



Learning 221TM



As of 9th February 2012



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C6. Quantum Computing: The next Frontier	1 hour; 10 hours; 30 hours
C7. 21st Century Managers Toolkit	100 hours
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Welcome to Learning 221™

As we enter the second year of the second decade of the 21st Century, we notice a very different world from that of the last century or for that matter even very different from the previous decade.

Information and knowledge are growing at a far more rapid rate than ever before in the history of humankind. Also, the meaning of "knowing" has shifted from being able to remember and repeat information to being able to find and use it. More than ever, the sheer magnitude of human knowledge renders its coverage by traditional formal education an impossibility; rather, the goal of education is better conceived as helping students develop the intellectual tools and learning strategies needed to acquire the knowledge that allows people to think productively about specific areas of human knowledge, such as History, Science and Technology, Social Phenomena, Mathematics and the Arts. Fundamental understanding about subjects, including how to frame and ask meaningful questions about various subject areas contributes to individuals' more basic understanding of principles of learning that can assist them in becoming self-sustaining, lifelong learners.

A somewhat cruel impact of the enormous acceleration in technology development has been **"that the skills of a life-time get obsolete in an instant"** and **"if you can only do what you have been explicitly told or trained how to do and perhaps certified for it, that work would be done by a piece of software, or by a robot if it involves sensing and movement."**



Successful persons who will flourish and thrive in the future the coming decades of the 21st Century will be those with well developed associational thinking. Those whose thinking is developed to connect fields, problems or ideas that others find unrelated. The future belongs to consummate questioners who show a penchant for enquiry. Rather than reeling out expected answers to questions set in standardized exams, the ability to ask a new question and then seek its answers would be more valued and important. To succeed one will have to be an intense observer, watching carefully what is happening in the environment and develop new insights into how things happen or could happen.

This catalogue lists a number of course modules to make a total of **nominally 1001** hours of learning. However, the time each learner takes would vary, depending upon the quantum of variety he or she brings to the learning experience. While goal oriented learning is often desirable, a huge amount of interesting and useful learning happens through serendipitous learning.

While many related modules have been grouped under a common heading to which learners can easily relate, you may choose to traverse the learning pathway in whatever works best for you. Of course we will be happy to guide you and help you choose if you are overwhelmed by the variety, as you would be in an ice-cream parlour.

You may choose to do these programs for the joy they bring to you and for fulfilling your higher level needs or you may have a job focus and want to be hired by the best employers. Even if you think of this as an investment, it will be very much worth your effort. However, do follow the 2 main mantras of investing. Distribute your portfolio over a range of asset classes and make some investments regularly (SIP).

Best wishes for a glorious future.

M.M. Pant
www.mmpant.net

Delivery Models

Most programmes are designed as modules of 10-hour each of which 6 hours is didactic and 4 hours is auto-didactic or self-learning. The programme is sequenced in 3 phases as given below:

Phase 1 : Preparatory and Introduction Session

This is a one hour Preparatory and Induction Session, pursued in a self-learning mode. It consists of background material, inspiring quotes and some links to web 2.0 based resources including YouTube videos.

Phase 2 : Modules and Sessions

This part is of nominally 6-hour duration mainly in a didactic format with some interactivity. This may be pursued as e-learning remotely or in classroom in groups or one on one.

Phase 3 : Post Course Work/Mini Project

This is a 3 hour post course work/mini-project to apply the learning to one's context or areas of interest. The activities to be done would cover :

- Posting on a Wiki
- Writing a Blog
- Creating a series of tweets
- Making and uploading a video on YouTube
- PowerPoint slides on SlideShare
- An essay on Scribd, etc.



Learners would be encouraged to experience a variety of means of expression, preferably a different mix for each project.

Courses are designed to be nominally for 10 hours, but the amount of time spent will be different for different learners. There will be many take off points for really interested learners to pursue independent exploration of issues.

FDL and pace of Learning for a 10 hour module

Type	Descriptor	Time per day	What Day?	No. of Days
1.	Highly Compressed	10 hours	Any Day	1 Day
2.	Weekend Mode	5 hours	Saturday & Sunday	2 Days
3.	Weekday Mode	2 hours	Monday to Friday (Every Day)	5 Days
4.	Comfortable Pace	45 minutes	Fortnight (2 Weeks)	14 Days
5.	Relaxed Pace	20 minutes	All Days	30 Days

At the time of registration for the course, the learner will have to indicate the choice of pace. The learning resources will be chunked and activities scheduled accordingly.

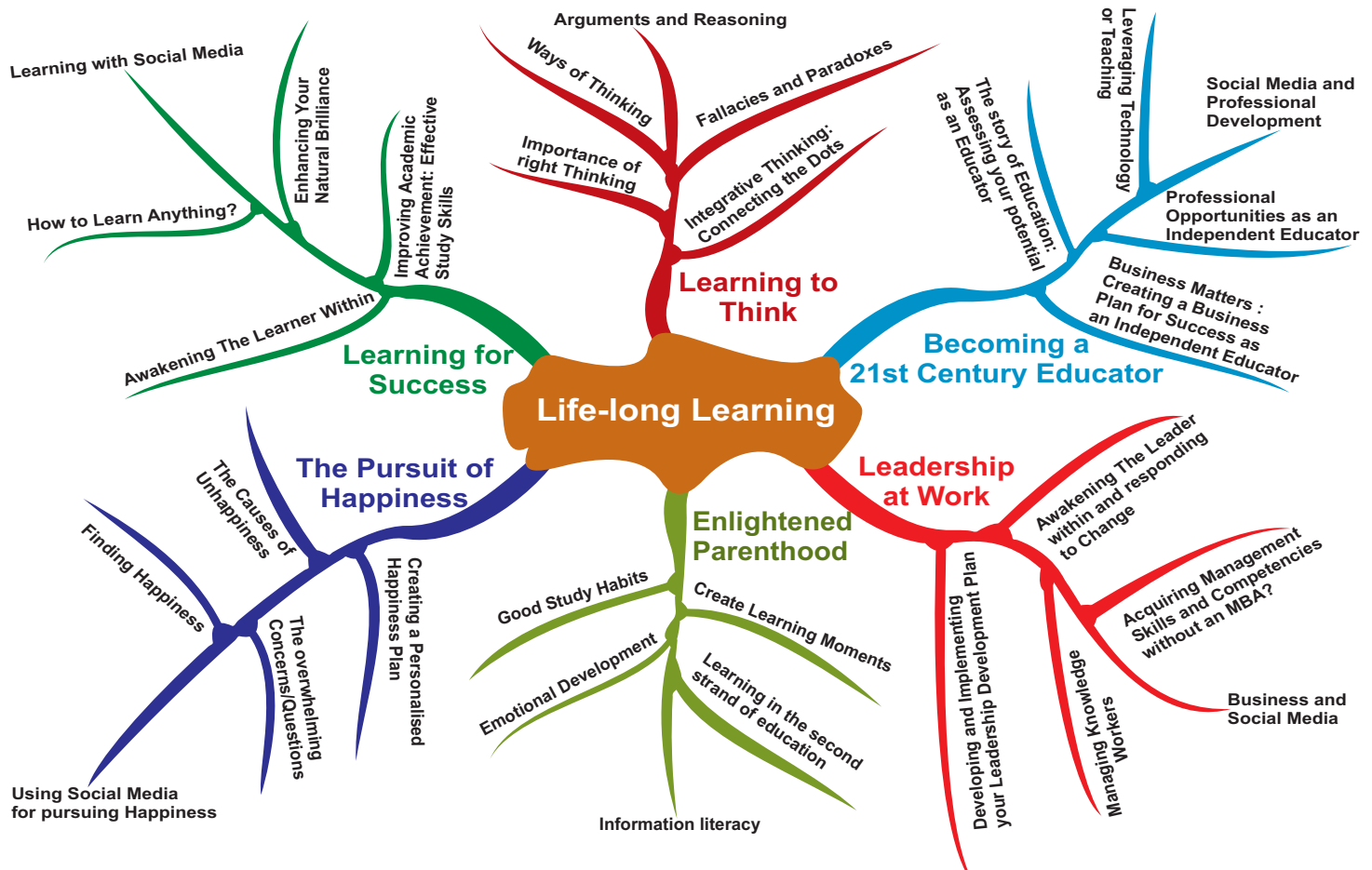
Some programs have a range of duration from 1 hour to 30 hours. In these cases, we follow a spiral model of learning, where the 1 hour talk is a very brief introduction to the subject, followed by a 10 hour version for ones with greater interest and additional depth for the really keen.

