on society.





Teacher-Student Relationship in the Age of AI: Redefining Roles and Dynamics

Description: Explore the evolving dynamics of the Teacher-Student Relationship within the AI era. Join the discussion as experts delve into redefined roles and the human touch in education’s technological landscape.

Moderator:

Amrita Burman, Deputy Director, Sunbeam Group of Educational Institutions

Panelist:

- Aditi Misra, Director, DPS Sec-45, Gurgaon | Dps Jaipur | Dharav High School
- Kunal Bhadoo, Co-Founder & Director, Kunsapsskolan Schools - India
- Salil Singh, CEO & Head of Curriculum, Behes
- Vinesh Menon, CEO | Human Development & Social Impact Solutions, Ampersand Group

The panel discussion began with a focus on the fear and infatuation surrounding AI. The speaker highlighted that many innovations, such as electricity, the automobile, and the elevator, were initially met with fear and resistance but eventually became integrated into daily life.

The primary topic of the discussion was the changing relationship between teachers and students in the age of AI. The speaker noted that it is now the era of “learnification” where teachers act as facilitators rather than experts. The panelists discussed whether this shift in the teacher-student relationship is genuine or merely a facade.

One panelist mentioned that the relationship has evolved from a guru-disciple dynamic to a mentor-mentee relationship. Another emphasized the importance of respect flowing both ways in the teacher-student interaction.

The panelists discussed how to enhance human relations in the context of technology. One panelist shared their experience with biology being more interesting due to hands-on activities and expressed a desire to make subjects like physics and chemistry more engaging through virtual experiences. The discussion touched upon the role of teachers as both guides and sources of knowledge, emphasizing the importance of finding ways to make subjects interesting and relevant to students.





AI and the Future of Storytelling: Exploring Narratives and Imagination in Education

Description: Unravel the captivating synergy between technology and the art of storytelling in education as our panel explores how artificial intelligence is reshaping narratives, fostering creativity, and expanding the horizons of imagination for the learners of tomorrow.

Moderator:

Syed Sultan Ahmed, Founder, LXL Ideas

Panelist:

- Jyoti Gupta, Founder Director, DPS Sahibabad & Director Principal, KR Mangalam World School GK-2
- Sandeep Sethi, Director - Education, Maharaja Sawai Man Singh II Trust, City Palace Jaipur
- Yatharth Gautam, Director & COO, Birla Open Minds
- Dr M. Madan Mohan, Principal, Symbiosis International School
- Ian Davies, Dean, Garodia International College



The discussion revolved around the rapid advancement of AI technology and the challenges it presents in the education sector. It was highlighted that every one and a half years, there is a generational shift in AI capabilities. AI can now mimic human language and even imitate writing styles, leading to potential issues like hacking and impersonation.

The panel discussed the importance of equipping and upskilling teachers to handle these technological advancements. Some schools have already begun training their teachers in generative AI, while others are exploring the use of AI-driven chatbots as complementary teachers in the classroom. The need for teachers to adapt to technology and optimize its use was emphasized, as those who don't may be replaced by younger teachers who are more tech-savvy.

Additionally, the panel debated whether teachers would become redundant in the future, citing examples of online courses offered by platforms like Udemy and Coursera, where recorded lectures and AI assessments are replacing traditional teaching methods. The role of teachers in such a scenario was questioned, with suggestions that the industry might move toward certifying individuals based on completed online courses rather than traditional classroom instruction.





The Future of Learning – Technology, Pedagogy and Curriculum for a New World (Brought to you by Burlington English)

Description: Explore emerging technologies, pedagogical approaches, and the evolving role of education boards and educators in preparing students for the future job market and an ever-changing world.

Moderator:

Ratnesh Kumar Jha, CEO - Asia Pacific, The Burlington Group of Companies

Panelist:

- Prajodh Rajan, Co-Founder & Group CEO, Lighthouse Learning Group
- Joyeeta Dasgupta, Assistant Director (Education), Indrapuram Group of Schools
- Sachin Vats, Director, Gurukul The School
- Srinivasan Sriram, Principal, The Mann School
- Gur Serai, Co-Chair, Satluj Group of Schools

The panel discussion primarily focused on the impact of coaching institutes on high school education in India. It highlighted the trend of students seeking coaching outside of regular schools, especially to excel in competitive exams for fields like medicine and engineering. The COVID-19 pandemic has exacerbated this reliance on coaching centers, making education more transactional.

The discussion revealed concerns about the pressure on students to excel and how this has led many to leave school after the 10th grade. Coaching institutes were viewed both as innovative disruptions and solutions to fill gaps in traditional schooling. Some panelists suggested collaboration between schools and coaching centers to create a more balanced education system.

The conversation also touched on regulatory efforts in some states to control coaching centers through time restrictions. However, there was a preference for a collaborative approach that allows students to learn from various sources, including schools and coaching centers. Questions were raised about the future of education in the face of AI and emphasized the need for a holistic approach to learning. It addressed concerns about boarding schools and the disconnect students face from school norms and curriculum after the 10th grade. Panelists emphasized on the importance of teaching life skills, leadership, and character development in schools, aspects often overlooked by coaching institutes. The challenge of attracting and retaining quality teachers in schools due to higher salaries offered by coaching centers was also discussed.





Humanities and AI: Fostering Ethical Decision-Making and Responsible AI Development

Description: Explore how the integration of Humanities and AI can shape ethical decision-making and responsible AI development

Moderator:

Pratima Gupta, Asst Director, Sunbeam Group of Educational Institutions

Panelist:

- Lt Gen Surendra Kulkarni, Director, Mayo College, Ajmer
- Minal Desai, Director, Gems Genesis Global School, Ahmedabad
- Sivakumar Srinivasan, Director, Hirani-dani Upscale School, Chennai
- Manju Surendran, Director - Academics, Fravashi International Academy, Nashik

The panel discussion centered on the significance of ethics in education and responsible AI development. It drew parallels between historical human actions and potential AI risks if not handled ethically. The need for ethics as a foundational principle in education, from leadership to everyday decisions, was emphasized.

The conversation delved into autonomous decision-making influenced by external factors, including information overload and priming. The panel recognized that external influences have a significant impact on autonomous decision-making.

The integration of Humanities and AI in education was discussed, highlighting the need to break down traditional subject divisions and promote interdisciplinary education. The role of educators in instilling ethical values and interdisciplinary learning in students was acknowledged.

The panel also addressed the potential of AI to level the playing field in education, providing equal access to information and quality education. Internet governance and the involvement of educators in understanding and contributing to it were mentioned.

A question arose about the future of assessments, considering the possibility of AI-generated responses being part of the assessment process. Overall, the discussion underscored the importance of ethics in AI development and the evolving relationship between AI, education, and ethics.





The Marriage of Arts and Technology: How Humanities and AI Can Collaborate for Creative Innovations

Description: Explore the dynamic fusion of Arts and Technology as experts discuss how Humanities and AI intertwine, leading to groundbreaking collaborations and creative innovations in this engaging panel discussion. Discover the future of creativity at its intersection!

Moderator:

Kanak Gupta, Director, Seth M.R. Jaipuria Schools

Panelist:

- Aditi Goradia, MD, Billimoria High School
- Vijay Datta, Principal, Modern School Barakhamba
- Gautam Rajgarhia, Pro- Vice Chairman, Delhi Public School Varanasi | Nashik | Nagpur | Hinjewadi, Pune
- Hardeep Bakshi, CEO, Seedling Group of Schools
- Lakshmi Kumar, Director, The Orchid School

In their discussion, the panelists emphasized the importance of nurturing critical thinking and creativity in education, especially in the context of AI and technology. They highlighted the need to remove restrictions and allow students to explore and question freely, encouraging their innate curiosity. Dr. Aditi Goradia stressed the importance of letting students take the lead in their learning journey, acknowledging that children today have access to vast amounts of information. Mr. Kanak Gupta shared his perspective on combining humanities and AI. He pointed out that humanity isn't just a subject but a combination of various arts and subjects like music, geography, and history.

The conversation revolved around breaking free from traditional constraints and allowing students to explore their cultural context and innate creativity. The use of new technologies, including AI, was discussed as a means to enhance this exploration. Practical examples were shared, such as curating events that promote reducing inner negativity, recycling happiness, and addressing real-life problems through interdisciplinary approaches. The discussion also touched upon how stereotypes and fear from influences like movies, such as Terminator and The Matrix, have contributed to the divide between technology and humanity. They acknowledged that while the education system is evolving towards integration, some remnants of traditional thinking and constraints still exist.

The audience engaged in a conversation about the future relevance of standardized exams like JEE and the emerging emphasis on assessing students based on their overall abilities and thinking capacity. Overall, the panel discussion revolved around breaking free from stereotypes, embracing holistic education, integrating technology and humanities, and reassessing the importance of traditional exams in the evolving educational landscape.





Ghost Schools - Coaching Centres creating a High School exodus

Description: Delve into the unsettling phenomenon of 'Ghost Schools' as our panel explores the impact of coaching centers on high school attendance, delving into the intricate dynamics that lead to a potential exodus from mainstream education

Moderator:

VP Singh Badnore, Chairperson, Mayo College Girls School, Former Governor - Punjab & Administrator - Chandigarh

Panelist:

- Pramod Sharma, Vice President, Genesis Global School, Noida
- Major General R Putarjunam, Additional Director General Army Education & Head of Service, Army Educational Corps
- Naman Kandoi, Director, Mayo School Jaipur
- Rita Singh, Director, Indrapuram Group of Schools
- Naina Dhillon, Principal, Vidya Devi Jindal School, Chennai

In the initial part of the discussion led by VP Singh Badnore, the panel focused on the changing dynamics between parents and educators. They explored the shift in culture towards fostering a learning culture rather than just a teaching culture. The panel emphasized the significance of the COVID-19 pandemic had led to a heightened appreciation for educators as parents gained insights into classroom dynamics. The conversation then transitioned to the challenges associated with implementing a learning culture, including addressing inertia and sustaining change within the teaching community. The panel stressed the importance of continuous professional development among educators to effectively nurture a learning culture.

