

# COMPREHENSIVE EDUCATION POLICY FOR THE NEXT DECADE 2011-2021



OCTOBER, 2010 I.I.T. DELHI

SPATIAL PLANNING

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SPECIAL EMPHASIS ON  
SPATIAL DIMENSIONS

# COMPREHENSIVE EDUCATION POLICY FOR THE NEXT DECADE 2011-2021



28<sup>TH</sup> MAY, 2010 I.I.T. DELHI

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SPECIAL EMPHASIS ON  
SPATIAL DIMENSIONS

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## 1 BACKGROUND

In the last 60 years, a lot of **Physical, Social, Political, Economical and Ecological changes** at International, National; Regional, local levels are there; raising literacy from a **single digit of 5%** Before the partition of the Country to **90% today** and should be % by 2021 AD. Many of these are **towards revolution**. Not only the literacy is increased but contents / scope of education are changed to a large extent, as given in appendix No. 1 Now, there is **not a important / typical subject** including Character Infrastructure, Climatologically Changes, Globalization & Security etc. **where education is not required**. Truly speaking, dimensions of Education have changed / increased tremendously and will reach to infinitive. In the next 10 years many more changes are bound to come.

In the last 1 year many revolutionary have taken place some of them are given here :

## 2 NEW CHANGES WHICH ARE VISIBLE IN DAILY LIFE:

- 2.1 **Character Infrastructure.**
- 2.2 **Climatologically changes.**
- 2.3 **Globalization.**
- 2.4 **Security**
- 2.5 **Gap between developed / undeveloped; urban / rural and different types of terrain.**

- 2.6 Historical, cultural and religious linkages.
- 2.7 Legal provisions starting from the Constitution; which now should be based on controlled democracy.

3

### SOME EXAMPLES OF CHARACTER INFRASTRUCTURE; CLIMATOLOGICALLY CHANGES AND GLOBALIZATION BASED ON NEWS PAPERS (TIME OF INDIA AND DANIK JAGRAN).

#### 3.1 Character Infrastructure

1. Girl students blamed University professors for **sexual harassment**
2. Parents forced the daughter to study Engineering; this affected and compelled her **to hang**.
3. 17 year old student carried **gun to the school** of course was caught.
4. In one University Prof. raised objections on wishisling; the **student slapped** him.
5. Father was kept in Jail for **sexual harassment of his daughter**.
6. Mother angered on her daughter who ultimately **attempted suicide**.
7. Not only the kids but teachers also **bunk classes**.

8. A small boy **student was locked** in school premises for a whole night.
9. School demanded the tuition fee; one of the parents **threw the lady teacher** from the roof of the third floor.
10. MCD teachers **stabbed by 2 youths** inside a class room.
11. One day somebody throw **acid** on girl students face.
12. Students of 10<sup>th</sup> and 12<sup>th</sup> classes **robbed a car**.
13. Dummy of Education **Minister was burnt** against increased fee.
14. Student came in **depression** by the firing of the teacher.
15. Children are habituated of wrong action due to **ignorance of the parents**, Video games and films.
16. Lady teacher threw girl student in a **bud of sexual exploitation**.
17. Sex education **destroy our character** at large.

### 3.2 **Climatologically changes**

1. **Global warming** hit J&K Bakarwal tribble, forcing it to migrate unseasonably early.

2. Supreme court asked the NOIDA Authority to study the impact of **cutting of trees** towards the western side of the township along river Yamuna.
3. Heavy **Himalayan snowfall** cause of draught in India.
4. **CFL for bulbs to be the world's biggest carbon credit project.**
5. Oceans will be **150% more acidic** by 2050.
6. **Ash clouds spreads all of Europe.**
7. It is difficult to say that **glaciers are melting** only due to climate changes.
8. 70% of **Carbon dioxide is from developed world.**
9. **Glaciers to melt** by 2035.
10. India is to be **3<sup>rd</sup> largest eco** by 2012.
11. **33%** of Ground **water** in India **undrinkable.**
12. **Climate change** is beyond governments.
13. **Ganga** clean up gets a **huge money.**
14. **Greening wasteland to get city carbon credits – landfill site gets ready for green make over.**
15. **Declining water table** raises fear of non availability of water in Gurgaon.
16. **Carbon reduction** may hamper growth; Expert.

17. How picnic spots can be developed when the **lake is drying** – this is an example of 'Sanjay Jheel'.
18. Most of the **rivers** of the India **are polluted** specially Ganga & Yamuna.
19. **No proper solid waste management** system then how the pollution can be stopped.
20. Most of the **ponds are drying** and require water.
21. In **earth quake** thousands of people die along with hundreds of buildings.

### 3.3 GLOBALIZATION

1. **English language is the need of the hour.**
2. Bring educational institute under **sexual harassment** law.
3. **Irland welcome Indians for education.**

### 3.4 SECURITY

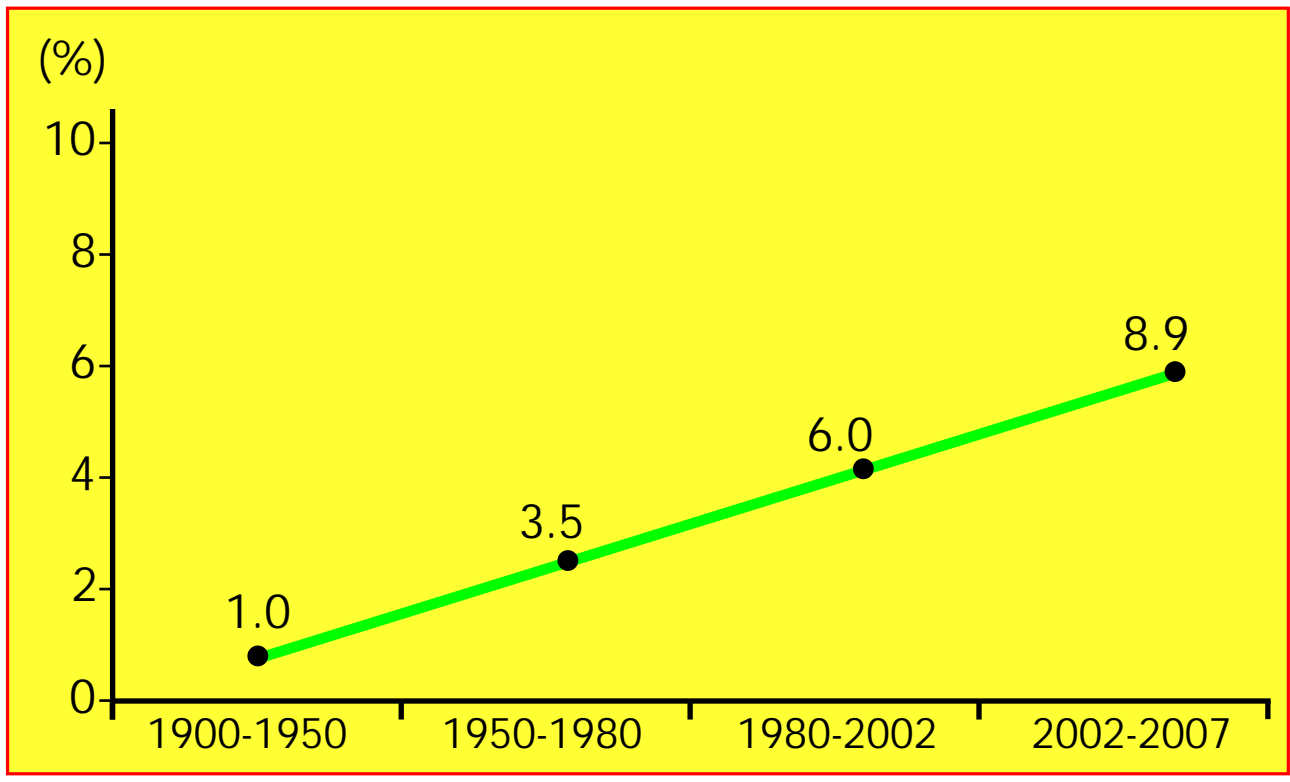
There is not a **single day** in the last three months where security problem is not there.