Some learners are accustomed to the standard 'learning hour'. In such cases, learners can opt for a personalised and customised learning experience, which is designed, created and delivered on a case to case basis as one-hour session.

- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

GROUP A

Life-long Learning with Prof. M.M. Pant



CONTENT HIGHLIGHTS

- ▶ Learning for Success
- ▶ Learning to Think
- ▶ Becoming a 21st Century Educator
- ▶ Enlightened Parenthood
- ▶ Leadership at Work
- ▶ The Pursuit of Happiness



A1. LEARNING FOR SUCCESS

About the Program

To prosper, flourish, thrive and succeed in the emerging Knowledge Economy of the 21st century, the skills of the previous century will not be adequate. From a reluctant and passive learner, a transformation is needed to become an enthusiastic, motivated and active learner, who is skilled in the art of learning.

New knowledge is being created at an unprecedented rate and forms of intelligence that were considered unimportant or irrelevant in the past are now being sought and rewarded because of Howard Gardner's work on Multiple Intelligence.

The 5 modules in this program are designed and developed to achieve this goal. The modules are :

A1.1 Awakening the Learner Within

A1.4 Enhancing Your Natural Brilliance

A1.2 How to Learn Anything?

A1.5 Improving Academic Achievement: Effective Study Skills

A1.3 Learning with Social Media

Each module is nominally of 10-hour duration and is designed to be a very effective introduction to the subject.

The Program is designed to be a Motivational, Inspirational and Transformational experience that 'opens the minds' of the participants.

Modules

A1.1

Awakening The Learner Within

1. Learning: The Treasure Within and the Joy of Learning
2. Yearning To Learn: Enhancing Learner Motivation
3. Improving Memory, Concentration and Focus
4. Memes, mnemonics and icons as aids to learning
5. Setting SMART Goals: Organizing Oneself
6. Becoming a Life-long Learner: Learning, Un-learning and Re-learning

A1.2

How to Learn Anything?

1. Knowing what you need to Learn?
2. Myths and Realities about How we Learn
3. Learning Styles: Identifying Yours
4. The maze of Learning Opportunities
5. Learning from The Internet: Free and priced resources
6. Personal Learning Environments (PLE) and auto-didactic Learning

A1.3

Learning with Social Media

1. Landscape of Social Media Tools for Self and Group Learning
2. Learning with video from YouTube and other sources
3. Micro-blogging with Twitter and Blogging for Learning
4. Collaborative Learning with wikis and Facebook
5. Sharing Learner Generated Content with Scribd, Slideshare, Ustream etc.
6. Bookmarking and Sharing Learning Resources: Digg, Mixx, Redit etc.

A1.4

Enhancing Your Natural Brilliance

1. You too are intelligent: Multiple Intelligence
2. Overcoming Maths Phobia
3. Generic problem Solving Skills
4. Precision, Accuracy, Overcoming Procrastination and Time Management
5. Turning Adversities into Opportunities
6. Grit: Developing an attitude for Success



A1.5

Improving Academic Achievement: Effective Study Skills

1. Study Methods: When and where to Study and setting priorities
2. Reading Skills
3. Writing Skills
4. Preparing for Exams: Revision and Exam Taking Skills
5. Reasons for doing poorly in exams and how to overcome them
6. Tips for better test performance: Just Before and during the test

- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

A2. LEARNING TO THINK

About the Program

The key challenge in the future is change. Not only the quality and quantum of change but also its rate. The most effective way of responding to this accelerated rate of change is to be able to think. In our daily life, the more stability and certainty we get, the less need is there to think.

But in times of turbulence, uncertainty and lack of precedents, one needs to rely on thinking skills to move ahead. Creative thinking that gives new ideas is tested on the anvil of critical thinking that challenges the assumptions and existing framework. Arguments and reasoning together with fallacies and paradoxes provide the landscape in which a thinking mind can be developed.

The 5 modules in this program are designed and developed to achieve this goal. The modules are:

A2.1 Importance of Right Thinking

A2.4 Fallacies and Paradoxes

A2.2 Ways of Thinking

A2.5 Integrative Thinking: Connecting the Dots

A2.3 Arguments and Reasoning

Each module is nominally of 10 hours duration and is designed to be a very effective introduction to the subject.

The Program is designed to change mind-sets and develop a "Thinking Mind".

Modules

A2.1

Importance of Right Thinking

1. What is thinking?
2. Mind-maps, Brain-storming and other Tools for Thinking
3. Six Thinking Hats and other tools from de Bono
4. New Thinking for the new Millenium

A2.2

Ways of Thinking

1. The jigsaw puzzle of Thinking
2. Logical, Critical and Creative Thinking
3. Problem Solving, Algorithms and Heuristics
4. Gaining insights from data

A2.3

Arguments and Reasoning

1. What is an argument? Structure of an argument
2. Classification of arguments
3. Counter-arguments
4. Using arguments to persuade with reason

A2.4

Fallacies and Paradoxes

1. Fallacies and Paradoxes: The Concepts
2. Listing of well-known Fallacies
3. Begging the Question (Circular Reasoning), Ergo Hoc Propter Hoc: After this, therefore because of this
4. A walk-through with well-known Paradoxes

A2.5

Integrative Thinking: Connecting the Dots

1. Classification and categorization into opposites and resolving Contradictions
2. Reconciling opposing viewpoints
3. The Opposable mind: Roger Martin
4. Connecting the Dots



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

A3. BECOMING A 21ST CENTURY EDUCATOR

About the Program

An educator in the 21st century is very different from 'the sage on the stage' model from where he evolved. Supported by a plethora of learning resources and a variety of technology for research, communication, engagement and collaboration, he is both a creator of new content and curator of existing. He does not work in isolation but benefits from the collective knowledge of the learning community to which he belongs. A diagnostician, a mentor, a rescuer, a motivator and a content expert are the several roles that a 21st century Educator assumes to migrate the prospective learner from a state of ignorance to the status of an expert.

An educator of the 21st century can set out and adopt a path of financial and regulatory independence and offer a wide range of services to parents, learners and fellow educators like any other professional architect, engineer or lawyer. Some may even achieve a celebrity status with a large following.

The Program designed to help enable this goal comprises 5 modules. The modules are:

A3.1 The Story of Education: Assessing your potential as an Educator

A3.2 Leveraging Technology for Teaching

A3.3 Social Media and Professional Development

A3.4 Professional Opportunities as an Independent Educator

A3.5 Business Matters : Creating a Business Plan for Success as an Independent Educator.