The panel also discussed the evolving role of education boards in the changing educational landscape of India. They highlighted the need for schools to adapt to new policies while preserving successful traditions, guided by common sense and practicality. The role of boards, especially the preference for international curricula alongside traditional boards like CBSE, was deemed significant. The conversation also touched on the potential impact of corporatization in education, with concerns raised about standardization and the potential loss of diversity within the education system due to corporate influence. However, the panel argued that standardization could facilitate the replication of successful processes while still preserving the unique culture of each school. The discussion reached its conclusion with a question regarding the emphasis on culture and political correctness in education. The panelists discussed the necessity for open dialogues on various issues, including those of regional and social significance, without resorting to corporate or political correctness as a shield. They also emphasized the pivotal role of strong leadership in nurturing a healthy and open culture within schools.



Book Launch

RED

Written By- Urvashi Warman
Illustrated By- Parinya Santlani



At the SGEF 2023 event, attendees were treated to a remarkable moment as they witnessed the grand unveiling of 'Red,' a captivating new book authored by Urvashi Warman and vividly illustrated by Parinya Santlani. The life-sized covers, veiled in anticipation, graced the stage. VP Singh Badnore, the esteemed Chairperson of Mayo College Girls School and former Governor of Punjab, had the distinct privilege of revealing the book. The audience, holding their breath in anticipation, erupted into applause as 'Red' was unveiled. This enchanting literary work, bridging art and literature, promised to leave an indelible mark on readers of all ages, celebrating the enduring charm of printed books.

The creators spoke about the book at the unveiling-

"Gender equality is about ensuring that every individual, regardless of their gender, has the same rights, opportunities, and treatment. It's not just a buzzword; it's a fundamental principle that can shape a fairer and more inclusive world. When we advocate for gender equality, we're advocating for a world where everyone's talents and potential are recognized and nurtured, regardless of whether they identify as male, female, or any other gender. As an illustrator, I've had the privilege of bringing these characters to life. Every stroke of the brush and every splash of color is meant to inspire curiosity and acceptance. Let's encourage our little readers to ask questions, to learn, and to embrace the beauty of differences."

Urvashi Warman
Author

Parinya Santlani
Illustrator

"Together, through the power of storytelling and art, we can help create a world where everyone feels valued and respected for who they are."

WHITE PAPER

Unlocking Success:
Turning Policy and Frameworks
into Real-World Action

SCAN TO READ



SCOON
NEWS

GLOBAL
EDUCATION
AWARDS
2023

THE WORTHY WINNERS

The ScooNews Global Education Awards 2023, held at the grand Hotel Clarks Amer in Jaipur on August 12th, marked a glorious celebration of educational excellence. This prestigious event, presented by the esteemed Lakshayraj Singh Mewar of Udaipur, along with VP Singh Badnore and Russell John Cailey, brought together luminaries from the education sphere worldwide.

The evening was an acknowledgment of the profound impact that exceptional educators, innovative schools, and ground-breaking startups have on shaping the future of education. The awards, distributed under various categories, celebrated the unwavering commitment of these individuals and institutions to redefine and enhance the learning landscape.

With each accolade, the event resonated with the collective vision of fostering educational transformation. It not only recognized outstanding achievements but also encouraged a spirit of continuous innovation and dedication. The ScooNews Global Education Awards 2023 served as a testament to the relentless pursuit of excellence in education and the vital role it plays in building a brighter future for generations to come.

As the curtains closed on this remarkable event, the awardees left with not just trophies but also a renewed sense of purpose, further propelling the global education community towards new horizons of growth and enlightenment.

Presenting, all the worthy awardees...

ORGANIZATION	SCHOOLS AWARDS SUB-CATEGORY
Delhi Public School, Jaipur	"School with the Best Infrastructure (North India)"
Nehru World School, Ghaziabad	"Secondary School of the Year (Jury's Choice)"
The Sagar School, Alwar	" Boarding School of the Year (Editor's Choice)"
Vidya Devi Jindal School, Hisar	" Boarding School of the Year (Jury's Choice)"
Mayo College Girls School, Ajmer	Best Girls' Boarding School of the Year
Sanjay Ghodawat International School, Kolhapur	Premier Boarding School of the Year
Cambridge Court World School, Jaipur	"Best Skill Development Initiative (North India)"
Manav Rachna International School, Charmwood, Farid-abad	"Best Skill Development Initiative (Editor's Choice)"
Fountainhead School, Surat	Best Skill Development Initiative of the Year
Saraswati Vishwa Vidyalaya National School, Pune	"Best Skill Development Initiative (Jury's Choice)"
JBCN International School, Parel	"Best Skill Development Initiative (Western Region)"
Legacy School Bangalore	Best Use of Technology
Blue Bells Model School, Gurugram	"Distinguished Performance In Academics (Editor's Choice)"
Silver Bells Public School, Bhavnagar	"Distinguished Performance In Academics (Western Region)"
Yadavindra Public School, Mohali	"Distinguished Performance In Academics (Northwest India)"
Amarjyoti Saraswati International School, Bhavnagar	"Distinguished Performance in Academics (Jury's Choice)"
P N Foundation School, Kaimganj	"Emerging School of the Year (Central UP)"
Mayoor School Jaipur	"Emerging School of the Year (North India)"
KT Global School, Bhubaneshwar	"Emerging School of the Year (Eastern Region)"
The Blue Blue School for Integrated Learning, Gurugram	"Emerging School of the Year (Editor's Choice)"
Bansal Public School, Jaipur	"Promising School of the Year (Rajasthan)"
i2 Global School, Chennai	"Emerging School of the Year (South India)"
P N National Public School, Gorakhpur	Emerging School of the Year - Regional
Vedanya International School, Gurugram	"Emerging School of the Year - Editor's Choice (North India)"

Dharav High School, Jaipur	"Emerging School of the Year - Jury's Choice (North India)"
Delhi Public School, Rajpura	"Promising School of the Year (North India)"
Johnson Grammar School, Kuntloor	"Exceptional in Co- Curricular Activities (Editor's Choice)"
JBCN International School, Oshiwara	"Exceptional In Co-Curricular Activities (Jury's Choice)"
The Chintels School, Kanpur	"Outstanding Achievement in Extracurricular Activities (Jury's Choice)"
Sobtis Public School, Bareilly	"Exceptional In Co-Curricular Activities (Uttar Pradesh)"
Mayoor Chopasni School, Jodhpur	"Outstanding Achievement in Extracurricular Activities (Editor's Choice)"
The Sanskaar Valley School, Bhopal	"Exceptional In Co-Curricular Activities (Central India)"
Rajmata Krishna Kumari Girls' Public School, Jodhpur	"Exceptional In Co-Curricular Activities (North India)"
Glendale Academy, Hyderabad	"Green School of The Year (Jury's Choice)"
Marias Public School, Guwahati	"Environmental Champion School Award (Jury's Choice)"
N.H. Goel World School, Raipur	"Green School of The Year (Editor's Choice)"
Dalimss Sunbeam Group of Schools and Hostel, Varanasi	"Environmental Champion School Award (Editors's Choice)"
Delhi World Public School, Noida Extension	"Innovative School of the Year (North India)"
Prakriti School, Noida	"School of Innovation Award (Editor's Choice)"
JBCN International School, Borivali	"School of Innovation Award (Jury's Choice)"
Birla Shishu Vihar, Jhunjhunu	"Innovative School of the Year (Regional)"
"Neuron Labs School, Pune"	"Innovative School of the Year (South India)"
New Rainbow Public School, Pune	" Innovative School of the Year (Regional)"
Invictus International School, Amritsar	Outstanding School Innovator Award
Brahm Dutt Blue Bells Public School, Gurugram	SDG-focused Education Excellence Award
Gurukul The School, Ghaziabad	Best School In Outstanding International Collaboration
Gyaananda School, Gurugram	Best Experiential Learning Implementation In School
Delhi World Public School, Noida Extension	"Excellence in Teaching Pedagogy Award (Editor's Choice)"

Prakriti School, Noida	"School of Innovation Award (Editor's Choice)"
JBCN International School, Borivali	"School of Innovation Award (Jury's Choice)"
Birla Shishu Vihar, Jhunjhunu	"Innovative School of the Year (Regional)"
Neuron Labs School, Pune	"Innovative School of the Year (South India)"
New Rainbow Public School, Pune	" Innovative School of the Year (Regional)"
Invictus International School, Amritsar	Outstanding School Innovator Award
Brahm Dutt Blue Bells Public School, Gurugram	SDG-focused Education Excellence Award
Gurukul The School, Ghaziabad	Best School In Outstanding International Collaboration
Gyaananda School, Gurugram	Best Experiential Learning Implementation In School
Delhi World Public School, Noida Extension	"Excellence in Teaching Pedagogy Award (Editor's Choice)"
Seth Anandram Jaipuria School, Kanpur	"Phenomenal Implementation In Teaching Pedagogy (Editor's Choice)"
Billimoria High School, Panchgani	"Phenomenal Implementation In Teaching Pedagogy (Jury's Choice)"
Fravashi International Academy, Nashik	"Excellence in Teaching Pedagogy Award (Jury's Choice)"
The Narayana Educational Institutions	"School Chain of the Year - National (Jury's Choice)"
Sunbeam Group of Educational Institutions	Progressive School Chain of the Year - National
Seth M.R. Jaipuria Schools	"School Chain of the Year - National (Editor's Choice)"
Indirapuram Group of Schools	"School Chain of the Year - Regional (Editor's Choice)"
JBCN International School, Parel	"School Chain of the Year – Regional (Jury' Choice)"
Rajmata Krishna Kumari Girls' Public School, Jodhpur	Staff Wellbeing Excellence Award
KT Global School, Bhubaneshwar	Premier Infrastructure School Award
Venkateshwar Signature School, Raipur	"School with Best Infrastructure (Jury's Choice)"
Dalimss Sunbeam Group Of Schools and Hostel	"School with Best Infrastructure (Editor's Choice)"
Om Shree Sant Academy Senior Secondary School, Jodhpur	"Excellence in Secondary Education Award (Regional)"
N.H. Goel World School, Raipur	Sports Achiever School of the Year
JBCN International School, Parel	" Innovation in Early Learning (Editor's Choice)"
Akshar Arbol International School, Chennai	"Innovation in Early Learning (Jury's Choice)"
Maria Montessori House Of Children, Guwahati	"Outstanding Innovations in Early Childhood (Jury's Choice)"