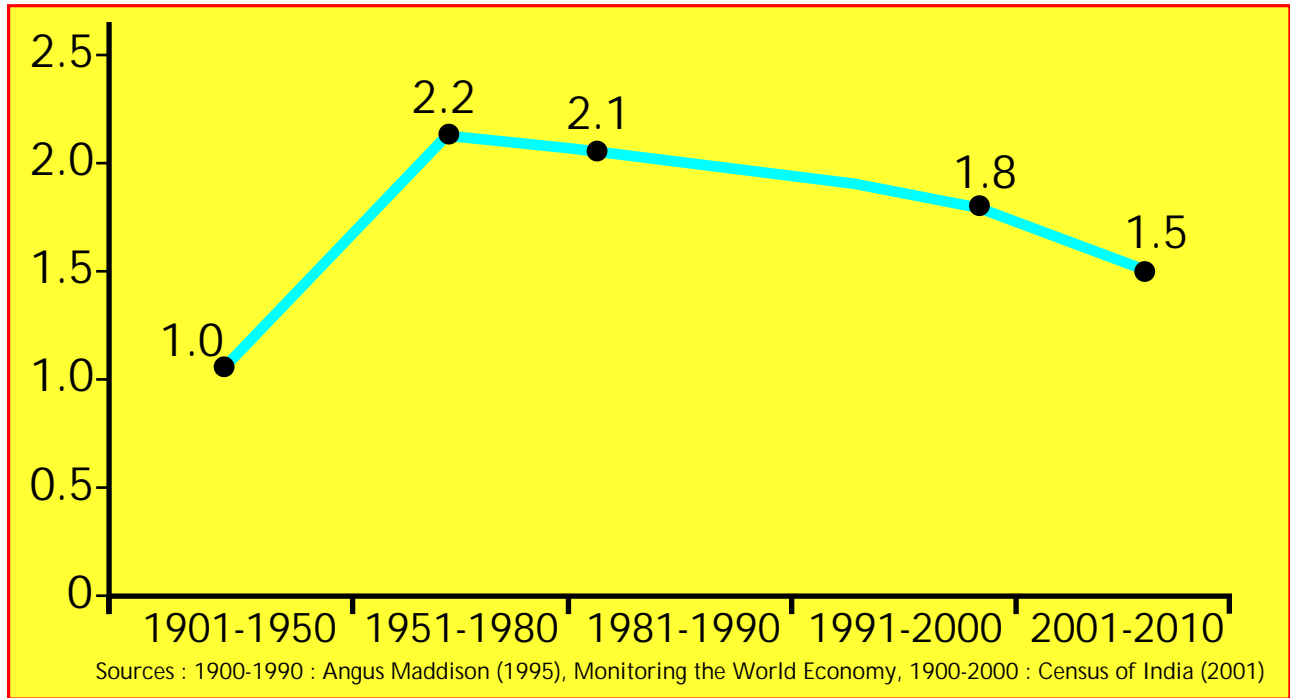
# 4 GLIMPSES OF LACK OF INFRASTRUCTURE AT NATIONAL LEVEL

## 4.1 28 year high growth

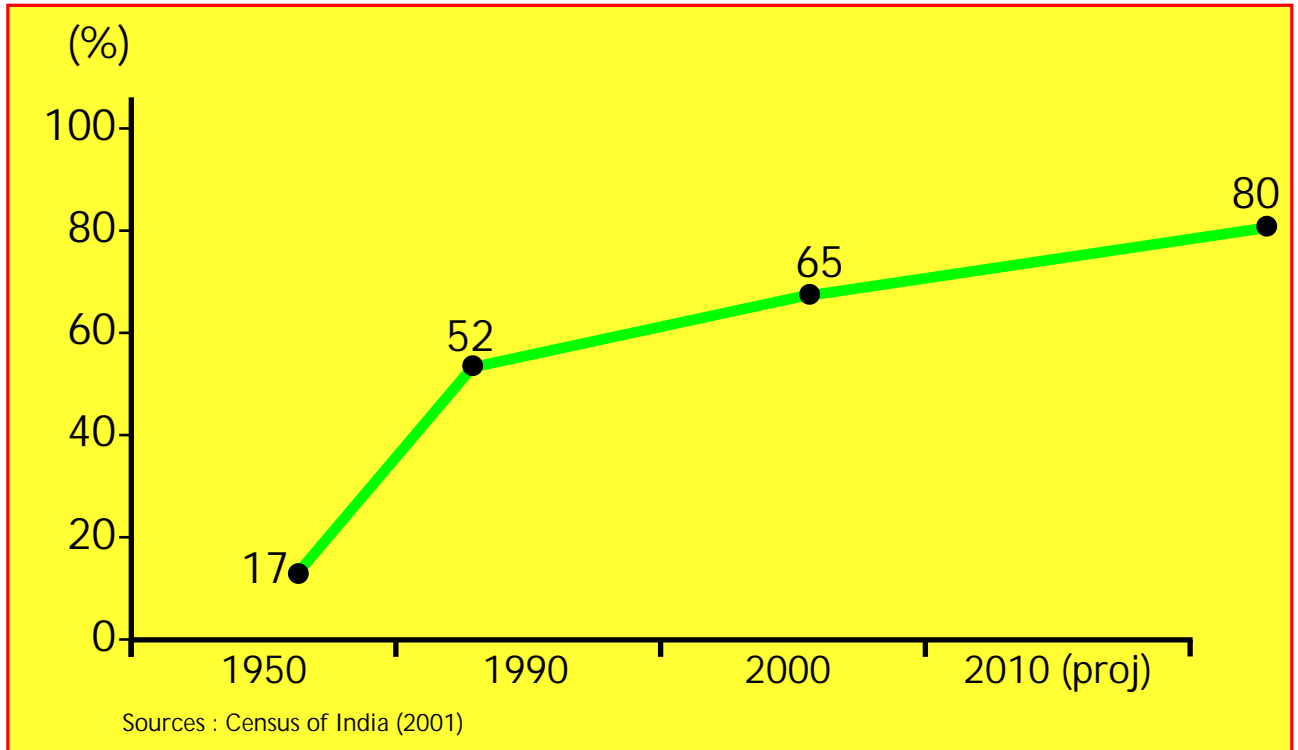
### 1. Average annual GDP growth



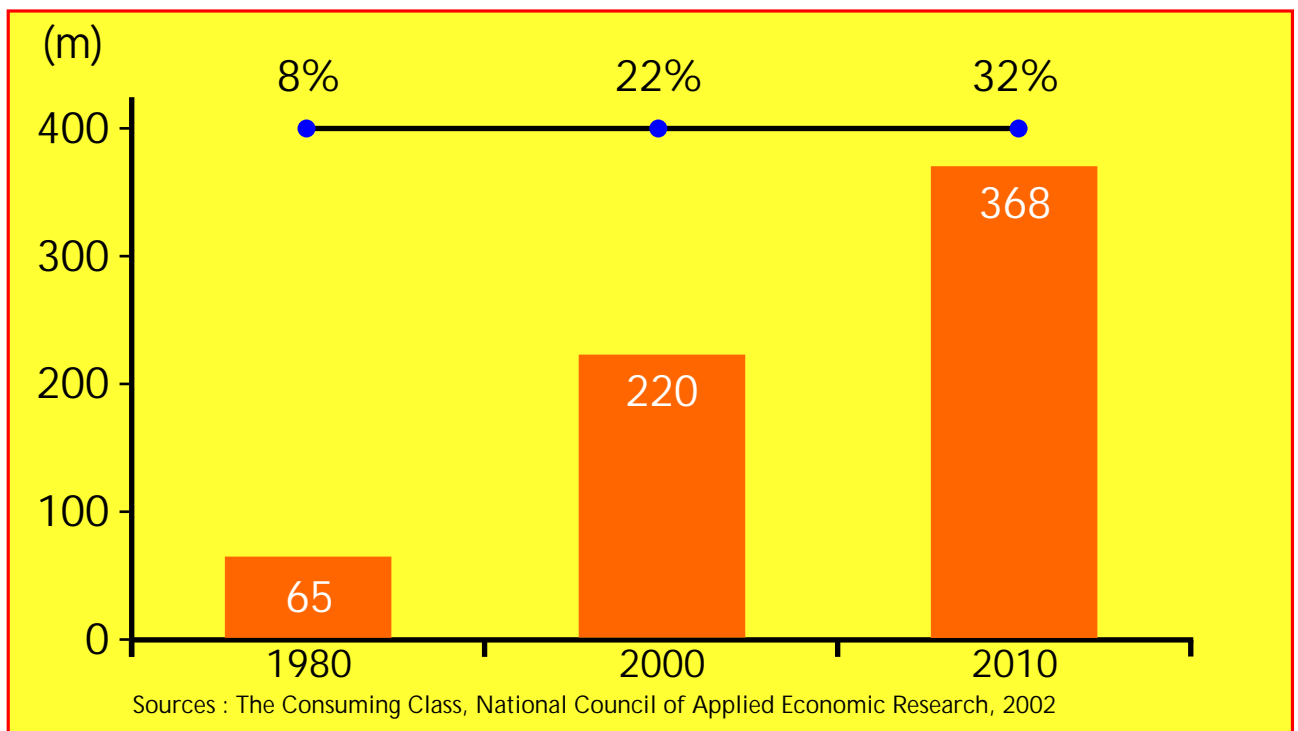
### 2. Population growth is slowing



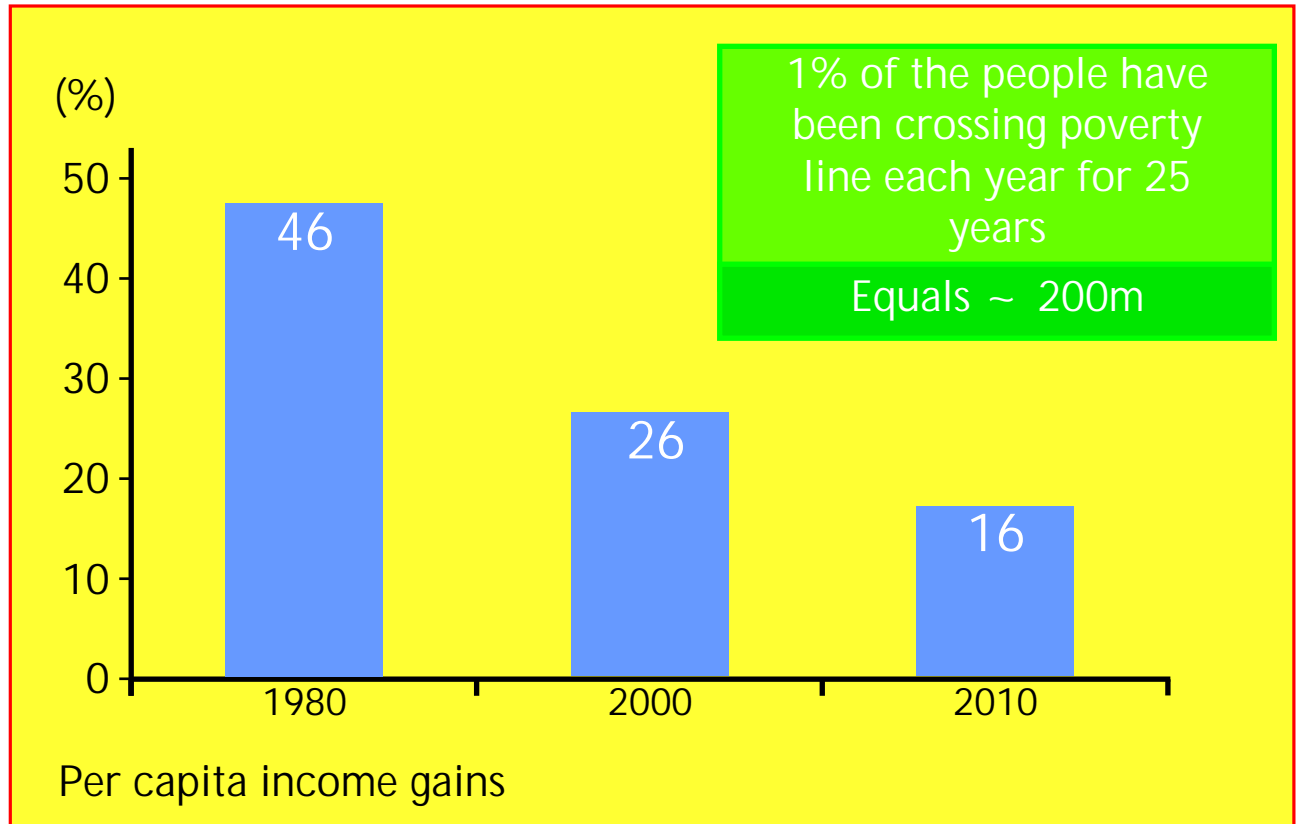
### 3. Literacy is Rising



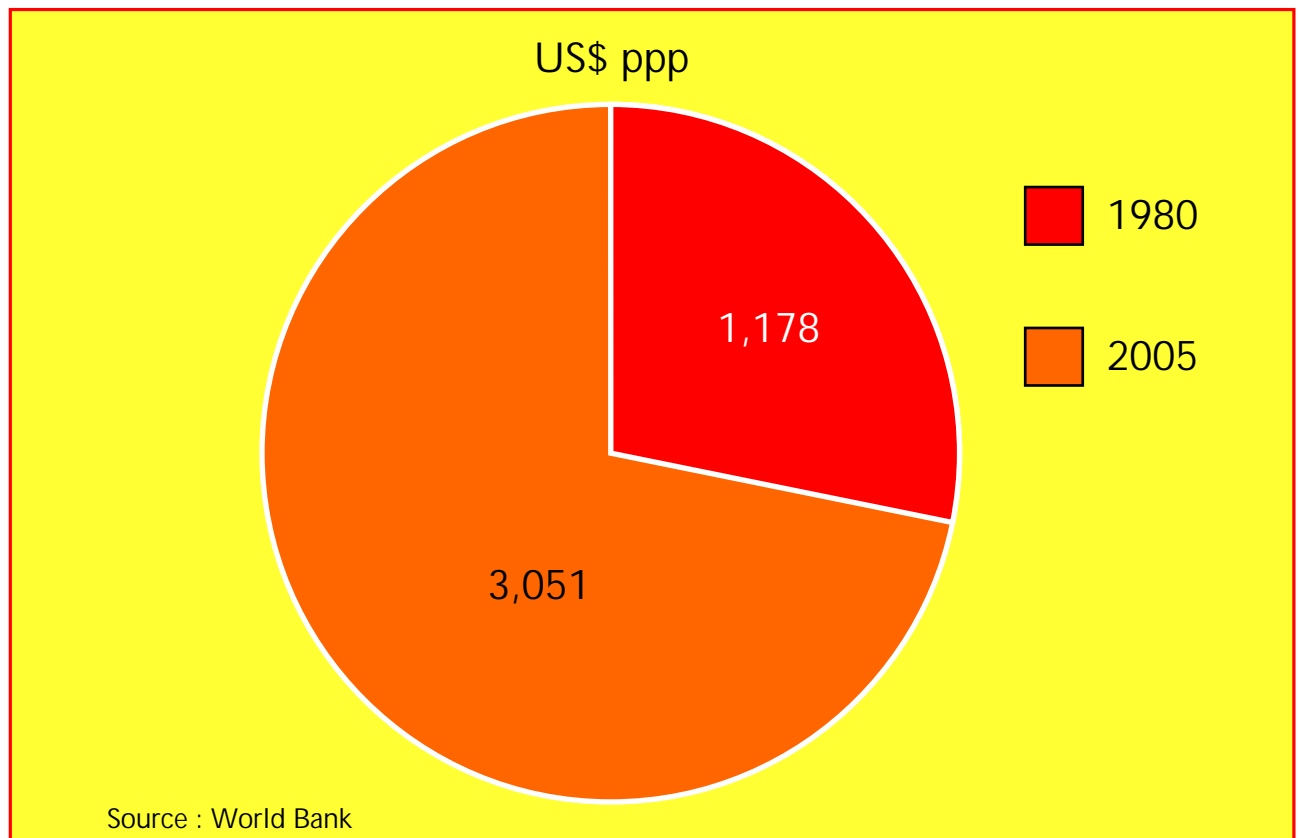
### 4. When middle class is 50% then the politics will also change



## 5. Poverty is declining



## 6. Per capita income gains



7. India is now the 4th largest economy

IT WILL OVERTAKE JAPAN  
BETWEEN 2012 AND 2014  
TO BECOME THE 3RD LARGEST

## GOVERNANCE FAILURES

- Not the minister caught with a bribe but others also.