Modules

A3.1

The Story of Education: Assessing your potential as an Educator

1. What is Education? The evolving views
2. Theories of Learning
3. Learner Profiles: Learning Styles
4. Attributes of a Good Teacher in the 21st Century
5. The 21st Century Tools of Learning
6. Assessing your potential as an Educator

A3.2

Leveraging Technology for Teaching

1. Models of Technology Based Learning
2. Searching for appropriate Learning Resources
3. Curating Learning Resources
4. Designing a Learning Experience
5. Becoming an effective Learning Facilitator
6. Measuring Learning

A3.3

Social Media and Professional Development

1. A survey of Social Media Tools for Education
2. Focus on Facebook
3. Micro-blogging with Twitter
4. LinkedIn for Professional Development
5. Learning Communities and their role in Professional Knowledge update
6. Code of Ethics and Professional Conduct

A3.4

Professional Opportunities as an Independent Educator

1. Guidance and Counseling including Psychometric and other testing
2. English Language Teacher
3. Life-Skills Coaching: Image Consulting
4. Subject Tutoring: Mathematics, Science
5. Test Prep: IELTS, TOEFL, CAE, SAT, LSAT, GRE, GMAT, CAT
6. Learning Ramps: Personalised Learning Plans



A3.5

Business Matters : Creating a Business Plan for Success as an Independent Educator

1. How to achieve Success in Business as an Independent Educator
2. The structure of and main elements of a Business Plan for an Independent Educator
3. Funds : Sources and Cash Flow
4. The Marketing Plan
5. Exiting the Business
6. Putting it all together: An execution Plan

- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

A4. LEADERSHIP AT WORK

About the Program

Our primary image of the leader comes from the military. Great leaders have always been heroes, especially military heroes. Hero worship is OK if it inspires us to greater heights, but bad if it disempowers us, making us dependent on heroes. Military heroes know where to go and how to get there so can lead from the front. Organizations today need everyone thinking about new directions to pursue. No one person can now lead from the front without a crystal ball!!

Future leadership depends on complex knowledge and innovation from all.

21st century leadership is not dependent on position. Leadership now means promoting a better way. This is an ACT not a role. Front line employees can show leadership without even being seen as formal leaders in the sense of taking charge of the group.

The Program comprises 5 modules. The modules are:

- A4.1 Awakening the Leader within and responding to Change
- A4.2 Acquiring Management Skills and Competencies without an MBA?
- A4.3 Business and Social Media
- A4.4 Managing Knowledge Workers
- A4.5 Developing and Implementing your Leadership Development Plan.

Modules

A4.1

Awakening The Leader within and responding to Change

1. Why Leadership and Coping with Change are Critical?
2. Theories of Leadership
3. Change Management: Responding to Change
4. Resistance to change and new ideas
5. Leading Change: The rider, elephant and path model
6. Assessing your Leadership Style

A4.4

Managing Knowledge Workers

1. Characteristics and Attributes of Knowledge Workers.
2. Why Command and Control does not work?
3. Becoming a Team Player
4. Leadership through Innovation
5. Championing Change
6. Flourishing and Thriving in the Knowledge Economy

A4.2

Acquiring Management Skills and Competencies without an MBA?

1. Taxonomy and Listing of Knowledge, Skills and Competencies for Business Success
2. Enhancing your self-learning Skills
3. Developing a learning plan for Managerial Competencies: SMART Goals
4. Learning from Professional development Programs and workshops
5. Online opportunities for enhancing Managerial Competence
6. Applying your enhanced learning at workplace



A4.3

Business and Social Media

1. A survey of Social Media Tools for Business
2. Focus on Facebook
3. Micro-blogging with Twitter
4. LinkedIn for Business Development
5. Social Media for Personal Brand Building
6. Code of Ethics and Professional Conduct

A4.5

Developing and Implementing your Leadership Development Plan

1. A portrait of work and workers in the Knowledge Economy
2. Assessing the knowledge content of different jobs in an organization
3. Identifying the Economic returns from knowledge of the organization
4. Innovative ideas for the organization's future
5. Specific plans for sharing, collaborating, coaching and mentoring
6. Putting it all together: An execution Plan

- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

A5. ENLIGHTENED PARENTHOOD

About the Program

Parents who wish to provide for a good education to their children are often overwhelmed with the choice, the opportunities and the rapid change that is being witnessed all around them. In contrast, the traditional education is often very orthodox, restrictive, backward looking and not easily accessible. Aberrations such as needing a 100% score in Science to study Commerce at a leading college creates many concerns.

This program is aimed at providing such parents an opportunity for reflection, collective thinking and for preparing themselves and their children for the future. And that is the main purpose of a good education.

Designed by **Prof. M.M. Pant** and **Atul Pant**, this is in our view a unique program in the world.

Why do parents need to take charge of their children's educational needs - isn't putting them in a good school enough?

WEEK - 1

- Why responsibility of children's education does not end with putting them in a good school - the current crisis in education
- Life and careers in 2020s and beyond
- Why children perform poorly
- Distracted learners - coping with digressions in today's media age
- My child says home time is leisure time
- Worse, my teenager bans me from intervening in her studies
- I want to help my child but don't know how - what he studies at school is beyond me



What objective should this parental involvement lead to - helping children flourish in the fast changing 21st century?

WEEK - 2

- Not by knowledge alone - what dispositions should a 'Next Generation Educated Person' have?
- What should parents aim for?
 - ▶ Understanding the disciplinary approach to knowledge acquisition
 - Looking at the world through multiple disciplinary lenses - science, math, literature, history - for deeper understanding
 - Good Study Habits - goal-setting, little & often
 - A quick overview of Learning Theories, Continuum of Learning, Bloom's Taxonomy and modern ideas (John Seely Brown, George Siemens, MMP)
 - ▶ Skills and Competencies for flourishing in the 21st century
 - Information literacy
 - Lifelong, Self-learning skills, Deep Thinking skills, Decision Making, Problem Solving, Narrative skills (Visual Communication - Dan Roam's Back of the Napkin and Aural Communications - learning from SpeechWorkz workshop), Financial literacy (about savings and delayed gratification)...
 - ▶ Value
 - Ethics, Purpose and Meaning (pursuit of goals larger than self-interest), Happiness
 - ▶ Emotional Development
 - Learning to be, Emotional Intelligence, Self-Confidence, Self-Esteem
 - Daniel Goleman's SEL - When Upset - Stop, Look (for options), Proceed (with the best option); Help kids identify their emotions (good first step) and if possible, help them understand why they feel the way they do); Help them understand the impact of their emotions on themselves and others (vicious cycle of negative emotions, or virtuous cycle of positive emotions)



Ideas for creating 'learning moments' at home that help your children learn, know, understand and perform better.

Firing-up a Lifelong Yearning to Learn

WEEK - 3

- Learn, Know, Understand, Perform - framework for firing up the learner with-in your child
- What is a Learning Moment - creating and resolving cognitive conflicts
 - ▶ Create Learning Moments - add a layer of discussion that leads to deep thinking and better understanding
 - Did you ask a good question today - story
 - Flea on the dog - story
 - What is the world's best question - story
 - Kohlberg stories for moral reasoning
 - Lippman - philosophy for children - thinking skills
 - Life Smart Kid - type approach
 - Audio books - a good alternate for TV and games - useful for long journeys
 - Discussion on topical issues
 - ▶ Look out for naturally occurring learning moments
 - Board games but with questions and deliberations (perhaps after the game, so as not to ruin the gaming experience). E.g. 'Monopoly' - best way to win (by creating monopoly of utilities, or properties so that more rent can be charged); is this true in the real world; is it the best solution...
 - Conflict situations - like difference of opinion between parents and how they resolve it (hopefully amicably), so that child learns that conflict is part of life but it can be resolved



Week-4: Learning in the second strand of education - how can web and social media be optimally used to enhance children's learning.