Chrysalect Education Solutions LLP	"Outstanding Innovations in Early Childhood (Editor's Choice)"
Imperio School, Gurugram	Emerging Preschool of the Year
Vedanya International School, Gurugram	"Innovation in Child Development (Jury's Choice)"
Jamna Vidyapeeth, Jaipur	Emerging School in Sports and Outdoor Activities - Rajasthan
Beansprouts, Gurugram	"Innovation In Pre-School Pedagogy (Editor's Choice)"
Kai Early Years, Bangalore	"Innovation In Pre-school Pedagogy (Jury's Choice)"
Semillero International Preschool, Bangalore	Innovative Child Centric Pedagogy
Aptech International Preschool, Mumbai	"Preschool with Best Curriculum (Jury's Choice)"
Fravashi International Academy, Nashik	"Preschool with Best Curriculum (Editor's Choice)"
The Palace School	"Outstanding Preschool Curriculum (Jury's Choice)"
Crystal Kids Pre Schol	"Outstanding Preschool Curriculum (Editor's Choice)"
Kai Early Years, Bangalore	"Preschool with Best Infrastructure (Jury's Choice)"
The New Green Field Public Academy, Indore	"Preschool with Best Infrastructure (Regional)"
Peas In Pod Preschool & Daycare	Top 10 Pre-School Chain of the Year
The Poly Kids Chain of Schools	Top 10 Pre-School Chain of the Year
Just Kiddin International Preschool And Daycare	Top 10 Standalone Pre-School of the Year
Modern World School, Pune	Top 10 Standalone Pre-School of the Year
Amar Jyoti Saraswati International School, Bhavnagar	Top 10 Standalone Pre-School of the Year
Cocoon Preschool And Daycare, Mumbai	Top 10 Standalone Pre-School of the Year
Little Miracles, New Delhi	Top 10 Standalone Pre-School of the Year
Progressive Kidz, Rajgarh	Top 10 Standalone Pre-School of the Year
Dunecrest Universal PreSchool	Top 10 Standalone Pre-School of the Year
Shikha Banerjee, Principal, Seth Anandram Jaipuria School, Kanpur	"Outstanding School Leadership Award (Jury's Choice)"
Priti Sait, Founder, Legacy School Bangalore	Lifetime Achievement Award
Sharad Tiwari, Principal, Mayoer Chopasni School	"Outstanding School Leadership Award (Jury's Choice)"
Suparna Mehrotra, Principal, Ganges Valley School	Exemplary School Principal Award
Rani Hooja	Lifetime Achievement Award
TagHive India Pvt. Ltd.	Best Assessments Solution Provider
Adventure Education Tours Pvt. Ltd	Premier Experiential Learning Travel Company
Mango Institutional Furniture	Best Classroom Furniture Provider

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A Global *Tinkering* Festival



The partnership between Early Childhood Association and Association for Primary Education and Research and ScooNews was a source of pride as they jointly presented a unique ‘tinkering fest’ that provided educators with a hands-on experience in ‘experiential learning’. This experiential learning was recognized as an integral aspect of the NCF-2022.

The educators and teachers in the realm of early childhood education required substantial training and professional development to effectively engage young learners in developmentally appropriate education, in line with the National Curriculum Framework (NCF) 2022. The event, known as “Phir se Tod-Fod-Jod,” aimed to assist early years educators in breaking down everyday theories and concepts to grasp their real-life applications.

The conference was designed to establish a connection between early childhood educators and NCF 2022 through multidisciplinary concepts that were rooted in established educational theories. This connection was meant to make these theories applicable in classrooms and learning centers. Throughout the sessions, experts skillfully reconstructed and repurposed crucial early childhood theories, practices, foundational literacy, and numeracy strategies. The result was a plethora of implementable ideas, enhancing teaching and learning by making them more relevant and applicable to holistic child development.





The Global Tinkering Festival - 'Phir Se Tod Fod Jod' at SGEF 2023 kicked off with a vibrant start! The clock struck 9:05 AM, and the stage was set for a delightful day of learning, exploration, and innovation. Azaleeya Huii, the ECA Territory Head – PCMC, extended a warm welcome to all the attendees. The ceremony gained an illuminating touch as the National Committee of ECA graced the occasion, lighting up the lamps and symbolizing the light of knowledge that was about to shine.

With the atmosphere charged, Dr. Swati Popat Vats, President of the Early Childhood Association, took the stage to provide an engaging introduction to NCF 2022. The audience got a clear glimpse of the educational landscape that lay ahead.

The momentum picked up as we dove into the morning with "Karyagara". Dr. Lakshmi Kumar, Director of The Orchid School, Pune, led the charge in exploring the holistic learning outcomes that seek to encompass the

whole child. The session was not just informative but also invigorating, setting the stage for the day's adventures.

As the clock ticked on, the spotlight shifted to "Paripreksh or Perspective Exchange". This engaging segment delved into different models implemented to address the learning crisis. The session was moderated by Pranay Oswal, ECA Territory Head - PCMC. The day held promise, with more excitement and exploration awaiting eager participants.

"Karyagara" continued the learning journey with an insightful session on "Unlocking Literacy and Numeracy Skills through interactive and dynamic games." The engaging talk was led by Shilpa Solanki, Director and Founder Principal of The Harmony Tree Preschool and Learning Centre, along with Roshan Dhariwala, Centre Head of the same institution in Pune. The Global Tinkering Festival was in full swing, combining serious discussions with a fun, playful spirit – just the way education should be!



Anchored in the heart of education's creative voyage, this event was a blend of insightful learning and playful exploration. From Ankur Kumar's enchanting session on experiential learning to Dr. Reeta Sonawat's symphony of teaching for the 21st Century Child, every moment sparked with innovation. Harsha Girish Ramaiya's playful revelation of 'Play/Game Based Learning' added a dynamic twist. A riveting panel discussion on 'Early Childhood Education & School Readiness in India: Quality & Diversity' painted a vivid canvas of educational prospects. Kusum Kanwar's magical 'Inclusion Moment' captivated hearts, while Darshana Dabke's exploration of the 'Significance & Intelligence of Art In Foundational Literacy & Numeracy' added a stroke of creativity. With minds kindled and horizons expanded, the festival created a realm where learning transcended boundaries and education danced to a harmonious tune.



Day 2 was a welcome to an engaging odyssey through the corridors of the ECA-APER initiatives, as Azaleeya Huii, ECA Territory Head – PCMC, set the stage. The morning sunlight mingled with innovation as Paripreksh or 'Perspective Exchange' embraced the realm of 'Effective Implementation of NCF in Foundational Years'. Guided by Dr. Amrita Rajpal's expertise, the symphony of insights featured a panel comprising Tasneem Dohadwalla, Dr. Varun Patidar, Ritu Joshi, Nanu Rekhi, and Manobi Deka. The journey then meandered to 'Social Emotional Development', an oasis crafted by Lina Asher, Founder of Dreamtime Learning. Nurturing Brilliance took center stage, a 'FIRESIDE CHAT with a cooperative twist!' led by Dr. Arunabh Singh. A distinguished panel of luminaries, including Azaleeya Huii, Sonal Pinto, and Farzana Dohadwalla, unveiled the recipe for an exceptional learning environment. As the clock embraced midday, minds and hearts danced in unity, wrapped in the tapestry of knowledge and collaboration.



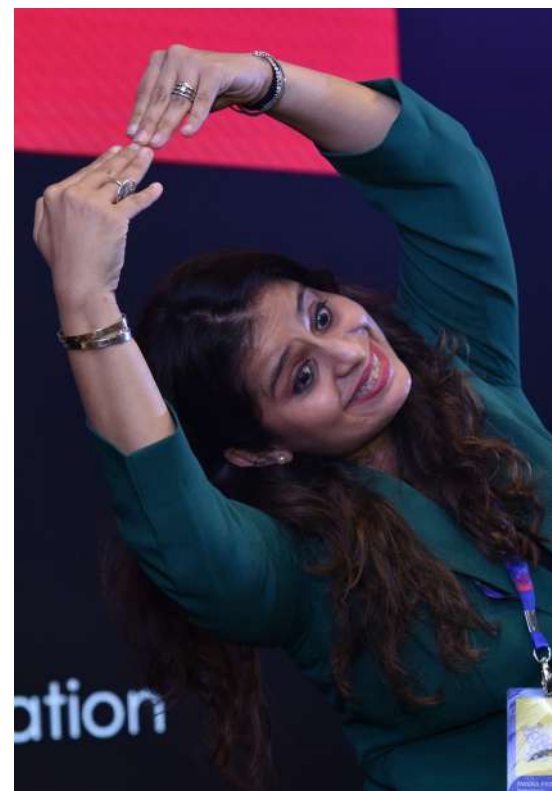
The event proceeded on a journey of experiential learning, where knowledge sways to the rhythm of creativity. Swara Patel, the visionary behind Bloomville Early Learning Centre & Rhythmus HappyFeet, orchestrated a symphony of Kinesthetic learning through Dance & Creative Movement during the 'Experiential Adigham!' session. The stage then welcomed Arushi Mittal, the Founder of Ashvattha Learning Communities, to explore the intriguing 'Kholo Kholo Darvaze' — delving into the teacher's role in shaping curious and independent learners. Suman Sood, the Director & Principal of B. D. Memorial Jr School, unlocked the world of 'Chalo Chalein Chiryagarh'— Role Play.

