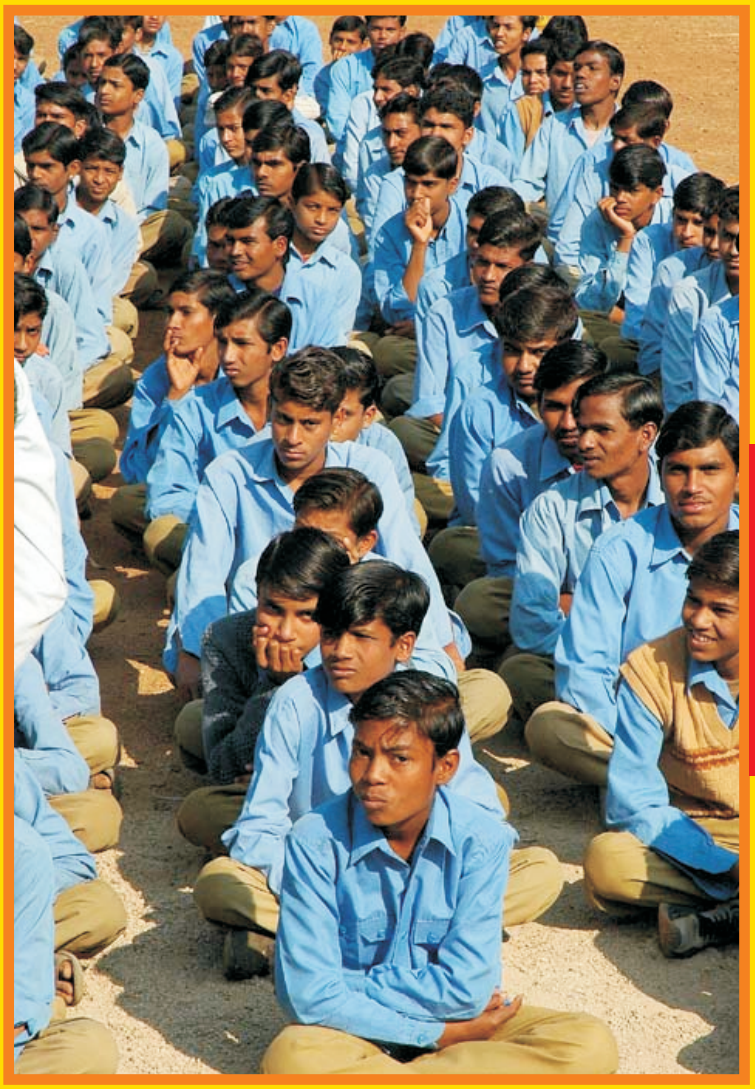
# COMPREHENSIVE EDUCATION POLICY FOR THE NEXT DECADE 2011-2021



## 28TH MAY, 2010 I.I.T. DELHI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# CONTENTS


1 BACKGROUND

2 NEW CHANGES WHICH ARE VISIBLE IN DAILY LIFE:

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

4 GLIMPSES OF LACK OF INFRASTRUCTURE AT NATIONAL LEVEL

5 OTHER IMPORTANT POINTS OF EDUCATION POLICY

6 ELEMENTS OF INFRASTRUCTURE

7 START OF THINKING

8 SUBJECTS IN ELEMENTRY EDUCATION

9 DIRECTIONS FOR CHANGES IN THE CONSTITUTIONS LIKE CONTROLLED DEMOCRACY;

10 DIRECTIONS FOR 12$^{TH}$ AND 13$^{TH}$ FIVE YEAR PLAN.

11 DIRECTIONS FOR ANNUAL PLANS:

12 DIRECTIONS FOR SPECIAL AREAS:

13 FINAL POLICY AFTER THE CONFERENCE IN OCTOBER 2010

## 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, dimentions of 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 $10^{th}$ and $12^{th}$ 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 trible, 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 3rd 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 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 to15 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** Number of Rooms in 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.