WEEK - 4

- Parent as a Learner Facilitator in the Second Strand of Education
- Learning Framework in the Second Strand
 - ▶ Understanding the Learner - multiple intelligence, multiple learning styles, talents and aspirations
 - ▶ Filter and Curate appropriate content from the web and other sources
 - Justice Harvard
 - Serious Games - Haiti (poverty), Sims, Big Brain Academy
 - Big History
 - PBS - Eureka and other free content
 - BBC - free content
 - Academic Earth
 - ▶ Co-create
 - Keep an Ideas Diary for weekend or holiday projects that can be done together - cooking, cleaning the car, making a Lego project, writing a story using power-point...
 - ▶ Bring Coherence to fragmented learning
 - Learning Conversations on social media and online learning communities



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

A6. THE PURSUIT OF HAPPINESS

About the Program

From the earliest Philosophers to religious leaders to the rather recent American Constitution, the pursuit of happiness has been an elusive goal for humans. A lot of evidence suggests that happiness is correlated with more money and wealth only to a limited degree.

A field of Psychology is emerging named Positive Psychology which deals with the subject of what makes us happy, optimistic and motivated.

This program is an introduction to positive psychology, without explicitly saying so. Somewhat like the MONSIEUR JOURDAIN, Molière's Bourgeois Gentilhomme was surprised and pleased to learn that he had been speaking prose all his life without knowing it, the participants of this program will be surprised to learn how easy it is to be happy.

Modules

A6.1

The Causes of Unhappiness

1. Tracing the reasons for being unhappy: Happiness index for different countries
2. Selfishness, envy and jealousy
3. Disproportionate attachment leading to avarice, greed and fear
4. Happiness is a peculiar feeling that comes when you are too busy to feel miserable
5. Loneliness and Solitude
6. Assessing your present level of happiness

A6.4

The overwhelming Concerns/ Questions

1. What makes a humane Society? Are there limits to Human Knowledge?
2. Can there be an end to poverty, ignorance and illiteracy?
3. Is Technology driving us to destruction? Do I dare disturb the universe?
4. How could humans best govern themselves?
5. Can consciousness and mind be explained in terms of matter and energy?
6. What is the purpose of our life? Is there life after death? Is human mortality inevitable?

A6.2

Finding Happiness

1. Understanding the different stages of life: CEO at 40, Philanthropist at 50 and Philosopher at 60
2. Indian Philosophy: Karma and Yoga
3. Oriental Philosophy
4. Deriving Happiness from Understanding
5. Deriving Happiness from fulfilling family obligations
6. Second innings: Top of the pyramid of Maslow

A6.3

Using Social Media for pursuing Happiness

1. A survey of Social Media Tools
2. Focus on Facebook
3. Micro-blogging with Twitter
4. YouTube for inspirational insights
5. Online Communities pursuing similar interests
6. Finding online opportunities to help others

A6.5

Creating a Personalised Happiness Plan

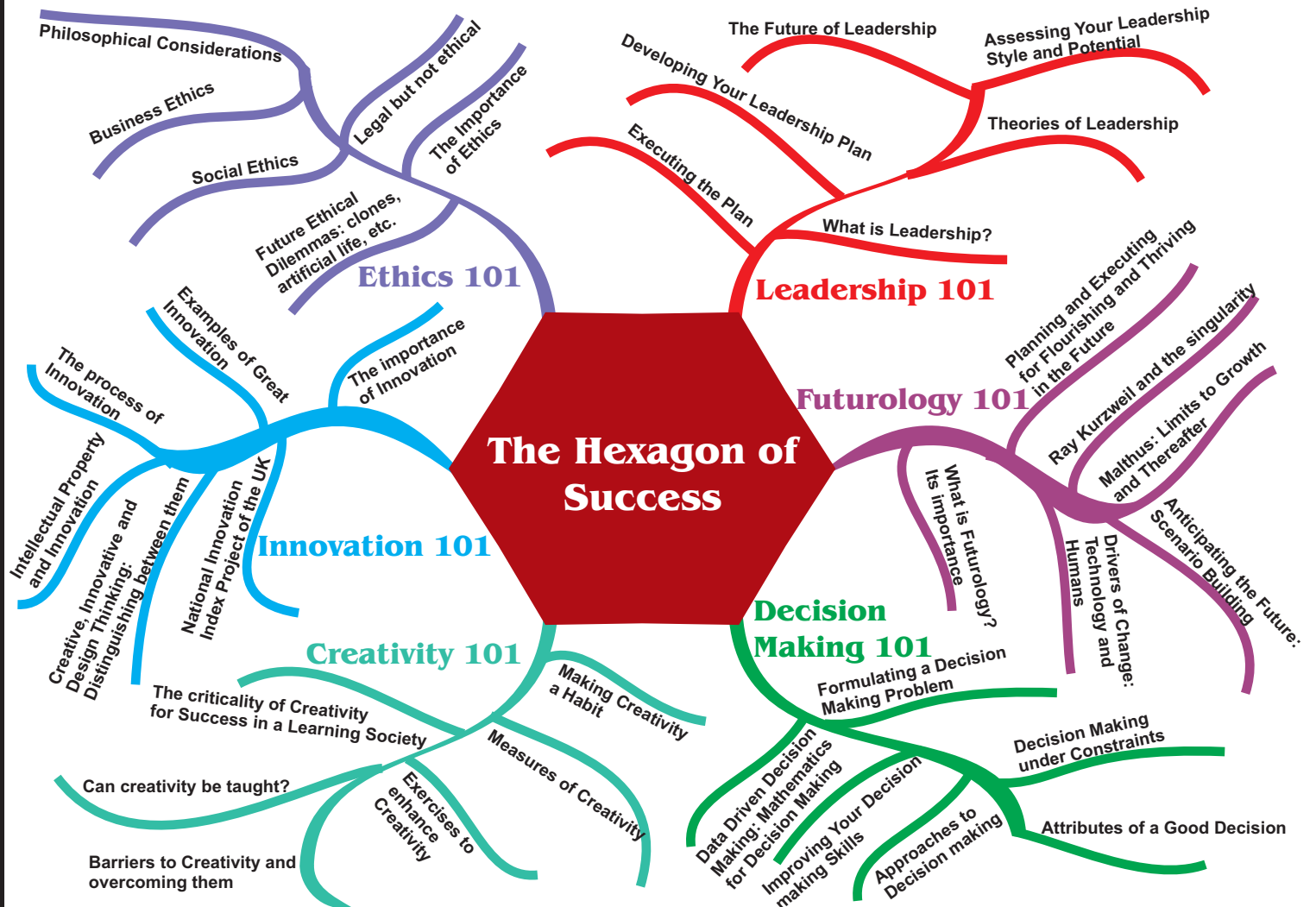
1. Classification and categorization into opposites
2. Reconciling opposing viewpoints
3. Resolving Contradictions
4. Design Thinking: Roger Martin
5. The Opposable mind: Roger Martin
6. Connecting the Dots



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

GROUP-B

The Hexagon of Success



CONTENT HIGHLIGHTS

- Creativity 101
- Decision Making 101
- Ethics 101
- Futurology 101
- Innovation 101
- Leadership 101



B. Flourishing and Thriving in the 21st Century

About the Program

The Program comprises 6 modules, on Creativity, Decision Making, Ethics, Futurology, Innovation and Leadership. Each module is nominally of 10-hour duration and is designed to be a very effective introduction to the subject. The Program is designed to be a Motivational, Inspirational and Transformational experience that 'opens the mind' of the participants.

The 10 hours in each module are structured into 3 components as follows:

A: This is a one hour Preparatory and Induction Session, pursued in a self-learning mode. It consists of background material, inspiring quotes and some links to web 2.0 based resources including YouTube videos.

B: This part is of nominally 6 hours duration mainly in a didactic format with some interactivity. This may be pursued as e-learning remotely or in classrooms, in groups or one on one.

C: This is a 3 hour post course work/mini-project to apply the learning to one's context or areas of interest. The activities to be done would cover : posting on a wiki, writing a blog, creating a series of tweets, making and uploading a video on YouTube, PowerPoint slides on SlideShare, an essay on Scribd etc. Learners would be encouraged to experience a variety of means of expression, preferably a different one for each project.