As the sun dipped and twilight embraced, the dialogue shifted towards foundational concerns in education. The vibrant 'Paripeksh or Perspec-

tive Exchange' panel discussion commenced, moderated by Farzana Dohadwalla, Vice President ECA and APER, Crimson Education. Harshit Bansal, Amrita Burman, Dr. S. K. Rathor, Nisha Jain Grover, and Ankit Vohra took the stage, weaving insights on whether our children are receiving a solid foundation for school and life beyond.

Bharti Mohan, an Activity Coordinator and Teacher's Trainer from Delhi Public School, then unveiled the enchanting world of Puppetry. The event crescendoed with Shobhan Soi, CEO of Clay Pre School and Child Care Centres, highlighting the significance of the National Curriculum Framework in a closing note. Amidst these vibrant discussions and experiential sessions, education's tapestry was woven, uniting diverse minds towards a common goal.





In the tapestry of education, where threads of innovation and wisdom intertwine, the Global Tinkering Festival 'Phir Se Tod Fod Jod' at SGEF 2023 carved an unforgettable chapter. As the curtain fell, a symphony of shared insights, innovative pedagogies, and transformative ideas echoed, promising a brighter future for education.

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Aditya Rai and Shreyansh Mehta, the dynamic young anchors of SGEF 2023 from Dalimms Sunbeam School, Varanasi, brought a breath of fresh air to the event. Despite their youth, their charisma and stage presence were nothing short of extraordinary. They effortlessly steered the ship, ensuring each speaker felt valued and every moment memorable. Their magnetic energy resonated with everyone, from esteemed guests to fellow attendees.

ScooNews extends heartfelt gratitude to these two shining stars for illuminating the path to a brighter future. It's also worth mentioning their mentor, Grijesh Tripathi, who provided unwavering support and guidance throughout the two-day festival, nurturing the talents of these remarkable students.

They showcased remarkable adaptability, effortlessly incorpo-

rating feedback to enhance their hosting. Their ability to think on their feet and adjust to dynamic situations was commendable, signifying their potential as future leaders.

Aditya and Shreyansh's involvement in SGEF 2023 is an inspiring testament to the potential and capabilities of our young generation. They demonstrated that age is no barrier to impactful leadership and that the youth have a significant role in shaping the future of education.

Their articulate and poised hosting not only engaged the audience but also set an example for their peers. We look forward to witnessing their continued growth and contributions as they embark on their journeys beyond the event, carrying the spirit of innovation and leadership with them.





EXPERT SPEAK

In the aftermath of the pandemic, the educational panorama in India has undergone unprecedented transformations. **“Expert Speak”** serves as an enlightening platform where our distinguished panel of experts, possessing extensive experience and expertise, dissects these changes in depth. This edition delves into the integration of Artificial Intelligence into the educational sphere, exploring its potential to revolutionize pedagogy.

Additionally, it delves into the realm of Social and Emotional Learning (SEL), emphasizing its pivotal role in nurturing well-rounded individuals. Furthermore, it delves into the profound impact of the pandemic on career prospects and job landscapes, illuminating the shifting paradigms that will shape the future of education in India.

- 
- **Shilpa Solanki, Founder Principal of The Harmony Tree Preschool and Learning Centre, Pune**
 - **Anand Krishnaswamy, Educational Consultant & Coach**
 - **Nisha Pareek, Junior & Middle Section Coordinator, Birla Balika Vidyapeeth**
 - **Dr. (Hon) Kusum Kanwar, Founder KKKids Learning Systems | The Mindful Multi Activity Center | AddUpSkills | APER – Core Committee Member**
 - **Tasneem Dohadwalla, Coordinator, Fazlani L’ Academie Globale**
 - **Darshana Dabke, Consultant-Editorial and Content, Chetana Education LLP**
 - **Prabha Dixit, Additional Head of School, Akshar Arbol International School, Chennai**



Unlocking Literacy and Numeracy Skills through Games, the fun way!

Join Shilpa Solanki, Founder Principal of The Harmony Tree Preschool and Learning Centre, Pune, as she delves into the world of games pedagogy, unlocking the transformative potential of experiential learning while revisiting her session at SGEF 2023 for Phir Se Tod Fod Jod

In our Experiential Karyaghara, held during Phir Se Tod Fod Jod, we closely followed the games pedagogy which emphasises on children learning naturally, while exploring the world around them, and at the same time, developing their cognitive abilities, and building social skills. Hands-on activities and interactive learning are at the core of the games pedagogy and through our games, we wanted to foster the love for application and creation. Each game was multi-disciplinary and focussed on building curiosity. The participants were encouraged to discover, experiment and tinker with all the tasks.

The Literacy game 'Scavenge and Build' built phonemic awareness and vocabulary while the groups had to write words, find objects, draw something and build something related to a particular letter. The Numeracy game 'Flying

Squad' allowed the group to solve sums written on a paper plane, write a new sum and then fly the plane across the room. In our mixed bag format of games, participants had to recognise digraphs and write words by shining a torch through a laminated paper 'Magic Jar' to discover the picture of an object, while 'Tow the Shoe Line' got the participants to take off their shoes to plot a number line to understand quantification! All games were created out of simple everyday objects that don't cost much at all. All it takes is a creative mindset.

This process of deconstruction leading to reconstruction, repurposing, and repairing allowed for innovation. Right from breaking up and fortifying or building and then dividing or coming together to assimilate one solid product, the groups lived Tod-Fod and Jod concept. Be it, trying to learn sight words, or simple

arithmetic, the effort was to go through a process of fun, exploration, communication, and collaboration to finally arrive at a conclusion.

The response from the participants was simply overwhelming! Each group became children as they played the games with enthusiasm and cheer. For a minute, we almost thought we were in a room full of children! The noise, chaos, and loud sounds of glee transformed the room into a classroom. The winning groups gobbled up Gems and Raisins and kept asking for more!

We ended the session with a Math Jig where the whole room danced to steps that conveyed the Math operations of addition, subtraction, division and multiplication. All in all, it was 45 minutes of pure play and fun.



Shilpa Solanki, Founder Principal of The Harmony Tree Preschool and Learning Centre, Pune



REIMAGINING HIGHER EDUCATION



Anand Krishnaswamy,
Educational Consultant & Coach

Responding to the Future of Work

Delve into Anand Krishnaswamy’s astute examination of the evolving education landscape in the post-pandemic world, as well as the profound impact of AI and robotics on the Future of Work...

No conversation about education since 2020-2022 was ever complete without mentioning the word “pandemic”. Since 2023, that word has been steadily replaced with “chatGPT”. Nevertheless, the focus has largely been on ensuring that students do not misuse technology on their journey to being educated, a key facet of the problem created by rapidly advancing technology like artificial intelligence (AI) and robotics has not received the same amount of attention. The Future of Work is something most people think they will face when they have to and then go back to the drawing board and add new courses in higher education or K-12. This has been the standard response to new skill requirements. But the Future of Work is more than a bunch of new skills and new designations.

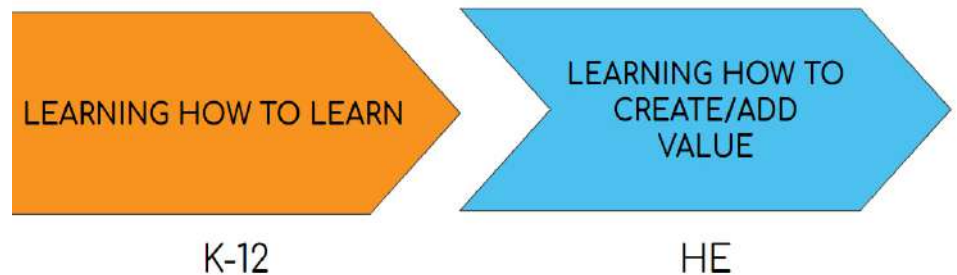
The vista of the future of work emerges as a landscape imbued with transformative shifts and challenges, fundamentally reshaping established paradigms of employment. The conventional trajectory of routine employment confronts disruption, as the relentless advance of automation and artificial intelligence introduces a recalibration of traditional roles.

The sanctity of the conventional 9-to-5 office configuration wanes, yielding ground to an increasingly remote and digitally interconnected workforce. The antiquated notion of a lifelong singular career metamorphoses, yielding to a mosaic of adaptable skill sets that synchronise with and respond to the cadence of technological evolution.

In this evolving narrative, organisational hierarchies and occupational designations experience a perceptible transmutation, as the ascendancy of the gig economy propels it into a formidable force. The familiar contours

of permanent employment falter in the face of freelancers, remote operators, and nimble entrepreneurs, each wielding the currency of flexibility to their advantage. The historically inviolable demarcation between professional engagement and personal life erodes, engendering a harmonisation of responsibilities seamlessly interwoven with quotidian existence.

The forthcoming age of work is an unclear, highly customisable and constantly transforming mix of possibilities led by the personal and organisational changes mentioned above and



Highly structured students enter an increasingly ambiguous (VUCA) world.

the rapid growth of technology, esp. AI. The latter alone promises to leave many familiar jobs redundant by completely automating the same. Most white collar jobs are definitely going to go away and pink and gold collar jobs are also at risk. Blue-collar jobs might be impacted more by robotics in combination with AI leaving them as an expensive option till the price point becomes viable. Hence, counsellors who are advising our youth today, not only need to be better informed about possibilities but also about the longevity of options.