- 1 out of 4 school teachers absent in government schools.
- 2 out of 5 doctors absent in primary health centers.
- Delhi's water.
- Land titles.

## 4.2 Statistics at the National Level

1. 12.5 lakh Elementary schools with enrolment of 1850 lakh students.
2. 56.3 lakh teachers in 624 districts & in 5.73 lakh villages
3. Out of total schools, 79% have pucca buildings; balance partially pucca, kacha or in tents.

## 4.2 Number of Rooms in Schools

4.5% schools have no rooms;

3.6% have 1 room;

8.7% have 2 rooms;

9.9% have 3 rooms;

30% between 4 to 6 rooms;

23.8% have 7 to 10 rooms;

10.5% have 11 to 15 rooms and only

9% have more than 15 rooms.

An ideal size of 1000 strength school should have 50 rooms. Most of the schools have to be upgraded. (Calculated by us)

## 4.3 Conditions of Schools

85.5% schools are in good condition only with relations to existing structures. 10.5% need minor repairs; and the balance need major repairs

Total amount required for maintenance and repair of buildings is heavy and should be made available by state & local government and private sector.

4.4 **No. of teachers per school –**

3.8% have only **1 teacher**;

11.8% have **2 teachers**;

9.3% have **3 teachers**;

9.6% have **4 teachers**;

10.1% have **5 teachers**;

7.2% have **6 teachers**;

7% have **7 teachers**;

7.7% have **8 teachers**;

5.3% have **9 teachers**;

5.4% gave **10 teachers** and

20.7% have more than **10 teachers**.