Modules

B1

Creativity 101: Shedding inhibitions to your Imagination

1. The criticality of Creativity for Success in a Learning Society
2. Can creativity be taught?
3. Barriers to Creativity and overcoming them.
4. Exercises to enhance Creativity
5. Measures of Creativity
6. Making Creativity a Habit

B2

Decision Making 101: Taking Better Decisions

1. Formulating a Decision Making Problem
2. Decision Making under Constraints
3. Attributes of a Good Decision
4. Approaches to Decision making
5. Improving Decision making Skills
6. Data Driven Decision Making: Mathematics for Decision Making

B3

Ethics 101: Nurturing an Ethical Mind

1. The Importance of Ethics: Key Concepts, Philosophical Considerations and Practical Implications
2. Resolving Ethical Dilemmas and Ethical Decision-Making and Action
3. Conflict of Interest: Principles and Case Studies
4. Business Ethics: Building an Ethical Workplace
5. Social Ethics: Reducing anti-social Behaviour
6. Whistleblowers: Policy, Facilitation and Protection

B4

Futurology 101: Anticipating the Future

1. What is Futurology? Its importance
2. Drivers of Change: Technology and Humans
3. Anticipating the Future: Scenario Building
4. Malthus: Limits to Growth and Thereafter
5. Ray Kurzweil and the singularity
6. Planning and Executing for Flourishing and Thriving in the Future

B5

Innovation 101: Becoming a Serial Innovator

1. The importance of Innovation
2. Examples of Great Innovation
3. The process of Innovation
4. Intellectual Property and Innovation
5. Creative, Innovative and Design Thinking: Distinguishing between them
6. National Innovation Index Project of the UK

B6

Leadership 101: Lead and not follow

1. What is Leadership?
2. Theories of Leadership
3. Assessing Your Leadership Style and Potential
4. The Future of Leadership
5. Developing Your Leadership Plan
6. Executing the Plan

More important than where we are, is the direction in which we are moving

GROUP C

The Long Tail

About the Program

The Long Tail became famous with Chris Anderson. In this suite of Learning 221 programs, the expression is used for a large number of courses, of varying duration, which may not be followed by well- defined cohorts pursuing common goals over the same time horizon.

The programs in this suite cater to a dispersed set of learners who may want to do only some specific portion of the whole program. This may be to supplement their learning in an academic program that they are pursuing concurrently, to improve their skills in English Language Usage, to effect behavioural change for success or to be guided to become an entrepreneur.

While some aspects of entrepreneurship are common to all such activities, the program here would be focused on the education sector. We have also included in this bundle, a range of psychometric test instruments and an exposure to their applicability and usage.

CONTENT HIGHLIGHTS

- ▶ Asking the Right Questions?
- ▶ 21st Century Learning Skills
- ▶ Learning Analytics
- ▶ The Art and Technology of Digital Story telling
- ▶ Pre-natal, Neo-natal and Pre-School learning
- ▶ Quantum Computing: The next Frontier
- ▶ 21st Century Managers Toolkit
- ▶ The Edupreneurs Toolkit
- ▶ From 'No' English to 'Know' English
- ▶ Academic Skills for 21st Century Higher Education
- ▶ MSI (Measures, Scales and Instruments) for Creativity, Innovation, Learning, Information Literacy, Financial Literacy etc.



C1. ASKING THE RIGHT QUESTIONS?

About the Program

Isidore Rabi, winner of a Nobel Prize for physics, was once asked why he became a scientist. He replied: "My mother made me a scientist without ever knowing it. Every other child would come back from school and be asked, 'What did you learn today?' But my mother used to say, 'Izzy, did you ask a good question today?' That made the difference. Asking good questions made me into a scientist."

It is suggested that the ability to ask questions is the central cognitive element that distinguishes human and animal cognitive abilities.

Apes as well as many animals in circuses are trained in performing complex tasks which demonstrate a high order of ability to follow instructions. Pigeons have also been seen to have complex navigation skills, can position themselves by recognising the earth's magnetic field, can respond to different stimuli, have been trained to respond to voice, whistles and gestures of their masters. In some cases they are able to distinguish between the paintings of Monet and Picasso.

However none of these cognitive feats is comparable to the questioning abilities of an infant who asks interminable questions, such as What that? Who making noise? When Daddy come home? Me go Granny's house? Where puppy?

The ability to ask questions is often assessed in relation to comprehension of syntactic structures. Jordania (author of the book 'Who asked the first question?') suggested that this approach is not justified, as (1) questioning is primarily a cognitive ability, and (2) questions can be asked without the use of syntactic structures (with the use of specific intonation only).

It is widely accepted, that the first questions are asked by humans during their early infancy, at the pre-syntactic, one word stage of language development, with the use of question intonation.

Asking the right question may mean the difference between success and failure.

The one hour presentation is structured in the following sections:

1. The importance of right questions.
2. Classification of types of questions.
3. What is a good question?
4. Questions as the key element of self-learning.

Although this program is nominally of one hour, all participants will be provided with access to resources that may be perused to develop a curious and questioning mind, that is an essential requirement for flourishing, thriving and prospering in the emerging Knowledge Economy.



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

**Duration
10 Hours**

C2. 21ST CENTURY LEARNING SKILLS

About the Program

From the clay tablet to papyrus, to printed books to the iPads has been a long journey in devices for holding content for learning. We have also moved from an information scarce world to a world in which information is being unleashed at an explosive rate and the challenge is to find relevant content that can be used to construct learning. The 21st century tools for learning are thus very different from those of the last century.

This short focussed program is useful for all who need to seek information for learning or even for research or professional purposes.

Investing time and effort in acquiring the skills imparted in this program is perhaps the best decision one can make in preparing oneself for flourishing and thriving in the 21st century.



Course Highlights

Pre-Program Activity: One hour of Pre-program preparation before attending the event. This one hour program, to be pursued in a self-learning mode consists of background material, inspiring quotes and some links to web-based resources, including some Youtube and other videos.

Instructor Led Interactive Learning: 4 Sessions each of One and a half hour

Session 1: The 21st Century Learning Landscape

Session 2: Searching for Learning Resources

Session 3: Becoming a Skilled Active Learner

Session 4: Sharing and Collaborative Learning

Eligibility

Basic Computer Usage Skills,
Internet Browsing, File & Folder
Management and Basic Editing.

Post Program Activity: A mini-project that will require approximately 3 hours of effort by the participants and will have to be submitted electronically for assessment. A certificate of participation will be given only when the mini-project is assessed as a satisfactory effort. The mini-projects may be re-submitted once, if the initial effort is not seen as adequate. No further opportunity would be given for re-submission.



- Flexible & Distributed Learning (FDL) for Groups
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C3. LEARNING ANALYTICS

About the Program

Learning analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs . A related field is educational data mining. This short program is designed to be an introduction to the field for all, teachers, educators, policy makers and technology providers.

In every educational setting, a series of questions occur: How effective is the course? Is it meeting the needs of the learners? How can the needs of learners be better supported? What interactions are effective? How can they be further improved?

Traditionally the evaluation and analysis of learning has suffered from a limited quantity of data busy students and instructors are willing to share at the end of a course; the limited quality of this self-reported, retrospective data; and a significant delay (normally at least one semester) between the events being reported and the implementation of an intervention.

As an increasingly large number of educational resources move online, however, an unprecedented amount of data surrounding these interactions is becoming available. For example, the amount of time reading content online can be easily captured by an LMS/CMS. When, why and with whom learners are connecting is also logged in discussion forums and social networking sites.