In this view of vibrant possibilities, we cannot conceive of education in the traditional manner. It is not merely about curricula and styles. While K-12 should continue to focus on teach-

01

Linear Thinking

Grade X -> Grade XII -> Engineering/Commerce -> MBA -> Job -> Retire



02

Greedy Packing

K12 packed us with whatever we might need for our lives. HE is doing the same.



ing the child how to learn and how to immerse oneself with wonder and depth, it behoves higher education (HE) to reimagine itself to be the bridge it has always promised to be (but rarely delivered) between school and industry. While K-12 definitely needs radical changes, HE cannot continue the K-12 model and still expect to be relevant.

Sadly, that is precisely what HE does - K-12 barely gives the student agency or choice in what they should explore and learn and HE forces them to choose after 15 years of no practice in choosing or evaluating and holds them to that choice, forever! A student at the age of 17, with no skills apart from taking tests and exams, is expected to swiftly decide on what they wish to specialise in for the next 4-6 years and then stick to it forever. Most students, hence, think that getting into the top universities is the hack to not being sure so that the network and placement clout of those universities will at least take care of their job requirements. In case they realise that that particular undergraduate degree was not what they wanted to do, they go on to a masters program (typically, an MBA) which allows them to get into some high paying job and so on leaving their undergraduate degree largely

pointless and often considered a waste of 4-6 years.

Making such a decision becomes even more prone to error when the world of work is rapidly changing and responding to the unprecedented pace of technological change. In summary, the current model of HE is ineffective and wasteful because:

- (a) the system forces a linear thinking process which is a misfit in these times,**
- (b) HE makes the same mistake as K-12 in packing all that one might need, 10-30 years ago**
- (c) students are expected to have immensely clear foresight into what they want to do for**

03

Crystal Ball

You are expected to know exactly what you want over the next 40 years at age 17!



04

Need handshake

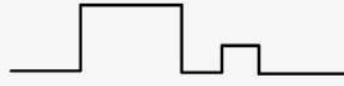
And at the end, the industry still finds you largely unskilled and very raw.



the rest of their lives at the age of 17-18 when they were never trained for it, and (d) despite all of this, graduates emerge as unskilled and unprepared for the market and industry which has moved forward. The competencies that are required are not being provided through the undergraduate

Frontload

Students received four years of college education, front-loaded at the beginning of adulthood.



*4 yrs during ages 18-22
*Formal learning occurred in the classroom only
*Limited access to academic setting later in life
*Students needed to prove ability by age 18 to be accepted
*Alumni returned to campus occasionally for selected events

years. A better handshake with the industry is required. I definitely see a future where the industry is more invested in the skills and competencies acquired by an individual.

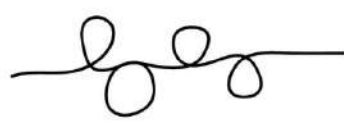
Stanford recently (2015) decided to experiment with the concept of an open loop university (apart from Axis Flip, Purpose-led Education and others).

Taking this one step further, is the following idea of a hyperbrid (hyper-hybrid) education (the new HE). The basic tenets are:

- Individuals should focus on gaining competencies
- Competencies can emerge from mastering skills, conceptual knowledge and/or experience on the field performing work/tasks.
- Competencies are universal. A carpenter who can craft a chair for Harvard can do so for NTU, Singapore and can do so for IIT, Bombay. Similarly, one who has the competency to cleanse data for any institute or business can do the same for any other (with the exception of domain peculiarities, which can be picked up on the job). And this competency could be acquired by apprenticing with a top data scientist or via a course at a university.
- Competencies are recognised and accredited via microcredentials.
- Microcredentials can be combined into meta-competencies.
- Meta-competencies and microcredentials can be aggregated into degrees, diplomas, etc. The same competency can be counted towards multiple degrees (as they should be). E.g. My microcredential to research and prepare donor proposals

To

Students received a lifetime of learning opportunities.



*6 yrs over a Lifetime
*Knowledge was obtained across classrooms and practical settings
*Seasoned adults returned to pivot careers and reconnect with community
*Students began studies at a range of ages
*Populi returned as expert practitioners and enriched campus life

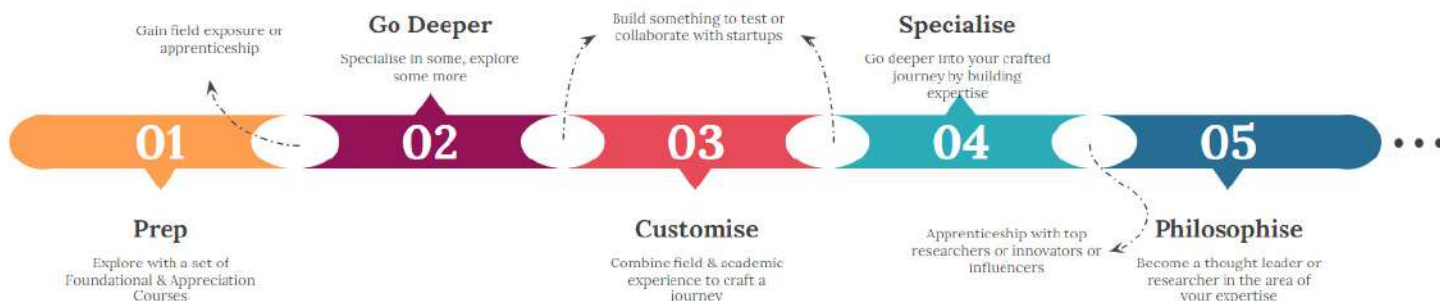
Foundational Courses:

- Story of Money, Wealth & Value
- Zero -> One
- Navigating the Unknown
- User Research
- Quantitative Analysis & Reasoning
- Cognitive Biases
- Analysis and Formation of Opinion*
- Design Thinking
- Creativity and Manifestations
- Ethics & Ethical Considerations
- Digital Technology Models

Appreciation Courses:

- Communicating to Influence*
- Cultural Perspectives
- Social Analysis & Historical Influences
- Study of Philosophy
- Ambition & Altruism
- Variegated Literature
- Empathy & Perspective
- International legal structures
- Careers available
- Understanding the Self
- Impact of Poverty & Hunger

- is admissible in my bachelors degree of NGO management as well as bachelors degree of financial communications. I shouldn't have to go through the course again!
 - Microcredentials from different awarding
- changing higher education. This schema will be a success and a perfect response to the future of work that looms ahead of us. An individual can graduate from K-12, take a couple of courses from a university
- country or even around the world (if university requirements and philosophies align). This allows for those who have acquired competencies which were sufficient to do what they wanted to because they will still have earned microcredentials and not be left empty-hand-



- institutes/businesses can be combined.
- There is no age bar on acquiring microcredentials.

Each of the phases, including the “spaces” (which indicate time outside an institution of higher education), can stretch for different lengths. While each course leading to a microcredential can have limits on duration, the acquisition of microcredentials itself can be a lifelong process.

Universities might want to impose other (rational) restrictions like “75% of the microcredentials must be from our university in order to be eligible for a degree certificate bearing our stamp” or “necessary microcredentials must be acquired within a span of 6 years in order to reflect the currency required for this degree” and so on. These are details beyond the scope of an introduction to radically

that admits her while she also works gigs at places that connect to her purpose or curiosity, complete a year or so of this and decide to work/intern at a firm, acquire experience and microcredentials before returning to a nearby university to study a different set of competencies and so on till she has the skills and experience to work in the domain she is most aligned with.

To some it might seem like all the universities in a country need to align to this in order for this to even take-off. Stanford has demonstrated that one university and its ability to execute distance-programmes can suffice. This also allows for students who do not want to experiment and are willing to take the risk of putting (nearly) all their eggs in the one basket of a pre-assembled degree programme. This also allows for a student to pick the competencies from the best of places around the

ed with the title of a “college dropout”. This allows for every university/college to offer a variety of programmes in a cost-effective and efficient manner. It definitely will pave the way for students to not drown in debt and acquire the credentials piecemeal and with surety. This pushes colleges and universities to update and upgrade their course offering to be acceptable as resulting in a competency (whether nationally or internationally). This is bound to improve the level of higher education in India. This is indeed the way forward. Providing these byte-sized microcredentials to individuals who can acquire, assess, apply and pivot, if required, is the key to building a powerful workforce for the future. India can pioneer this movement and show it can be done. With the industry increasingly hiring for skills rather than degrees, this will increase the employability of our youth, tremendously. These are indeed exciting times.

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IN YOUR
FAVOUR!**



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From **Soul** to **Sole**

Plaeto's Sustainable Journey with Goonj

At Plaeto, our mission is about creating innovative and comfortable footwear for our children while taking a responsible stance towards the planet and its inhabitants. This core belief led us to partner with the Goonj, embodying our commitment to sustainability and social equity. Goonj founded in 1999 by Magsaysay award winner Mr. Anshu Gupta, is a multi-award-winning social enterprise that works on poverty alleviation, rural development, and disaster relief and rehab.

Our initiative **'Soul to Sole'** demonstrates the power of collective action towards a common goal - to bridge the gap between urban privilege and rural necessities.

Through this initiative we are repurposing shoes that would have otherwise been discarded or added to the landfill, providing them with a second life in the hinterlands of our country. We ensured each pair was refurbished and safely passed onto children who needed them most, fostering an environment where sustainability fuels social good. Through this initiative, nearly 2500 pairs of unused shoes have already been donated by kids across multiple schools in Bangalore city.

The real triumph, however, was the underlying impact - creating a paradigm shift in our approach to consumption and waste. This initiative gave students a hands-on lesson about the value of recycling, compassion, and the difference their actions can make.

As they say, it takes a village to raise a child. Hence, the role of schools, principals, administrators in enabling us as well as kids and parents in helping collect the shoes is invaluable in this achievement. It converted the institutions into change hubs, underlining the importance of sustainability. More than that, it helped students understand that their actions can have a direct impact on our planet and its people.

Moving forward, our vision is to expand this drive to more schools and cities, amplifying our impact. We understand that building a sustainable future requires persistent effort and collective action, and we are ready to take those steps.