## 5 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,

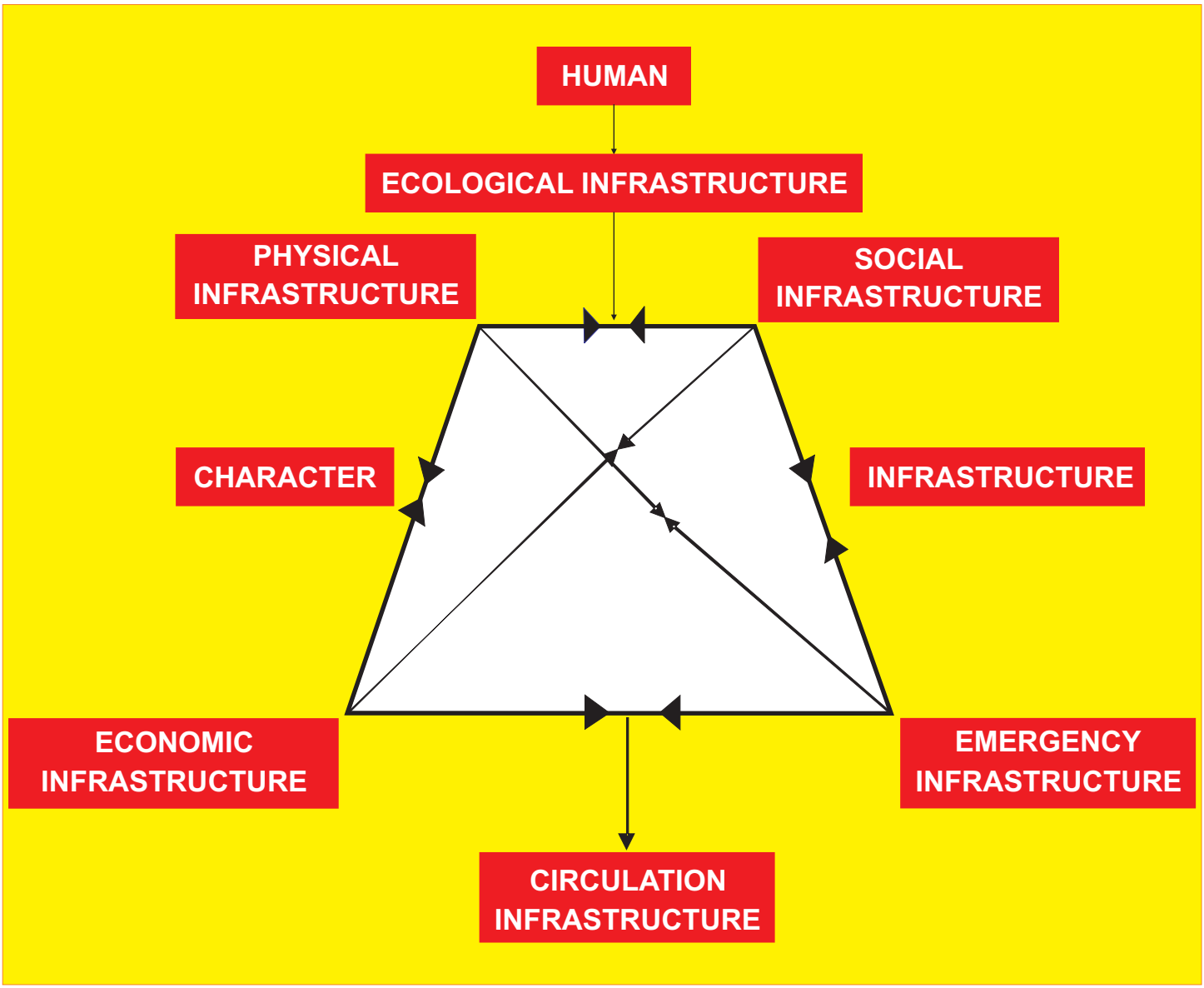
(x) Team Building & Teamwork,

(xi) Group Discussion,

(xii) Interview Skills,

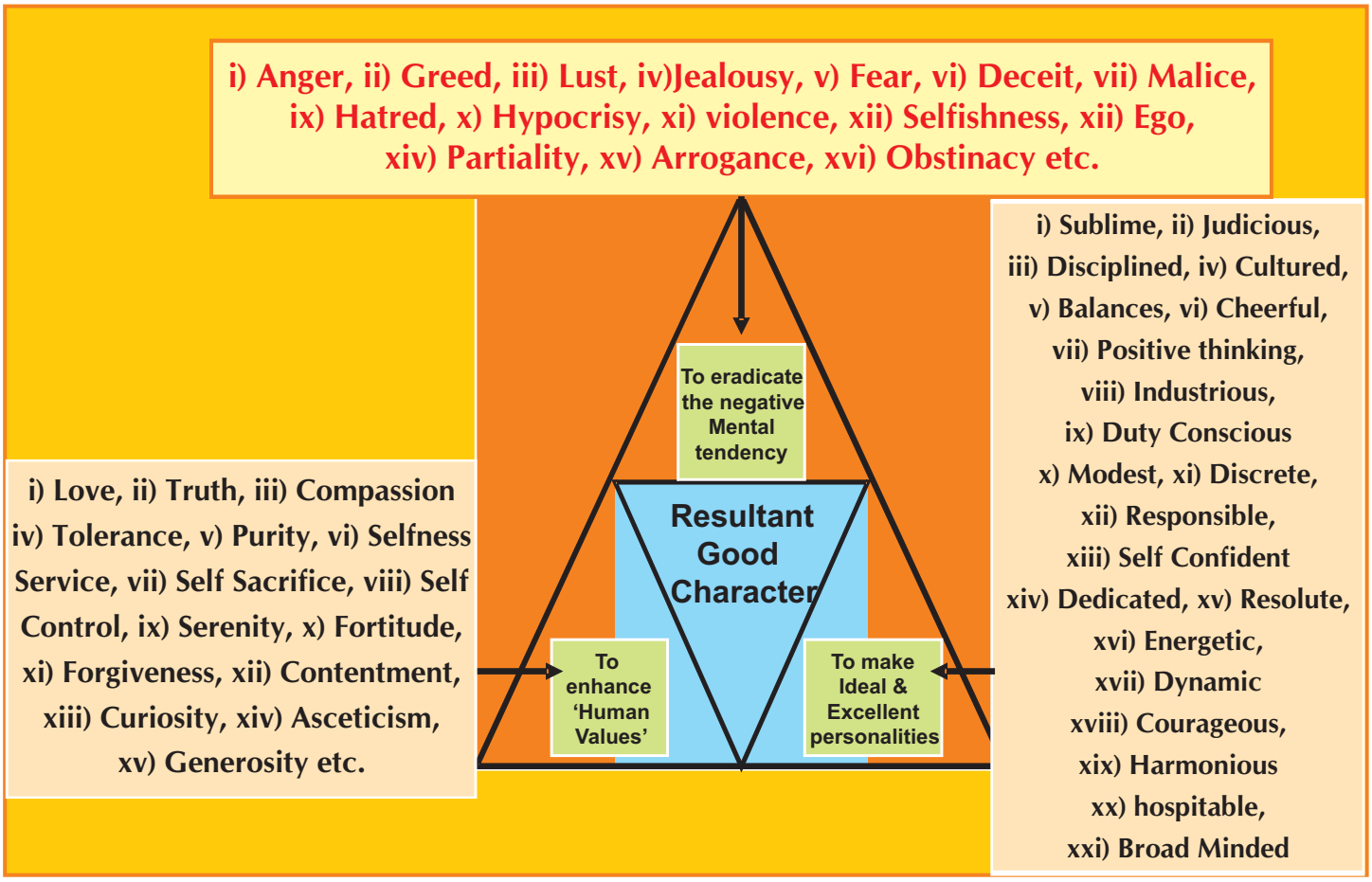
(xiii)Stress Management

## 6 ELEMENTS OF INFRASTRUCTURE



## 7 START OF THINKING

In December, 2008 I was in a conference at Massooree 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.

## 8 SUBJECTS IN ELEMENTRY EDUCATION

(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 12TH AND 13TH 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**

# APPENDIX NO 1

## 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 spots 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; logitudinal tracking of students;

3.7 ICT in assessment - automation, efficiency, ICT as a teacher support in assessment and evaluation;