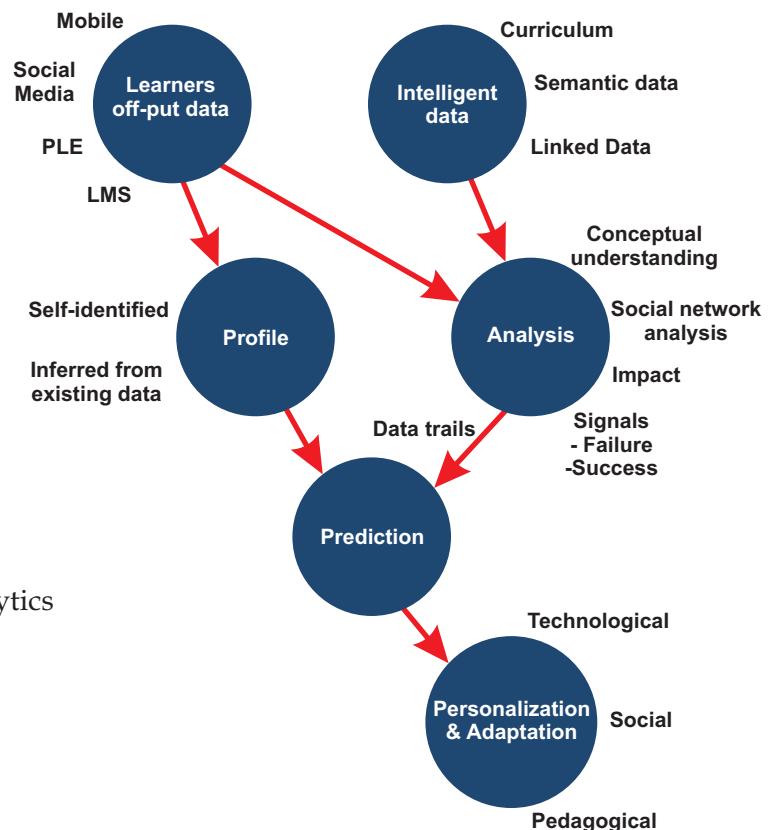
Recently, interest in how this data can be used to improve teaching and learning has also seen unprecedented growth and the emergence of the field of learning analytics.

Structure

This is a short program, nominally of 10 hours duration, with one hour of pre-program self-learning materials and weblinks , and some Youtube videos.

The interactive instructor led sessions are of nominally 6 hours, spread over 6 sessions, as given below.

The instructor led sessions would be followed by a short 3 hour application exercise to appreciate and apply the learning. This may also be in form of further exploration of the subject, for learners who are more inclined towards further learning.



Modules

- C3.1: Learning Analytics: The Definitions, the Processes and the Potential
- C3.2: Learning Metrics and Rubrics
- C3.3: Survey of Methods and Tools for Learning Analytics
- C3.4: Open Learning Analytics
- C3.5: Privacy and Ethics
- C3.6 : Case Studies and Examples

- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

C4. THE ART AND TECHNOLOGY OF DIGITAL STORY TELLING

About the Program

The human brain is designed to enjoy stories. The tradition of stories is present all over the world. We have moved on from long epics, full length novels to short stories and now to very short stories.

In this program we introduce the elements and structures of various possible plots. The emergence of interactive stories and rich digital media to enhance the experience is described. Story writing for therapeutic purposes and to heal one-self is discussed. An immersion experience in the creative process of developing a story and the pleasure of publishing it is provided. The program is useful for all adults, mainly for their pleasure, but may also lead to name and fame for some.

Structure

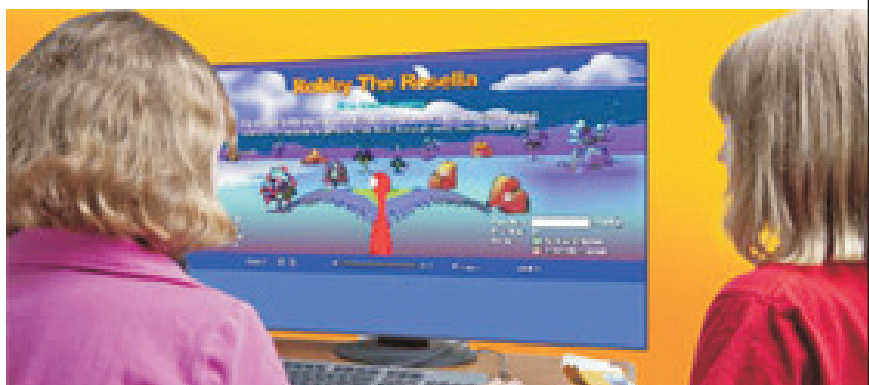
This program will introduce the learner to the art and technology of digital story telling. There should be a story to tell. In fact, this belief is at the core of this course. How do you tell a good story in 2 minutes to 10 minutes?

The Program is nominally of 30 hours of guided learning but the amount of additional work done by each participant would depend upon the degree of interest, commitment and passion of the learner.

It is planned that each of these 10 modules will be transacted as a 3 hour (half-day) workshop normally conducted at a conducive location. But if remote participants are so inclined then it could also be done with screen sharing and communication tools, such as **Webex** or **Yugma** for a dispersed group of learners.

Modules

- C4.1. The Story-telling tradition : from Daastangoi to Folklore and other forms of story -telling like puppets, cloth, diya, and dance
- C4.2. The Characteristics of a Good Story.
- C4.3. Semiotics and Semantics of Story Telling
- C4.4. Generating ideas and plots
- C4.5. The emergence of Digital Story telling
- C4.6. Critical appreciation of current digital narratives
- C4.7. Augmenting the narrative with voice, music tracks, images and videos
- C4.8. Understand and analyze the basic concepts surrounding digital video making. What techniques make for a good video?
- C4.9. Learn to shoot video with a digital camera, a mobile phone, or a handycam.
- C4.10. Editing techniques would be learnt through hands on productions that may be uploaded on YouTube.



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

C5. PRE-NATAL, NEO-NATAL AND PRE-SCHOOL LEARNING

About the Program

While we often associate learning as something that is closely associated with going to School, the fact is that a child learns independently and at a very rapid pace even in the years before entering school. And as far as the cognitive abilities of a child are concerned and perhaps even a large part of the personality, it is developed in the early years.

In fact, it has been said that 'the womb is also a class-room'. Inside the womb :

- the fetus brain develops from 6-9 months of the pregnancy period. It develops with the same pace at it develops over the period of next eight months. The fetus has the capability to learn during this period and you can teach various sounds, smells, tastes etc.
- the child can listen to the sounds especially of his mother.
- can even smell the body odor of the mother
- prefer things that mother preferred during their pregnancy.

Structure

The program is offered in 3 modes : a 1 hour, a 10 hour and a 30 hour program.

The one hour talk is mainly to draw attention to the research around the area of early years mental development of a child.

The 10 hour program is in our usual format of one hour advance preparation, 6 hours of expert led discussions and 3 hours of post workshop follow up.

For those who want to pursue the subject at a greater depth, there is a 30 hour version, with more information from research as well as practice.

Modules

Session 1: An overview of child development in the early years

Session 2: Pre-natal Learning: The womb is also a classroom

Session 3: Neo-natal Learning

Session 4: Pre-School Learning: Preparing the child to get the best from School



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

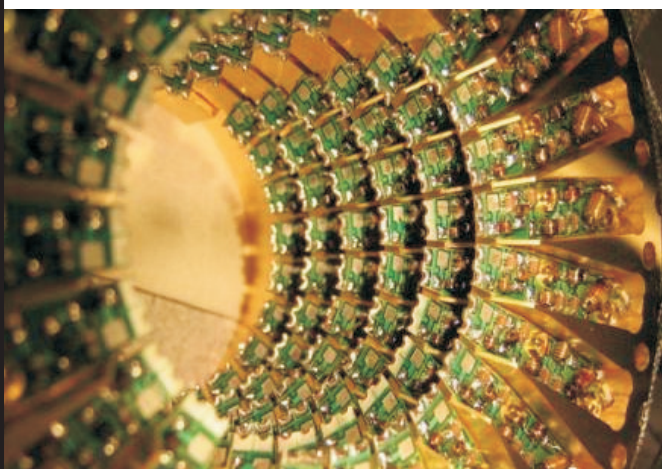
C6. QUANTUM COMPUTING : THE NEXT FRONTIER

About the Program

The computer of today, a desktop, a laptop, a notebook, a netbook or the Tablet is fundamentally no different from its gargantuan 30 ton ancestors, which were equipped with some 18000 vacuum tubes and 500 miles of wiring! Although computers have become more compact and considerably faster in performing their task, the task remains the same: to manipulate and interpret an encoding of binary bits into a useful computational result. In a quantum computer, the fundamental unit of information (called a quantum bit or qubit), is not binary but rather more quaternary in nature.