The journey to sustainability begins with a single step. We are proud to share that we have taken over two thousand already.

"The amount we give back to the community isn't the most important thing, it's the love and care we put into our giving that truly matters. At GEAR, we actively seek out opportunities to assist those in need within our community. Goonj has proven to be an excellent platform for helping our children understand the importance of sharing their gently used belongings with others who may need them more."

Several of our children had the opportunity to visit and volunteer at Goonj. In collaboration with Plaeto, they participated in the Shoe Take-Back Drive initiative. They not only helped redirect used shoes from urban areas of our country to rural areas, thoughtfully providing them to people in need but also encouraged all GEAR students to donate their shoes."

- NANDINI BHAT, PRINCIPAL, GEAR INNOVATIVE INTL SCHOOL BANGALORE

"While accessible technology to make drastic planet impact is still getting developed, we cannot give up on small steps to make an impact on the planet. Our partnership with Goonj is a small step in this direction."

- RAVI KALLAYIL, CEO - PLAETO

SOCIAL AND EMOTIONAL LEARNING IN THE MIDDLE SCHOOL

2 TEACH
IS
+ 2 TOUCH
LIVES
4- EVER

*The Dawn of a New
Educated Nation*

As the world encountered unprecedented challenges and circumstances it also led to extraordinary initiatives by the Educators. The mentors left no stone unturned to keep the flame of knowledge burning bright to enlighten the students and everyone around. To meet 21st century skills, NEP 2020 was incorporated as it emphasizes on learner centric pedagogy as both the educator and the learner are able to execute, reflect and assess their learning.

The schools are committed to create learners equipped to meet the constantly changing needs and challenges of the world. We strongly believe that there should be no rigid separation between any discipline of study and the use of technology in planning, teaching, learning, assessment, management and regulation will help the students scale the heights of achievements. We encourage the children to dream as dreaming, after all, is a form of planning as imagination creates reality by overcoming the limitations of our minds.

Inclusion of SEL in Pedagogy

Following the dictum – no two students are alike, Pedagogy concentrates on the different learning styles in the query to quench the learning requirement of each student and to create lessons that help them learn in the best way with Visual -Spatial, Linguistic-Verbal, Interpersonal, Intrapersonal, Logical-Mathematical, Musical, Naturalistic activities. We all want our children to become knowledgeable, responsible and caring adults and realize that schools play an important role in achieving this goal.

Experience and research show that by focusing on Social and Emotional Development (SEL) of children, each challenge can be achieved up to some degree. In today's economy, SEL competencies are essential for all students' long-term success. Furthermore, SEL program not only improves academic achievement but also reduces the incidents of misbehavior. Plus, there is the added benefit of school and class becoming a fun and rewarding place for the child.

“SEL program not only improves academic achievement but also reduces the incidents of misbehavior”

Introducing SEL in the school

These skills are at the core of SEL programs for middle school

- Self-Awareness: Recognizing emotions and their effect on behavior
- Self-Management: Regulating emotions, thoughts, and behaviors; managing stress, setting goals, and staying motivated
- Responsible Decision-Making: Making constructive decisions in social situations based on ethics, safety, and social norms
- Relationship Skills: Developing positive relationships with diverse groups and individuals; communicating clearly and cooperating with others
- Social Awareness: Empathizing and understanding the views of others, including those of other cultures or backgrounds. SEL introduction required specific approach, many activities and discussions had to be changed.

Application

Realization that they are not alone made empathizing easy. This boosted their confidence and self-esteem, which had a positive impact on their academic achievement. They also demonstrated improved classroom behavior as well as a greater ability to cope with stress and depression.

A learner who recognizes and respects his or her emotions is a better-adjusted individual who will also recognize and appreciate others.

“SEL Students demonstrated improved classroom behavior as well as a greater ability to cope with stress and depression”. Researches show statistically significant associations between SEL skills in formative years and key outcomes for young adults years later.



*Nisha Pareek,
Junior & Middle Section Coordinator,
Birla Balika Vidyapeeth*

Conclusion

We believe in structuring opportunities for SEL to “learning by doing,” we not only connect theory to practice, but simply design experiential learning programs with a trans-disciplinary approach and explicit attention to the kinds of relationships we intend to enable or create. Our carefully chosen objectives are supported by reflection, critical analysis and synthesis and are structured to motivate the students to take initiatives, make decisions and be accountable for results. Throughout the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility and being creative. In the process, relationships are developed and nurtured as the students are engaged intellectually and emotionally.

A key resource, which helped in developing SEL, is The Collaborative for Academic, Social, and Emotional Learning (CASEL). It has information about high-quality, evidence-based social and emotional learning (SEL) programs. With the support of their fundamental framework, one can build a curriculum that considers the school's environmental and psychosocial variables.

Various researches and experiments show that SEL programs are effective and play an important role in the holistic development of the child. Then why are the schools so complacent in giving it a try? Shouldn't we use a proven preventive measure before it becomes too late?

Holding an Inclusion Moment

We start with every participant holding a paper – closing their eyes – and just listening to me, following instructions without any repetition of the Instruction.

After 90 seconds of the activity, participants open their eyes – show their mosaics – are they same? No! Every mosaic was different from the other even though instructions given to all was the same from one platform. Why Not?

What just happened here?

Yes! We all realised that: -

1. Instruction is important
2. Instruction is intentional
3. We all benefit from good instruction

When we think of instruction - it is significant to think what instruction does to the learner and the teacher. Instruction helps all of us be more effective, when instruction is planned and it is inclusive.

Like wise the classroom is a complex environment. If not explicitly managed it can quickly turn into a collection of many smaller groups that happen to be in the same room rather than an inclusive whole. See how this can go wrong - sometimes overlooked, this aspect right here made a profound difference with all of us educators listening to one Instruction.

As adults, we all may have had an experience where we walk into a room full of people - where we may not belong to; we may not be a member of that group and may feel uncomfortable.

So think how do we fit the children we are working with don't experience this idea of not belonging? Is there a way?

- Yes, we do that through instruction.
- We do that through teaching.
- What we want to learn and what we have learnt is that teaching works and instruction makes it happen for any one in any setting.



*Dr. (Hon) Kusum Kanwar,
Founder KKKids Learning Systems|The Mind-
ful Multi Activity Center|AddUpSkills|APER
– Core Committee Member*



So how do we apply in the settings we work in? We call it 'holding an inclusion moment'...wherever we apply it!!

We need to remember and realise that instruction doesn't just happen.
- When we have good instruction the learner/children become much better at what we are trying to teach them.



- The teacher becomes more confident as well
- Whether there is a child negotiating her/his environment or a little boy with special needs - learning how to use language or a child trying to tackle the numbers or another trying to ride a bike- they all need good inclusive instruction.
- I may be a 50 plus something non digital native trying to figure out VR; AR; CHAT GPT...or even figuring out my new iPhone - well good inclusive instruction works!!

Many a times, when people come to see our inclusive multi activity center, they remark ***"Isn't it great, I can't tell who has a special need and who doesn't, isn't it great that children just naturally interact together"***. Well it makes me smile, However it takes good inclusive instructions to each one of them to help them be members of that group and build their relationships and skills. Thus holding many, many Inclusion Moments in a day for the whole class.

Inclusion is about belonging to – a group of friends, a school community or a neighborhood. That is what we apply to our classrooms too. There is a whole lot of data telling us that we have a class full of children with and without disabilities and not interacting...so if we want them to interact with each other - we need to teach it.

**- If we want children to be helpful towards each other interact and be friendly with each other we need to teach it.
- If we want children to care about other people in their classroom. We need to teach it. And that teaching is intentional.**

- Good instruction yields good outcomes! Infact most researchers like to say that student failure is instructional failure.

When children don't learn what we want him or her to learn. It is because we haven't taught them in the right way. It is not necessarily that we are bad teachers but we haven't figured out the right way to teach.

Sometimes, maybe we don't have control of all the things we need to have control on, so that is what we need to work out.

We use the four-bag strategy most of the times for solutions:
What is in the bags?

1. A character bag
2. A problem bag
3. A setting bag
4. A solution bag

This always helps us derive at outcomes we are looking to build membership, relationships and skills amongst children and adults in a group. An e.g. of one of our child Anmol (name changed) who came to our inclusive set up after being in a mainstream school and then in a few days went home with a birthday party invitation...his parents gushed in with tears in their eyes that this has never happened to him ever; this was the first time ever! Now that's a big outcome...it is not an outcome of inclusion or the number of party invitations, Anmol receives but it is an indicator of an outcome. What are the outcomes we are looking for – Membership, Relationships and Skills.

Nevertheless why do we care about inclusion?

Inclusion is the celebration of diversity put into action. If we care about diversity then we have to do something to make this diversity come true. There are enough researches that showcase we have children with and without special needs not playing together in a classroom not doing anything together then you have children in a class with and without special needs and that's all. But we know if we use our smart instructional practices to facilitate interaction then everyone benefits. The power and benefits of holding inclusion moments each time is ensuring that everyone is supported; everyone is challenged and everyone is benefited in a classroom or any setting and we care about diversity.

Panchaadi

A 5 Step Guide to Effective Teaching and Learning

For a teacher to teach, he or she also has to learn, thus “To teach is to learn twice” and I personally and truly believe in this. As educators who are setting the foundation right for children, we have to ourselves learn, unlearn and re learn. As facilitators we have to remember that teaching is an art, that begins from the heart. Then the brain, where planning takes place, as planning is central to good teaching. Its’ like how bread is to butter similarly planning is to a teacher.

The NCF beautifully and systematically describes this planning process that a teacher I feel must adopt to ensure students learn, So when we say planning what does it include ?

