

DRAWING TO LIFE INDIA

**FROM NAMMA
BENGALURU**



Ease of Education

**PLANNER AND CALENDAR
2025-2026**

AOEC 2024-2025 for
For curriculum enabled
institutions

Planner & Calendar

Name:

Academic Year: 2025-2026

Affiliated Board:

- CBSE SSLC ICSE PUC
- BCOM BTECH/BE BA/LLB
- MCOM MTECH/MS PGDM
- MBBS MD SPECIALIZATION
- DIPLOMA

Institution:

Level of education:

- 1 – X (STD) XI – XII / PUC
- GRADUATE POST GRADUATE
- DIPLOMA

Curriculum incorporation:

- SITE/FACILITY ONLINE
- HYBRID GEO-TAGGED EDUCENTRE

Planner level incorporation:

- Best practices Building Blocks
- Management Analytics
- Sustainable development and growth

EOE_Planner_Id:

EOE_LevelOfInvestment:

- Curriculum specific
- Domain/Subjects specific
- Socio-economic related
- Teacher-Student-density specific
- Infrastructure specific
- Geo-tagged EduCentre specific

EOE_ProjectCentre_id:

EOE_WellnessAssistCentre_Id:

EOE_SupportCentre_Id:

EOE_SportsAssistCentre_Id:

EOE_PlanningCentre_Id:

EOE_StatisticalModelCentre_Id:

Fact Sheet

Name:

Academic Year: 2025-2026

Level of education:

Affiliated Board:

Academic Year assistance:

- EOE Planner
- Syllabus and Curriculum highlights
- Diary
- Text Books
- Note Books
- Uniforms
- Uniform accessories
- Mode of learning resources (Laptop, Accessories)
- Financial / Facility / Transportation assistance
- Insurance Policy / Medical Benefits

Lateral thinking for

- Academic learning
- Physical-Mental-Spiritual Development and Growth
- Defining Livelihood
- Enabler Project Activities
- Expectations-Planning-Evaluation-Resolution

EOE Planner Id:

Ease of Education scope:

- Curriculum schedules
- Curriculum best practices
- Performance management
- Management Analytics
- Forward Thinking for Health and Wellness
- Forward Thinking for Sports
- Life Skills systems
- Personality development systems.
- Profiled Skill development systems
- Training and Upskilling systems
- Needful Awareness systems
- Future Reasoning systems
- Visualizing Belief in roleplay and responsiveness

Level of education:

Affiliated Board:

EOE scope: Planner enabled

*Planners, Project
Centres and
Categorical
Awareness*

*Defining
Livelihood*

Ease of Education



*Risk and
Uncertainty
Planning*

Safety & First-Aid

*Positive thinking
and responsiveness*



Awareness of

- ❖ *Defining Livelihood*
- ❖ *Planners, Diaries and ... Awareness*
- ❖ *Risk and Uncertainty Planning*
- ❖ ... *Positive thinking and responsiveness*
- ❖ .. *Safety and First Aid*



*Ease of
Education
and
Curriculums*





Statement of Purpose



- ❖ *Educational institutions are the most important investment drivers for the young generation*
- ❖ *New Academic years often mean distribution of Curriculum details, Diaries, Books, Uniforms, Mode of learning enablers that develop a certain opinion about the ease of education and needful awareness of the period ahead*
- ❖ *Tomorrows for the students need newer feature inclusion for systemic expectations and management of influencers via EOE Planners for*

- Risk and Uncertainty Planning*
- Positive thinking and responsiveness*
- Safety and First Aid and One-stop lateral thinking guidance for defining livelihood for the objectivity of using this education and analytics for the quality of life or career management ahead*



Defining Livelihood

EOE Planners and additional Guidance & Categorical Awareness

Ease of Education

- Academic Learning
- Development
- Growth
- Defining Livelihood
- Enabling Analytics for Resource Provisioning
- <https://venkataoec.wixsite.com/ease-of-education>



Guidance for Defining Livelihood

- Systemic Expectations
- Educational Expectations
- Knowledge Enabling Expectations
- Skill Development

Level of education:

Affiliated Board:



Defining Livelihood

Ease of Education

- Academic Learning
- Development
- Growth
- Achieving Livelihood
- Enabling Analytics for Resource Provisioning



Systemic Expectations

- Growth and Development
- Self-development
- Future Reasoning
- Visualizing Belief

Level of education:

Affiliated Board:



Defining Livelihood

Ease of Education

- Academic Learning
- Development
- Growth
- Achieving Livelihood
- Enabling Analytics for Resource Provisioning



Level of education:

Affiliated Board:

Educational Expectations

- Books
- Study/Reference Guides
- Resources for virtual/online learning
- Educational Allowance
- Transportation Allowance
- Hostel/PG Allowance
- Medical Benefits Allowance



Defining Livelihood

Ease of Education

- Academic Learning
- Development
- Growth
- Achieving Livelihood
- Enabling Analytics for Resource Provisioning



Level of education:

Affiliated Board:

Knowledge Enabling Expectations

- Reference Books
- Workshops
- Participation in competitions
- Pilot project/product/ service implementations
- Training/Upskilling



Defining Livelihood

Ease of Education

- Academic Learning
- Development
- Growth
- Achieving Livelihood
- Enabling Analytics for Resource Provisioning



Level of education:

Affiliated Board:

Skill Development

- Courses
- Certifications
- Skill enabling real world interactions
- Assistance for additional study programmes
- Adhoc Transportation Allowance
- Adhoc Hostel/PG Allowance

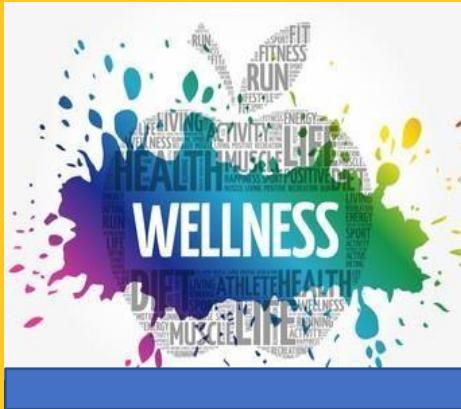


Dependent Health and Wellness

Vaccinations/Immunization

Taken/Assistance

- (Guided Vital health programmes)
- Anti-tetanus
- Anti-allergy
- Hepatitis A
- Hepatitis B
- HPV (For active adults)
- Polio drops (for children)
- (Wheel chair assistance)
- Hib (for children)
- Aids (Eye wear/speech correction/hearing)



Guidance for Wellness

- Supportive & Sustainable Super Food Programmes for the family
- Insurance policy facilitation or corpus allowance
- Personal Hygiene
- Worm infestation
- Drugs and Medicines
- Ointments and Creams
- Anti-addiction programmes

Level of education:



Building more Vital Health understanding

Healthcare group for quality of life: Educated family/Partially Educated family/Uneducated family/Other requirements

Weight: Normal/Under-weight/Overweight/Needs monitoring/Do not know

Blood picture diagnostics: Normal/Susceptible/Needs monitoring/Do not know

Blood sugar diagnostics: Normal/Low/High/Needs monitoring/Do not know

Blood pressure diagnostics: Normal/Low/High/Needs monitoring/Do not know

Cardio-vascular function diagnostics: Normal/Diagnosis available/Susceptible/Needs monitoring/Do not know

Liver function diagnostics: Normal/Diagnosis available/Susceptible/Needs monitoring/Do not know

Renal function diagnostics: Normal/Diagnosis available/Susceptible/Needs monitoring/Do not know

DNA/RNA (mutation) diagnostics: Normal/Diagnosis available/Needs monitoring/Do not know

Auto-immune system diagnostics: Normal/Diagnosis available/Needs monitoring/Do not know

Level of education:

Affiliated Board:



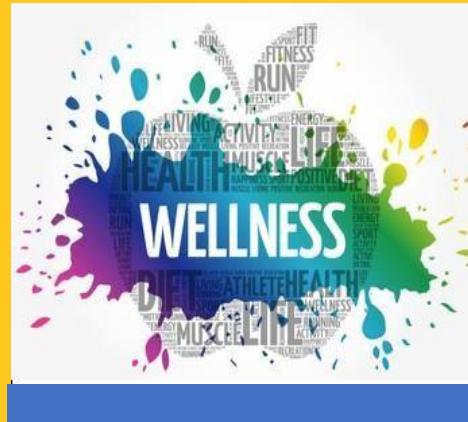
Projects for Health and Wellness

Super Foods Gardening

- Healthy Heart garden activities
- Anti-addiction garden activities
- Natural Remedies and Health
- Natural Health and Wellness Remedy Clusters

Level of education:

Affiliated Board:



EOE Planners and additional project activities

Super Foods (fruits and vegetables)

- Apples
- Bananas
- Berries
- Broccoli
- Cinnamon
- Turmeric
- Carrots
- Garlic



Projects for Safety & First-Aid

Do you know what to do for

- Cuts/Wounds
- Burns
- Fractures
- Bites
- Stings



Level of education:

Affiliated Board:

Do you have assistance for

- Supportive Requests
- Close knit Welfare
- Rising air pollution levels
- Deteriorating health and wellness due to environmental influences