There should be Minimum **15 teachers** per school.

4.5 **Provision of water –**

26% have only **hand pumps**;

6% have tube **wells**;

53% have **tap** water;

6.5% have **no** water and

7.2% are in other categories.

#### 4.6 Provision of sewerage

– 71% have common toilets

#### 4.7 Provision of power

– 71.6% have electricity connections.

#### 4.8 Provision of play grounds

– 64% have playgrounds

#### 4.9 Provision of computers

– 38% have computers

#### 4.10 Comparative Statistics

(i) India (ii) Delhi (iii) Two states at the top; & two at the bottom have been given.

#### 4.11 Education MPD - 2021 AD

The literacy rate in Delhi has increased from 75.3% in the year 1991 to 81.82% in the year 2001. In overall terms Delhi has a fairly elaborate network of educational institutions from the pre-primary/ primary to the higher education and professional education levels. . At present there are 2416 primary schools, 755 middle schools, and 1576 secondary/senior secondary schools. At the higher/ professional education levels, there are 114 colleges for general education, 8 engineering colleges, 4 universities, 7 deemed universities and one Open University.

## 4.12 Planning Norms and Standards for Education Facilities

S.No.	Category	Population/unit (approx.)	Plot area
1.	Category	10,000	0.2 – 0.4 ha
2.	Primary School	10,000	0.6 – 0.8 ha
3.	Sr. Secondary School	10.0 lakh	0.2 ha
4.	School for Physically challenged	10.0 lakh	0.2 ha

### DEVELOPMENT CONTROLS FOR EDUCATION FACILITIES

S.No.		Maximum			Other Controls
1.	Play School, Coaching Centre, Computer-Training Institute, physical Education Centre etc.	N.A	N.A	N.A	1. Practice of providing dedicated Nursery School plots in the layout plan discontinued as same is permissible in Mixed use.  Parking standard @ 1.33 ECS/ 100 sq m of floor area.
2.	Nursery School	33.33%	100	15 m	2. In case of schools for mentally/ physically challenged, 20% of max. FAR can be utilized for residential use of essential staff and student accommodation. Parking standard : -



3.	Primary School	30%	120	18 m	Primary School / Middle School @ 1.33 ECS / 100 sq m of floor area. -Sr. Sec. School @ 2.00 ECS / 100 sq m of floor area.  The area earmarked for parking misused, liable to be municipalized/taken over.  3. Other controls related to basements etc. are given in the Development Code chapter.
4.	Sr. Secondary School	35%	150	18 m	
5.	School for Mentally challenged	50%	120	18 m	
6.	School for Physically challenged	50%	120	18 m	

### NOTES

Pre-Primary Schools/ Nursery Schools/ Montessary Schools/ Creche, Play Schools, are permissible in residential use premises as per Mixed-use policy.

### OTHER CONTROLS

1. In case of new schools, the front boundary wall shall be recessed by 6 m to accommodate visitors parking within setback area.
2. Upto 10% variation in plot size is permitted. Differential norms will be applicable to Special Area, Regularized Unauthorized Colonies, Urban Villages and Resettlement Colonies.
3. Playground shall be developed on pool basis in different areas at neighborhood level.

## PLANNING NORMS AND STANDARDS FOR EDUCATION FACILITIES (HIGHER EDUCATION)

S.No.	Category	Prp./unit (approx.)	Plot Area
1.	Vocational Training Centre (ITI/Polytechnic/ Vocational Training Institute/ Management Institute/ Teacher Training Institute etc.), Research and Development centre	5.0 lakh	0.4 ha
2.	General College	5.0 lakh	As per UGC norms
3.	Professional College (Technical)	5.0 lakh	As per the AICTE norms.
4.	University Campus including International Education Centre (IEC) - Large campus (10 ha and above) will be divided into following four parts: (a) Academic including administration (45% of total land area). (b) Residential (25% of total land area). (c) Sports and Cultural activities (15% of total land area). (d) Parks and Landscape (15% of total land area).	4 sites in urban extension.	Upto 20.0 ha

Up to 10% variation in plot size is permitted.

## 4.13 Development Controls for Education Facilities (Higher Education)

S.No.	Category	Maximum			Other Controls
		Gr. Cov.	FAR	Ht.	
1.	Vocational Training Centre (ITI/Polytechnic /Vocational/Training Institute/Management Institute/Teacher Training Institutes etc./ Research and Development centre.	35%	150	37m	<p>1. Upto 15% of max. FAR can be utilized for residential use of essential staff and student accommodation.</p> <p>2. Parking standard @ 1.33 ECS/100 sq m of floor area.</p> <p>The areas earmarked for parking if misused liable to be municipalized/ taken over by the authority.</p> <p>3. Other controls related to basements etc. are given in the Development Code chapter.</p>
2.	General College				
3.	Professional College (Technical)				
4.	University Campus including International Education Centre (IEC) - Large campus (10 ha and above) will be divided into following four parts:				<p>1. Parking standard @ 1.33 ECS/100 sq m of floor area.</p> <p>2. Other controls related to basements etc. are given in the Development Code chapter.</p> <p>3. Landscape plan to be prepared.</p>

	(a) Academic including administration (45% of total land area)	30%	120	37m	
	(b) Residential (25% of total land)	<ol style="list-style-type: none"> <li>1. Regulations for group housing shall apply.</li> <li>2. The land shall be reserved for facilities as per residential norms.</li> </ol>			

## PART-1

# SCHOOL-RELATED INDICATORS

- 1.1 State Level Facts: (i) Education Cycle – (a) Primary & (b) Upper Primary, (ii) Districts, (iii) Blocks, (iv) Villages, (v) Schools, (vi) Enrolment & (vii) Teachers.
- 1.2 Number of Schools
- 1.3 Ratio of Primary to Upper Primary Schools
- 1.4 Average Number of Instructional Days
- 1.5 No. of Schools Established since 2002
- 1.6 Percentage of Schools Established since 2002
- 1.7 Number of Schools Established since 2002 and having Building
- 1.8 Percentage Distribution of Schools by Type of Building
- 1.9 Percentage Distribution of Schools by Number of Classrooms
- 1.10 Percentage Distribution of Classrooms by Condition of Classrooms
- 1.11 Average Number of Classrooms
- 1.12 Percentage Distribution of Schools having Single-Classrooms
- 1.13 Number & Percentage of Schools having Regular Head Master/Teacher
- 1.14 Percentage Distributions of Single-Teacher Schools