Today quantum computers and quantum information technology are at an early stage. But in the foreseeable future, they could be real.

Structure



Because Quantum Computers are still much of a theoretical construct, this course has been designed to be delivered in 3 different formats.

The first is a short one hour talk, introducing the topic and doing a brief overview and survey.

The second mode, that would be useful for BCA and MCA as well as B.Tech students is in the form of a 10 hour course, covering briefly each of the 10 topics listed below.

And finally there is a full length course, a 30 hour course, which could be integrated as an elective in any of the programs mentioned before, where each of the following topics is dealt with in some depth in about 3 hours each.

Modules

- C.1. What is Quantum Computing?
- C.2. Recapitulation of Quantum Mechanics
- C.3. Recapitulation of Computer Science
- C.4. Quantum Circuits
- C.5. Quantum Algorithms
- C.6. Physical Realisation of Quantum Computers
- C.7. Quantum Noise & Quantum Operations
- C.8. Quantum error correction
- C.9. Quantum Information Theory
- C.10. Quantum Cryptography



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

C7. THE 21ST CENTURY MANAGER'S TOOLKIT

About the Program

A reputed MBA degree program is one where admission is limited and the cost is also often very high. And getting an MBA from the lower end of the rankings of the Institutions is a waste of time as well as money. The rate at which Management education has expanded in the recent past inevitably leads to a scarcity of good qualified faculty at many Institutions. Added to this is the question mark raised over many aspects of management education, brought out recently in the book by Sanjiv Datar and others on 'Re-thinking the MBA'.

Instead of the rigid sequence prescribed in most MBA program, an executive seeking enhancement of his knowledge, skills and competencies in the tools of Modern Management may have a unique set of urgent and immediate requirements.

This program is structured as a pool of 'Nano-learning Objects' that can be pursued in a combination that meets the needs and aspirations of the learner.

Structure

What makes an MBA valuable is a synthesis of knowledge from a variety of core disciplines and analyzing a number of situations through Case Studies and Scenario building in a rigorous 2 year full time, usually residential program, which was conceptualized long before the computer and Internet revolution. It is now possible to acquire most of the knowledge and many of the skills in a flexible manner, while studying in another program or while working. The need for a managerial perspective or for the use of a specific set of tools may arise in many different contexts, all of which are not in a corporate setting, for which the standard MBA program is designed.

While there is significant variation in the precise programs in the best Business Schools in the precise curriculum, the sequence of the courses, the choice of electives and the compulsory core, and of course the experience at the Campus, there is a broad consensus on what may be called the 'Commonly Agreed Body of Knowledge, that is transacted in a good MBA programme.

Culling out from these and adding a few, which we think are critical for future success, we have created this Manager's Toolkit, comprising 10 modules, each of nominally 10 hours of guided learning. Of course, the actual time spent by a learner on any module could vary, depending on the amount of effort put in and the engagement with the variety of activities suggested. As is explained in the Delivery model, there is no final examination of the traditional, but for every module, you have to show evidence by application, that you have acquired the skills and competencies that you had set out to acquire.

The 10 modules in the Toolkit are:

Modules

- C8.1. Marketing
- C8.2. Accounting
- C8.3. Finance
- C8.4. Economics
- C8.5. Operations
- C8.6. Human Capital and Human Behaviour
- C8.7. Strategy
- C8.8. Information Management
- C8.9. Intellectual Property
- C8.10. Conversation Capital



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

C8. THE EDUPRENEUR'S TOOLKIT

About the Program

For the purposes of this program, we define an edupreneur as an innovator whose products and services may lead to the qualitative transformation - not merely a slight improvement of the existing education system.

The urgency and criticality of an educational system that delivers high quality in massive quantities is no longer a matter of debate but of great urgency.

Private and equity investors would like to support innovative ideas in the education space, but there are not enough ideas ready for investment. We believe that the right approach to address the education space is to have a pool of executable innovative business proposals in education space, many in 'Blue Ocean' that are ideated, incubated and then delivered.

This unique Educational Entrepreneurship Development Program, first of its kind in India, aims at exploring new niches in education not explored so far, and bringing about significant improvements in existing models of education. The Program will mentor, nurture and develop educational entrepreneurs to take up educational projects, products and services possibly as CEO's of start-up enterprises.

Structure

We distinguish this program from a usual certificate, diploma or an MBA program. This is a motivational, inspirational and transformational program that apart from providing knowledge, instruction and guidance in educational entrepreneurship, actually creates edupreneurs.

Thus, each person who completes the program will gain the following:

- An executable Business Plan
- Mentoring from experts in education, training, and industry
- Complete support during execution of plan including arrangements for funding and alliance partners on case to case basis.



Modules

To help such edupreneurs achieve success, we have created this Edupreneurs Toolkit:

- C9.1. Educational Entrepreneurship Opportunities
- C9.2. Creativity and Generating Business Ideas
- C9.3. Opportunities in Business Ideas and Fit
- C9.4. Landscape and Taxonomy of the Business of Education
- C9.5. The Business Plan
- C9.6. Entrepreneurial Leadership
- C9.7. Brand Building and Reputation Management
- C9.8. Legal, Regulatory & Intellectual Property Framework
- C9.9. Franchising of Educational Business
- C9.10. Executing the Business Plan



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

C9. FROM 'NO' ENGLISH TO 'KNOW' ENGLISH

About the Program

An ability to use the English Language in the place of work is now becoming an essential and fundamental element of employability. Many persons seeking employment are able to acquire professional qualifications while still not being able to conduct themselves appropriately at the work-place.

This program covers the key skills of reading, writing, listening and speaking, but also develops abilities to continually improve these skills.

There is of course a foundation in Grammar, vocabulary, spellings and pronunciation to be able to be skilled in the above 4 domains.

In view of the recent globalization and pervasiveness of ICT at the workplace, the learners are exposed to and develop a proficiency in e-mail, social media and use of Skype and allied conferencing tools for audio and video-conferencing.

Structure

This is an initial course and learners must appreciate that learning good English, especially for an adult learner can take much time and even more practice. So the expectations from such a program should be modest. But what the program seeks to achieve is making the initial transformation so that the learner can continuously develop the skills by continuous self-learning, and move up the levels either in the CEFR or IELTS, with minimal help from Internet based resources and the peer group.

The 10 modules, each of nominally 10 hours that comprise this program are:

Modules

- C10.1. Reading Skills
- C10.2. Writing Skills
- C10.3. Vocabulary Building
- C10.4. English Usage (Grammar)
- C10.5. Listening Skills
- C10.6. Speaking Skills
- C10.7. E-mail, Blogging, Tweeting
- C10.8. Telephone, audio-conferencing and video-conferencing Skills
- C10.9. Resume Writing, Handling Interviews and Group Discussions
- C10.10 Continuously Enhancing Your English Language Skills



No English



Know English

- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

C10. ACADEMIC SKILLS FOR 21ST CENTURY HIGHER EDUCATION

About the Program

The movement to Higher Education is a major quantum jump in the approach to and methods required for learning, and this varies significantly from the role of a learner at the School stage. While at the school level also, many good schools encourage investigative and project based learning, at the University level this is the requirement and the learner has to acquire, sharpen and hone the skills of reflective learning and critical abilities.