Remember it with the acronym- **CORD SHAPE**

C- CONSTRUCTION

O- ORGANIZATION OF CLASS ROOM TASKS BASED ON COMPETENCIES

R- RESOURCES

D- DISPLAYS

S- SUPPORT ACTIVITIES

H- HOME ASSIGNMENTS

A-ASSESSMENT

P- PEDAGOGIES TO BE FOLLOWED

E- EXPERIENTIAL LEARNING

The process of Panchaadi is beautiful. It’s EFG, i.e,

E- EMPOWERS CHILDREN TO NAVIGATE THROUGH THE EVER EVOLVING LANDSCAPE OF KNOWLEDGE AND SKILLS

F- FOSTERS A LIFE LONG LEARNING

G- NURTURES A GROWTH MIND SET

So let us understand the 5 step process:

1. ADITI-

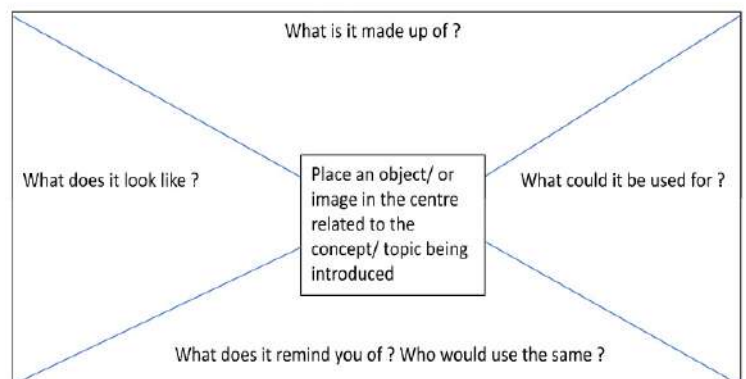
A Sanskrit word which means “Establishing Connections”
The initial phase involves introducing a new concept or topic by connecting it to the child’s existing knowledge. The Swiss psychologist Jean

Piaget believed educating children to be one of society’s most important tasks. And after much research, he concluded youngsters, like adults, combine prior knowledge with experience. Learners make sense of their experiences (and learning) using their own schemata

Connecting to previous knowledge plays a vital role in facilitating effective learning and fostering a deeper understanding of new concepts. This process, known as ‘activating prior knowledge’ or ‘scaffolding,’ allows children to link new information with what they already know, thereby creating a robust network of interconnected ideas. They can retain and recall information better and are more motivated and engaged in the leaning activity.

So in this first initial stage, The place mat strategy is something I enjoy with my students, as it gets them thinking, gives them voice and most importantly enables them make connections .
Consider the topic of community helpers

Take a chart paper / art sheet
Place an object/ image in the centre
Write questions



2. BODH-

It’s all about building comprehension. In this stage, students develop an understanding about core concepts through play, inquiry, experiments, discussions, or reading. The importance of play and hands-on activities can be greatly emphasized in this stage.



Tasneem Dohadwalla,
Coordinator,
Fazlani L' Academie Globale

Read A Story. Introduce students to story books about people who help us. It is a great way to enhance listening skills while teaching them about important people in our community

Encourage students to ask questions and to share their thoughts during these activities. This aids in an open dialogue that deepens their understanding of the concepts and also creates an enjoyable learning environment that cultivates curiosity, critical thinking, and a strong foundation for future learning.

Invite guest speakers like fire fighters, or even better, visit a fire station and understand the role and function of a fire fighter. Observe the vehicle and its varied features. Observe the tools used. If students are learning about shapes, play a scavenger hunt outdoors to identify different shapes in everyday objects.

3. ABHYAS-

"Reinforcement through Practice"

As we all know practice makes perfect. The aim here is to create opportunities for the child to practice and apply the concepts they have learned. Engaging in practical and enjoyable activities can make a significant difference in reinforcing student's understanding.

- Role play- Children love this. Show them pictures of community helpers. Let them select and identify who they would like to be and talk about that community helper based on what they have learnt. Thus give them choice and voice.
- Recognize the uniforms some of our Helpers wear.
- Identify the vehicles/tools used by some Community Helpers.
- If you haven't taken students for a field trip as part of stage 2, then a visit at this time would be ideal. After having comprehended and learnt about community helpers, one of them being a fire fighter, visiting a fire station, and further recalling and reinforcing their learning about the role, function, tools, etc would be a good practice for the students.

Moreover, if students are learning about addition and subtraction, you can play simple board games or card games that involve counting and basic arithmetic. Monopoly is my favourite.

When learning about plants, take a nature walk, observe the plants, talk and discuss what students saw and learnt or you can encourage them to plant seeds in a small garden or pots and observe their growth over time.

4. PRAYOG-

"Real-Life Integration"

The fourth step focuses on applying the acquired knowledge to the child's everyday life. Involve the parents as well in this stage. For example, as a family when they go to a mall, the security guard can be pointed out and the child can share what he does and how he helps. So they see the application of their learning in real life.

Similarly, point out the different jobs people are doing in public places. A sweeper, a cleaner-how do they help, what do they do? Have a dialogue, question, let them think, observe and wonder, look at their uniforms and their tools.

When learning about money, encourage parents to involve their child in grocery shopping, giving them a chance to practice counting coins and notes and understanding the value of money. By incorporating practical experiences in their daily life, we reinforce their learning and help them recognize the significance of their education beyond the classroom, ultimately empowering them to become confident, responsible and capable individuals.

5. PRASAR-

"Knowledge Sharing"

Well that's exactly what I am doing, what I have learnt and understood I am sharing with you. The final stage encourages students to expand their understanding by sharing it with their peers through conversations, storytelling, singing new songs, reading new books together, and engaging in new games. Each new topic learned creates a neural pathway in the brain, and sharing knowledge strengthens this learning process.

When they understand the concept in a natural and deep way, they can move from rote memorization to real knowledge. Alternatively, if they've learned a new skill, such as solving a puzzle or playing a musical instrument, they can showcase their abilities and teach others how to do it as well. Taking the topic of community helpers, children can share and talk about their favourite community helper to their peers from higher or lower grades. Make it interesting by including fun facts, 'did you know' statements.

So in a nutshell,

ADITI is to make connections

BODH is understanding and comprehension

ABHYAAS is practice and retention

PRAYOG is extension and application

PRASAR is knowledge sharing like a presentation

SIGNIFICANCE and INTELLIGENCE of ART in FOUNDATIONAL LITERACY and NUMERACY

The integration of art into the teaching of foundational literacy and numeracy represents a powerful and innovative approach to early childhood education. In this article, we explore the profound impact of art on young learners and how it can transform the educational experience.



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ART AS A GATEWAY TO LEARNING

Early childhood is a critical period for learning, and educators have a unique opportunity to harness a child's natural curiosity and creativity. Art, in all its forms, provides a gateway to exploration and discovery. When children engage in artistic activities, they are not merely creating visually appealing pieces; they are actively learning and developing a wide range of skills.

ENGAGING THE SENSES

Art is inherently sensory. Whether it's mixing colors, shaping clay, or making marks on paper, these activities engage a child's senses in open-ended play. This sensory engagement is crucial for cognitive development. It encourages children to explore, experiment, and make connections between what they see, touch, and feel. This multisensory approach enhances memory retention and understanding.

FOSTERING COGNITIVE DEVELOPMENT

Art is more than just a creative outlet; it is a tool for cognitive development. When children engage in artistic activities, they are developing problem-solving skills, spatial awareness, and critical thinking. For example, when a child paints a picture, they must plan the composition, make decisions about colors, and solve problems as they arise, such as how to mix colors to achieve a desired hue. These cognitive processes are essential for success in literacy and numeracy.

SOCIAL AND EMOTIONAL GROWTH

Art also plays a significant role in social and emotional development. Through art, children can express their feelings and emotions, even when they may not have the words to do so. Moreover, collaborative art projects promote teamwork and communication skills. When children create art together, they learn to share ideas, compromise, and appreciate diverse perspectives.

LONG-TERM BENEFITS

The benefits of integrating art into foundational literacy and numeracy extend far beyond the early years. Research has shown that meaningful art experiences during childhood can have a profound and lasting impact. Children who engage in art-rich environments are more likely to develop a lifelong love for learning. They tend to exhibit improved behaviour, cognitive capabilities, and overall well-being.