- 1.15** Percentage Distributions of Schools by Number of Teachers
- 1.16** Percentage Distribution of Classrooms by Enrolment
- 1.17** Students-Classrooms Ratio (SCR) (By School Category-State Level)
- 1.18** Percentage of Schools having SCR = 60 (By School Category – State Level)
- 1.19** Percentage Distribution of Schools with Enrolment
- 1.20** Percentage of Schools having Pupil-Teacher Ratio Above 100
- 1.21** % of Schools having Received School Development Grant
- 1.22** Percentage of Schools having Received TLM Grant (By School Category – State Level)
- 1.23** Percentages of Schools Utilized School Development Grant
- 1.24** % of School Utilized Teaching-Learning Material Grant
- 1.25** Percentage Distribution of Schools Visited by Cluster Resource Centre (CRC) Coordinators
- 1.26** Percentage Distribution of Schools by Distance from Cluster Resource Centre (CRC)
- 1.27** Percentage Distribution of Schools by Distance from Block Head Quarters
- 1.28** Percentage Distribution of Schools Inspected During the Last Academic Year

## PART-2

### FACILITIES IN SCHOOLS

- 2.1 Percentage of Schools having Pre-Primary Facilities
- 2.2 Percentage of Residential Schools
- 2.3 Percentage of Schools having Boundary Walls
- 2.4 Percentage of Schools without Building
- 2.5 Percentage of Schools having used Building as Shift School
- 2.6 Percentage Distribution of Schools by Type of Drinking Water Facility
- 2.7 Percentage Distribution of Schools having Drinking Water Facility
- 2.8 Percentage of Schools having Common Toilet Facility
- 2.9 Percentage of Schools having Girls Toilet Facility
- 2.10 Percentage of Schools having Electricity Connection
- 2.11 Percentage of Schools having Ramp
- 2.12 Percentage of Schools having Ground Level Blackboards
- 2.13 Percentage of Schools having Play Ground
- 2.14 Percentage of Schools having Book Bank
- 2.15 Percentage of Schools having Computers
- 2.16 Percentage of Schools having Kitchen-shed in Government and Aided Schools
- 2.17 Percentage of Schools having Conducted Medical Check-up Last Year

## PART-3

# ENROLMENT – BASED INDICATORS

- 3.1** Enrolment in Primary & Upper Primary Classes:
- 3.2** Percentage of Boys & Girls Enrolment in Primary & Upper Primary Classes
- 3.3** Percentage of Enrolment in Government Schools to Total Enrolment:
- 3.4** Percentage of Girls Enrolment to Total Enrolment:
- 3.5** Percentage of SC and ST Enrolment to Total Enrolment in Primary and Upper Primary Classes
- 3.6** Percentage of Muslims and OBC Enrolment to Total Enrolment in Primary and Upper Primary Classes
- 3.7** Percentage of Minority Enrolment in Primary & Upper Primary Classes:
- 3.8** Enrolment of children with Disability in Primary & Upper Primary Classes:
- 3.9** Percentage Share of Enrolment in Pre-Primary Classes to Total Enrolment:
- 3.10** Percentage Enrolment in School with SCR > 60:
- 3.11** Percentage of Under-age and Over-age Children in Primary and Upper Primary Level in respect of Boys and Girls.
- 3.12** Examination Results (Previous Academic Year) in Primary (Class IV/V); Upper



- 3.13** Percentage of SC & ST and Total (SC & ST) Enrolment in Schools managed by Government and Private Managements in Primary Classes and Upper Primary Classes.
- 3.14** Number & Percentage of Repeaters by Classes & Reasons of Repetition
- 3.15** Average Enrolment in Schools
- 3.16** Percentage of Enrolment in Single-Teacher Schools

## PART-4

# TEACHERS - RELATED INDICATORS

- 4.1 Distribution of Teacher (Male & Female) (By School Category – State Level)
- 4.2 Average Number of Teachers Per School
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- 4.4 Percentage Distribution of Teachers
- 4.5 Number of Teachers by Age Groups
- 4.6 Teachers (Male & Female) Profile by Caste (Including Para-Teachers) (By School Category – State Level)
- 4.7 Teachers (Male & Female) Profile by Teacher Category (Including Para- Teachers) (By School Category – State Level)
- 4.8 Teachers (Male & Female) Profile by Academic Qualification (Including Para-Teachers) (By School Category – State Level)
- 4.9 Distribution of Para-Teachers (Male & Female) (By School Category – State level)
- 4.10 Average Number of Para-Teacher Per School (By School Category – State Level)
- 4.11 Percentage Distribution of Para-Teachers (Male, Female & Total) (By School Category – State Level)

- 4.12** Percentage of Para-Teachers (Male & Female) by Professional Qualification (By School Category – State Level)
- 4.13** Pupil-Teachers Ratio By School Category (By School Category – State Level)
- 4.14** Average Number of Working Days Spent on Non-Teaching Assignments (For Involved Teachers Only)
- 4.15** Percentage of SC and ST Teachers (Male & Female) (Including Para-Teachers)

## OTHER IMPORTANT POINTS OF EDUCATION POLICY

5.1 ICT; Information and Communication Technology with E-Governance and M-Governance including use for following purposes:

- (i) Children with **Special Needs**;
- (ii) **Skill Development** (Vocational Education);
- (iii) Open & **Distance Learning**;
- (iv) Automated & ICT managed school processes;
- (v) School Education Management Information **System**

5.2 **Dealing with Physical, Social, Political, Economical and Ecological Infrastructure**

5.3 **Continuous and Comprehensive evaluation On-line rather than usual examination**

5.4 **More attention towards curriculum, co-curriculum and extra curriculum**

5.5 **Evaluation of Education norms for different types of settlements i.e. Mega, Metropolitan, Large, medium and small urban and rural settlements**

5.6 **Evaluation of Educational norms for special needs of population like Handicaps, Economic Weaker Section, SC and ST**

5.7 **Digital age literacy in terms of:**

- (1) **Basic** Literacy;
- (2) **Scientific** Literacy;
- (3) **Economic** Literacy;
- (4) **Technological** Literacy;
- (5) **Visual** Literacy;
- (6) **Information** Literacy;
- (7) **Multi-cultural** Literacy