Also in the last decade, completely new information sources as well as ways of searching for information have become available and so the traditional challenges in higher learning have a new dimension added to them.

This program helps learners to be better equipped as learners at the University level and especially to bench-mark themselves against the highest International Standards.

Structure

The course structure is designed as 10 modules, each of nominally 10 hours, though the actual time that a learner would spend on each module would vary depending upon the degree of engagement. The detailed structure of each module is given elsewhere, but the module titles are fairly indicative of the contents.

Viewing the modules collectively, they cover the content and approach usually adopted by Universities to provide a foundation to the students to prepare them for University level assignments and course work.

One would expect that most students would be able to acquire the competencies aimed at in this program in about 3 to 6 months time.

Modules

C11.1.Skills to be Developed for Higher Education

C11.2.Becoming an Independent Learner

C11.3.Reflective Learning

C11.4.21st Century Research Tools

C11.5.Critical Reading Skills

C11.6.Effective Writing Skills

C11.7.Presentation Skills

C11.8.Data and Time Management

C11.9.Basic Information Technology Skills

C11.10.Collaborative and Team Learning



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals

C11. MSI (MEASURES, SCALES AND INSTRUMENTS) FOR CREATIVITY, INNOVATION, LEARNING, INFORMATION LITERACY, FINANCIAL LITERACY, ETC.

About the Program

Education has always been perceived as an intangible benefit, and attempts to measure learning effectiveness have been minimal. But progress in any human endeavour is possible only when we can measure in some way, whether the objective has been achieved and efficiently. The quality movement in manufacturing products and providing services progressed with use of measures and now we have 6 sigma levels of quality assurance.

In the learning context too, we have to first think of measures, then develop scales and instruments and continuously make the instruments more accurate and reliable. One of the earliest measure was IQ, later enriched with Multiple Intelligence by Howard Gardiner. The normal academic results are measured in terms of a mark or grade, but there are still no measures of learnability or learner resistance, creativity, innovation potential, information processing capability. There are also attempts to discover the intrinsic nature of a learner by MBTI or extended DISC profiling or Multiple Nature spotting.

Traditional Psychological Tests

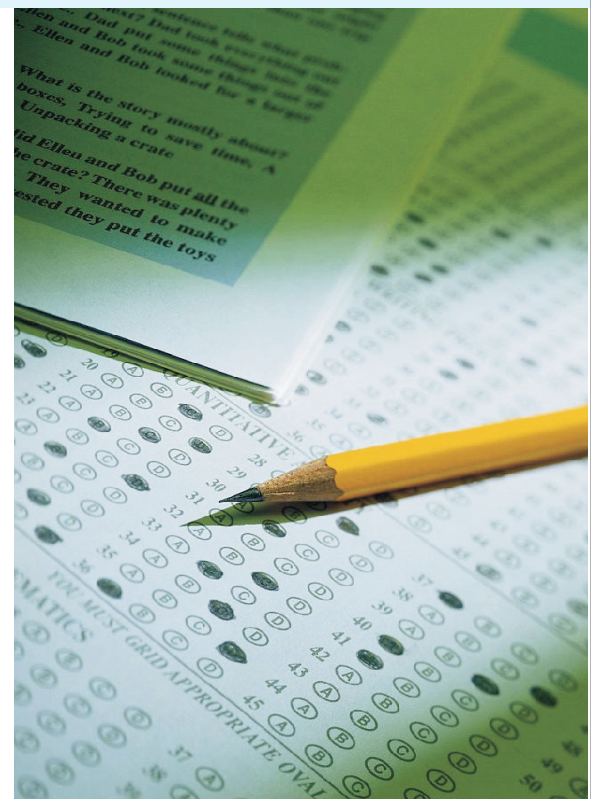
- Aptitude Testing
- Intelligence Testing
- Personality Testing
- Rorschach Test
- Thematic Apperception Test (TAT)
- Emotional Intelligence

Other External Instruments

- Verbal test of Creative Thinking
- Non-verbal test of Creative Thinking
- Learning Style
- Thinking Style
- Innovation Index

Exploratory 21st Century Measures

- e- Learnability Quotient
- AORTA (Assessment of Replaceability by Technology Advancement)
- KERI (Knowledge Economy Readiness Index)
- FLA (Financial Literacy and Acumen)
- IMM (Information management maturity: levels 1 to 5)



- Flexible & Distributed Learning (FDL) for Groups
- Personalized & Customized Learning (PCL) for Individuals



LIVE Learning™ with



TABLETS AND MOBILES

ABOUT THE PROGRAM

This program has been designed to respond to the urgent and immediate need to train a very large number of teachers to effectively adopt new teaching and learning models appropriate for the future. Many learners will have access to devices with access to Mobile Internet and can become exploratory and active learners.

The most important subjects of English Language, Mathematics and Science can be taught in a bore engaging and effective manner with enthusiastic and involved teachers.

The chief architect and mentor of the Program is **Prof.M.M. Pant** a *sui generis* personality with almost 50 years experience in Scientific Research, Teaching, Management, Law, Information Technology and Business Entrepreneurship. He is supported in this mission by a network of very accomplished persons with excellent academic credentials and diverse national and international experience who have agreed to provide inputs, guidance, conduct interactive sessions and mentor the prospective learners to achieve their full potential.

CONTENT HIGHLIGHTS

- ▶ About these Products and Programs
- ▶ Delivering Live Learning in a Classroom
- ▶ LearnPad™, LearnTab™ and the 5 levels of such Devices
- ▶ The Portable Classroom
- ▶ Mathslab with Tabs
- ▶ Sciencelabs with Tabs
- ▶ Language Lab on Tabs
- ▶ Curating and Creating Apps for Learning
- ▶ Using Tablets for Effective Self-learning by Students

LIVE Learning™

■ LearnTAB™



■ LearnPAD™



ABOUT THE PROGRAM

This program, probably one of its kind, is aimed at adults who have done their school education and are continuously preparing for success. They may train for a profession of their choice, but this program which can be done concurrently with any other program being pursued, will open new vistas and opportunities and surely lead to success and good fortune. It has elements and features for mid-career advancement as well as post career self-fulfilment.

The chief architect and mentor of the Program is **Prof.M.M. Pant** a *sui generis* personality with almost 50 years experience in Scientific Research, Teaching, Management, Law, Information Technology and Business Entrepreneurship. He is supported in this mission by a network of very accomplished persons with excellent academic credentials and diverse national and international experience who have agreed to provide inputs, guidance, conduct interactive sessions and mentor the prospective learners to achieve their full potential.



Prof. M.M. Pant (www.mmpant.net) is an internationally renowned expert specialising in pedagogy technology and the development of tools and curricula for 21st century education.

He has been known for developing, working models that enhance the pedagogy using latest available technologies. He is especially noted for his efforts in leveraging social media for improving learning and bringing the mobile and handhelds into the classroom where they have been traditionally banned.

Prof. Pant's current work and interests revolve around the development, delivery and promotion of educational products, processes and services that cater to the needs and interests of future learners, a framework that is named "**Learning 221™: Learning for the 2nd Decade of the 21st Century**".

His past roles include being the Former Pro-Vice Chancellor, Indira Gandhi National Open University (IGNOU) and being on the faculty of IIT, Kanpur (the premier engineering institution in India), MLNR Engineering College and Faculty as well as Visiting Professor, University of Western Ontario, Canada. He has been a Visiting Scientist at European research centres in Italy, England, Germany and Sweden.

Prof. Pant is the founder of the LMP Education Trust, an organisation that promotes new age learning and supports underprivileged learners.

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