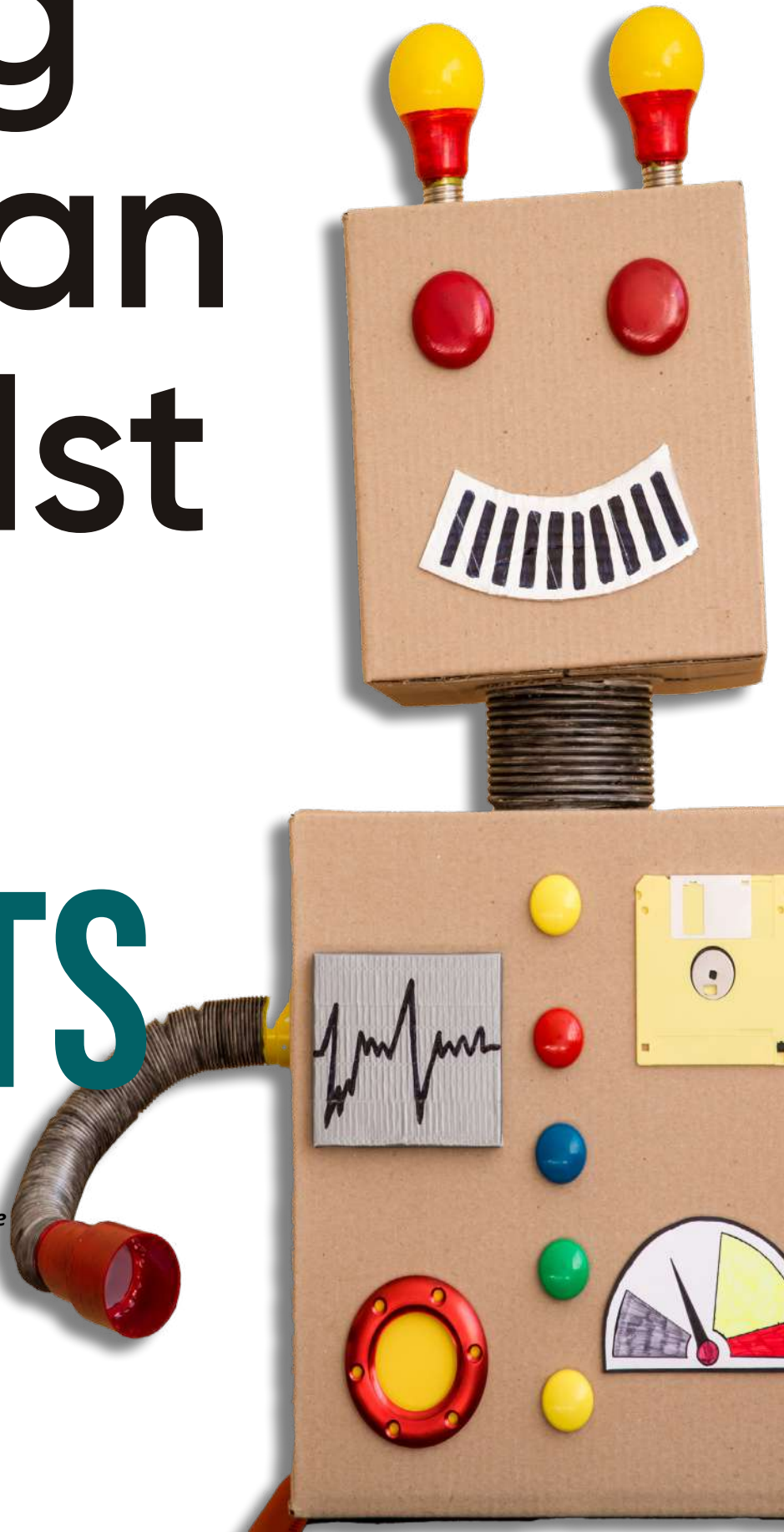
THE 'DO AND LEARN' APPROACH

To fully leverage the power of art in education, it's crucial to move beyond traditional teaching methods. Instead of relying solely on rote learning or didactic instruction, educators should adopt a 'Do and Learn' approach. This interactive method allows children to actively participate in their learning journey. Through hands-on activities and creative expression, students can internalize complex concepts more effectively.

In conclusion, the integration of art into foundational literacy and numeracy is not just about adding colour to a curriculum; it's about transforming the educational experience. Art engages the senses, fosters cognitive development, nurtures social and emotional growth, and provides long-term benefits. As educators, our mission is to create innovative and meaningful learning opportunities for our students. By embracing art as a fundamental tool for teaching and learning, we can unlock the full potential of every child and set them on a path to a lifelong love of exploration and discovery. It's time to *Tod-Fod* and *Jod* the traditional pedagogical tools and embrace the power of art in education.

Being Human Amidst THE ROBOTS

In this insightful article, Prabha Dixit unveils the enduring relevance of emotional intelligence amidst the surge of artificial intelligence. She masterfully blends Western notions of emotional intelligence with India's ancient wisdom, underscoring its pivotal role in our rapidly changing world.





Most definitions of Emotional Intelligence say that this is a unique **“ability to understand, use, and manage one’s own emotions in positive ways to relieve stress, communicate effectively, empathise with others, overcome challenges and defuse conflict.”**

Several Indian Scriptures refer to the need for a person to attain *“Stithapragya”* - that loosely translates to “steady wisdom”. When we superimpose the West-developed model of “Emotional Intelligence” with the Indian model of *“Stithapragya”* -, what we see is a wonderful description that defines what it truly means to be human - achieving a steady state of calm resolve that then becomes a guiding force for our own actions.

In this millenia of the 21st century, where humans are fast being replaced by “intelligent” robots, it certainly leaves us with the question “Is emotional intelligence a thing of the past?” Surprisingly, experts say that contrary to what it may appear to be, emotional intelligence gains even more importance in the current context and will take centre stage in the times that lie ahead.

Why? Here are the top 3 reasons why this becomes perhaps the single most important skill that one requires.

- 1. While tasks of data collection, analysis and interpretation are fast being replaced by robots, the ability to manoeuvre a way forward on the basis of the interpretations, while taking into account unique contexts requires nuanced levels of understanding that only a human is capable of.**
- 2. Designing systems that are built on AI requires programmers to understand human approaches with reduced biases and more diverse perspectives that may then be fed into building an AI-based system.**
- 3. Leading organisations, even those with significant levels of AI integration, require people who can motivate, influence and create change.**

Several early implementations of AI have shown that systems that are developed by highly emotionally mature individuals, teams and organisations have a far greater impact on the outcomes than those that don’t.

What does this mean for us, as educators?

While mental and emotional wellbeing have come to the forefront over the course of the recent pandemic, and have now entered mainstream curriculum, what now is imperative is that we embark on a journey of developing learning standards, success criteria and intentional planning to integrate these important life skills into all aspects of our overt as well as, our hidden curriculums.

Therein lies the key to this non-negligible life skill. It’s a wake-up call for us, as educators - after all, Rome wasn’t built in a day!

Early exposure to understanding what comprises emotional stability, active listening, self-talk strategies, response mechanisms to counter stress, conflict resolution strategies can and must be taught in schools. A great resource for those who want to get started on this journey or would like to take a pause to reflect on where you are and get a direction on next steps, do head towards www.casel.org - a collaborative dedicated to Social & Emotional Learning.



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HAPPY TEACHER'S DAY



*Celebrating the Heart
and Art of Teaching*

In the tapestry of human progress, one thread stands out as the most intricate and vital - the art of teaching. As we celebrate Teacher's Day, it's a time to reflect on the profound importance of teaching and to honor the dedicated educators who shape the destinies of countless individuals around the globe.

Teaching is a craft, an art, and a science all rolled into one. It's a journey embarked upon by the fearless, the patient, and the passionate. Beyond the textbooks and lesson plans lies the heart of teaching, a space where connections are forged, minds are ignited, and lives are transformed. It's the sacred task of lighting the way for the next generation, providing them with the tools to navigate the complex world that awaits.

At the core of civilization's advancement lies the pivotal role of teachers. From the first lessons in a one-room schoolhouse to the cutting-edge classrooms of today, educators have been the architects of our intellectual evolution. They are the builders of bridges between ignorance and knowledge, fostering curiosity and nurturing the seeds of innovation.

Teaching isn't merely the transmission of facts; it's the cultivation of critical thinking, creativity, and character. It's the art of showing the way, not just through textbooks but through life itself. Teachers don many hats - mentors, counselors, confidants, and inspirations. They are the unwavering guides who champion their students through every triumph and tribulation.

The Artistry of Teaching

Teaching is an art form in its own right. It involves the delicate balance of imparting knowledge while kindling the flames of curiosity. Every lesson plan is a canvas, every classroom a stage, and every student an eager audience. A teacher's palette includes patience, empathy, creativity, adaptability, and a deep love for their subject matter.

The artistry of teaching lies in the ability to transform the mundane into the magical, to breathe life into words, and to make learning an exhilarating adventure. It's the skill of recognizing the unique potential within each student and sculpting that potential into greatness. It's about fostering an environment where questions are celebrated, mistakes are cherished as stepping stones, and curiosity is nurtured like a rare and precious gem.

Honoring Teachers Worldwide

Teacher's Day is not just an occasion to celebrate educators in one corner of the world; it's a global festival of gratitude. Teachers worldwide share a common mission - to shape the future by educating the present. From the vibrant classrooms of India to the serene halls of Europe, from the bustling schools of Africa to the innovative academies of the Americas, teachers are the bedrock of societies.

Teachers are not just keepers of knowledge; they are also change agents. They are on the front lines of societal transformation. As they inspire and educate their students, they also mold future leaders, scientists, artists, and innovators. Teachers instill values, spark aspirations, and sow the seeds of empathy and compassion in the hearts of their students.

In places where education is a privilege, teachers become beacons of hope, breaking the shackles of ignorance and poverty. They are the ones who believe in the potential of every child, regardless of their circumstances, and work tirelessly to ensure that education is a fundamental right for all.

The Teacher-Student Bond

One of the most magical aspects of teaching is the profound bond that forms between teachers and their students. It's a relationship built on trust, respect, and the shared pursuit of knowledge. Teachers not only impart wisdom but also serve as mentors, helping students navigate the tumultuous waters of adolescence and adulthood.

The memories of a favorite teacher often linger throughout one's life. These educators leave an indelible mark, igniting passions, and influencing career choices. The impact of a great teacher is immeasurable, extending far beyond the classroom.

Never-ending Journey

Each one of us has been a student at some point in life. Let us not forget that teaching is a journey without a final destination. Educators are perpetual learners, constantly adapting to new technologies, evolving curriculum, and changing societal needs. In the digital age, teachers are harnessing the power of technology to connect with students in innovative ways, transcending geographical boundaries.

Teaching is also about resilience. Teachers face numerous challenges, from overcrowded classrooms to limited resources, but they persist because they believe in the transformative power of education. They continue to inspire, uplift, and empower the generations to come.

This 5th September, we pay tribute to the architects of our intellectual evolution, the artists who make learning an enchanting voyage, and the unsung heroes who sculpt the future. Teachers are the torchbearers of civilization, the mentors of dreams, and the architects of a brighter tomorrow. They are the guiding stars that light our way, and their impact extends far beyond the walls of a classroom.

To all the teachers worldwide, thank you for your unwavering dedication, your tireless efforts, and your boundless passion. You are the heartbeat of education, and you make the world a better place, one student at a time.

HAPPY TEACHER'S DAY!



Masterclass Format

EXPERIENTIAL LEARNING CONCLAVE 20 23

20th October 2023
Heritage Xperiential Learning School
Sector 62, Gurugram, Haryana 122011

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