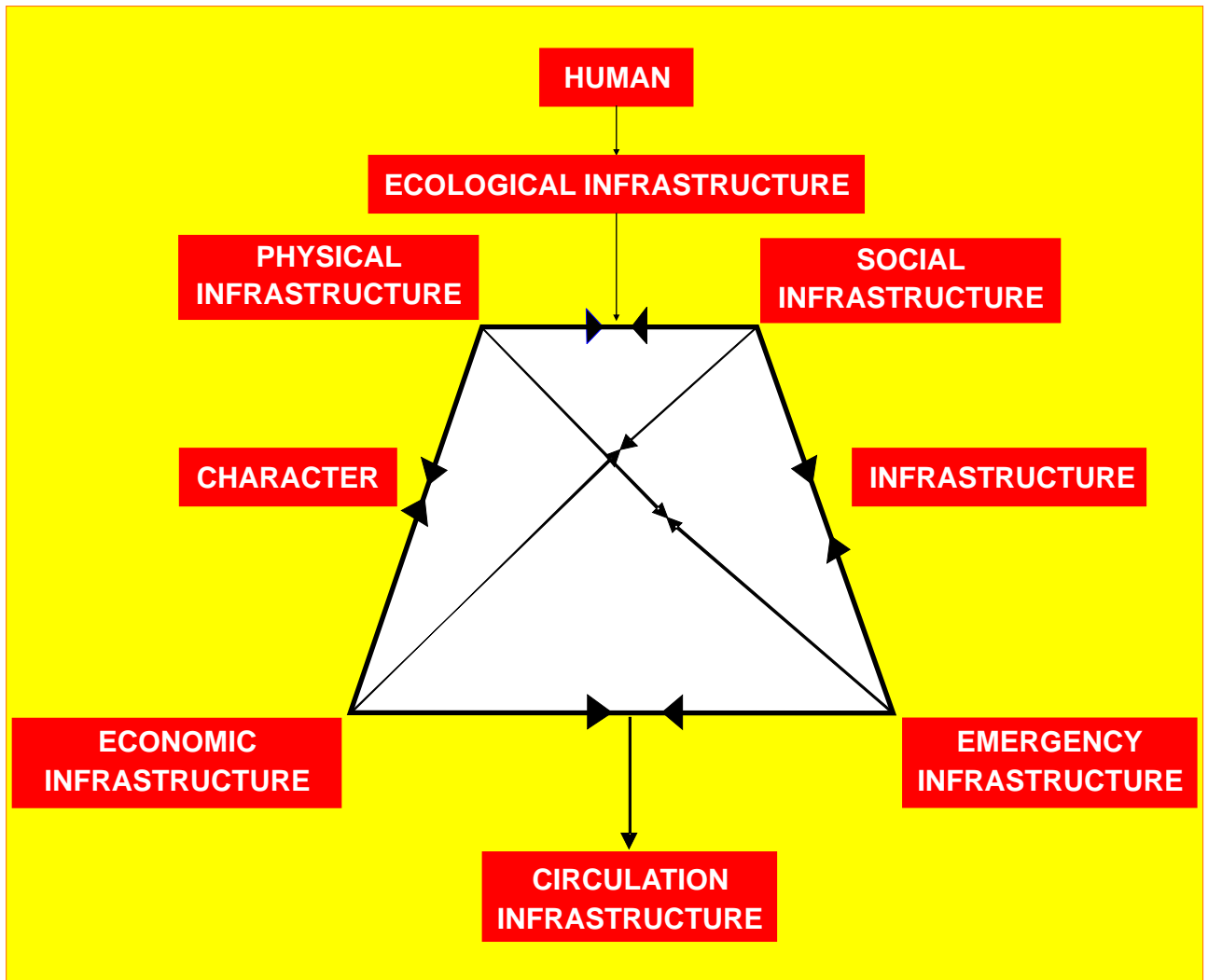
## 5.8 **Development of different types of skills namely:**

### **Soft Skills:**

- (i) Self Discovery,
- (ii) Developing + ive Attitude,
- (iii) Forming Values,
- (iv) Improving Perception,
- (v) Carrier Planning,
- (vi) Art of Listening,
- (vii) Art of Reading,
- (viii) Art of Speaking,
- (ix) Body Language,
- (x) Team Building & Teamwork,
- (xi) Group Discussion,
- (xii) Interview Skills,
- (xiii) Stress Management

## 6

## ELEMENTS OF INFRASTRUCTURE

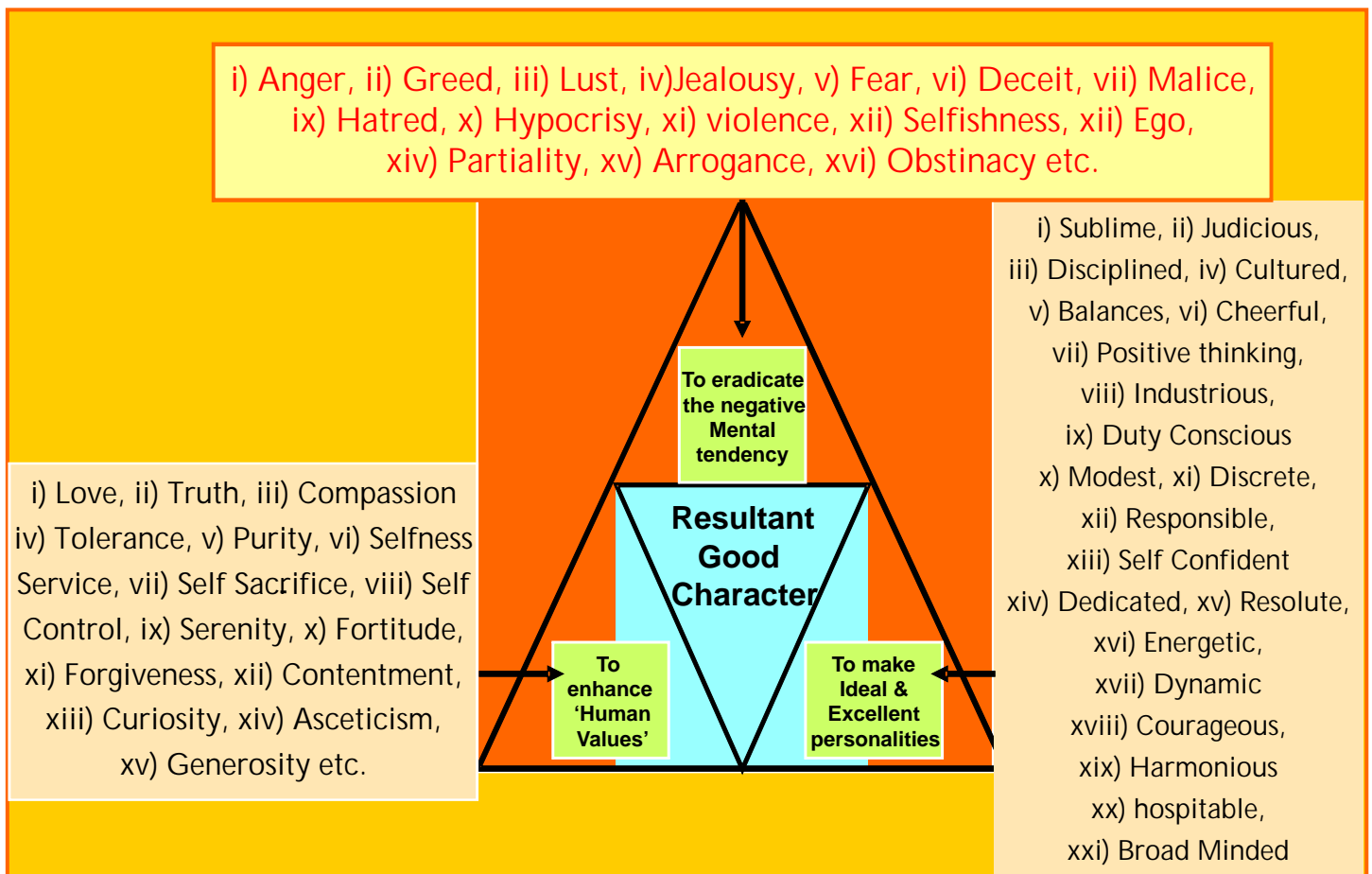


## 7

## START OF THINKING

In December, 2008 I was in a conference at Massoree in a good Resort amidst nature with discussions school education in India with Professors of IIT, Delhi and Principals of reputed schools. I am of the firm opinion and predict that within 10 years India may reach at the top in the World subject to improvements in Character Infrastructure of the Public At Large.

We proposed to formulate a society by the name of "Character Infrastructure Education Society" to start



with initially in NCTD & NCR and later on to cover the entire country and may be the World. Proposal is to use Character Infrastructure at **Macro, Meso and Micro** level; at International, National, states, regions, districts, municipalities, urban & rural settlements everywhere for Physical, Social, Economic, Ecological and Emergency Infrastructure. This was **clubbed with Value Education** at Micro level divided into three parts, **No.1 To Eradicate the negative Mental Tendencies, No.2 To Enhance Human Values and No.3 To make Ideal and Excellent personalities.**

(1) English, (2) State Language, (3) Mathematics, (4) Science, (5) Disaster Management, (6) Indian History, (7) Geography, (8) General Knowledge and (9) Value Education for Character Building with many **Co-curricular consisting** of many projects like

- (i) energy from the rays **of Sun**;
- (ii) from the **lap of Nature**;
- (iii) from the **heart of Hydrogen**;
- (iv) from drop of Water;

Elementary Education Certificate should be **given to everyone** irrespective of Caste, Creed, Colour, Economic position, type of areas namely – Mountainous, Depressed, Empty, Mega, Metro, Large & Medium cities and Rural settlements.

Now-a-days, dimensions of education have increased to infinite for endless success and have further to be enhanced. **Education at Elementary level should know A, B, C at different types of education whether Academic, Vocational, Technical & Professional.** In brief it is a fact that education is for endless success due to revolution not only at Local level, Regional level, State level, National level but at Global level.

In brief I can say education is for endless success due to revolution and has to take care all National factors and inventions.



After Elementary Education a sizable population should go to Vocational courses including: i) Maid servant, ii) iii) drivers, peon etc.

9 DIRECTIONS FOR CHANGES IN THE CONSTITUTIONS LIKE CONTROLLED DEMOCRACY; there should not be any soft attitude towards planning development & construction of utilities & services. (Roads, Railways, Water ways, Airways, Water Sewerage, Power)

10 DIRECTIONS FOR 12<sup>TH</sup> AND 13<sup>TH</sup> FIVE YEAR PLAN.

10.1 Requirement of different sectors of economy

1) Everybody has to get a elementary education certificate after learning / knowing fully required subjects in Quantity & Quality.

2) After elementary education a good percentage should enter into Vocational Education courses including for maid servant, driver, peon, electrician, mechanical etc.

3) A sizable population should go to technical & professional courses.

4) A huge amount should be spent to learn and control specific courses given in para2. These are concerning to character Infrastructure, Climatologically effects, globalization, security etc.

5) Required people should be educated for different sectors namely: -

i) Education;

- ii) Rural Development Land resources and Panchayati Raj;
- iii) Health Family Welfare and Ayush;
- iv) Agriculture and Irrigation;
- v) Social Justice;
- vi) Physical Infrastructure;
- vii) Scientific Departments;
- viii) Energy

10.2 Plan the courses accordingly including of elementary education

10.3 50% funds from private sector and the balance from Central, States & Local Governments.

10.4 Reduce the percentage of reservation if possible but enhance the quality of education for everyone including reservation category.

**11 DIRECTIONS FOR ANNUAL PLANS:** Based on Five Year Plan – Annual Plans will be prepared.

**12 DIRECTIONS FOR SPECIAL AREAS:** A sizable attention should be paid than only problems of Maowadi can be solved.

- i) Empty
- ii) Backward
- iii) Undeveloped
- iv) Rural Areas,
- v) Central Areas of Mega Cities etc.

**13 FINAL POLICY AFTER THE CONFERENCE IN OCTOBER 2010**

### POINTS DISCUSSED IN THE MEETING HELD ON 28-05.10 AT ITI DELHI

#### 1 Leadership

- 1.1 Owning the system; ownership models;
- 1.2 School as a community member;
- 1.3 developing leadership amongst students

#### 2 Systems and Processes

- 2.1 School as a learning organisation; establishing 'Planning' as an essential part of school's outlook; mapping, tracking, learning from school processes;
- 2.2 Professionalism and professional development;
- 2.3 MIS, automation; School ERP and other ICT applications;
- 2.4 Integrating academic, administrative, planning and budgeting functions; creating platforms for holistic planning;

### 3 Curricula, Pedagogy and Assessment

- 3.1 Creating learning spaces; cooperative and collaborative learning; constructivist pedagogies and their practical import; students and teachers as co-learners;
- 3.2 Libraries, laboratories and project work; experiential learning spaces
- 3.3 Relevance of the curriculum; the challenge of envisioning curricula of the future;
- 3.4 Going beyond scholastic subjects; holistic curriculum for holistic development; integrating arts and sports into the curriculum;
- 3.5 Shifting focus away from student's measurement to evaluation of curricular processes; evaluating system effectiveness in student development
- 3.6 Presentation of learning; longitudinal tracking of students;
- 3.7 ICT in assessment - automation, efficiency, ICT as a teacher support in assessment and evaluation;