Project Activities for mitigation of sudden events

Do you know what to do for

- Snake bites
- Electric shocks
- Bites
- Stings
- Fires
- Heat waves
- Cold waves
- Climate change related illnesses



Do you get Project Activity updates for

- WHO Health indications
- Generation NEXT Analytics
- Safety Warnings
- Safety Reminders
- Supply chain information for easing out or budgeting educational expenses

Level of education:

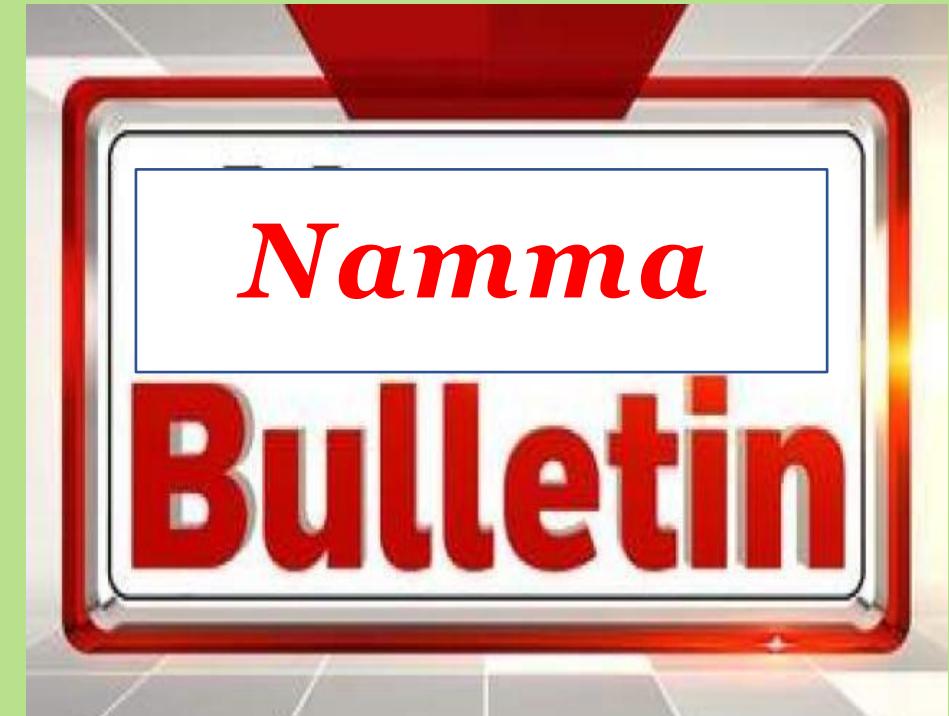
Affiliated Board:



Ease of Education

This institution or its Projects Centres can receive and send bulletins for

- Health & Wellness Programmes
- Life Skills Understanding / Reverts
- Activities of Super Food Gardening
- Estimated activities for Green Building Guidelines
- Saving Lakes, Ponds & Wells
- Acid Rain warnings
- Conscious roleplay for climate change mitigation and adaption
- City planning schedules
- Risk, Uncertainty and Critical path management
- Planning, Evaluation, and Resolution
- Transformationsto Service, or Amenities



Level of education:

Affiliated Board:

2025

*January**



SUN		5	12	19	26
MON		6	13	20	27
TUE		7	14	21	28
WED	1	8	15	22	29
THU	2	9	16	23	30
FRI	3	10	17	24	31
SAT	4	11	18	25	No

2025

February



SUN		2	9	16	23
MON		3	10	17	24
TUE		4	11	18	25
WED		5	12	19	26
THU		6	13	20	27
FRI		7	14	21	28
SAT	1	8	15	22	A blue circle with a white diagonal slash.

2025

March



SUN	30	2	9	16	23
MON	31	3	10	17	24
TUE	⌚	4	11	18	25
WED		5	12	19	26
THU		6	13	20	27
FRI		7	14	21	28
SAT	1	8	15	22	29

2025

April



SUN		6	13	20	27
MON		7	14	21	28
TUE	1	8	15	22	29
WED	2	9	16	23	30
THU	3	10	17	24	A blue circle with a diagonal slash through it, representing a no-go or cancellation.
FRI	4	11	18	25	
SAT	5	12	19	26	

2025

May



SUN	A blue square with a white circle containing a diagonal slash, representing a 'no' or 'prohibited' symbol.	4	11	18	25
MON		5	12	19	26
TUE		6	13	20	27
WED		7	14	21	28
THU	1	8	15	22	29
FRI	2	9	16	23	30
SAT	3	10	17	24	31

2025



June

SUN	1	8	15	22	29
MON	2	9	16	23	30
TUE	3	10	17	24	🚫
WED	4	11	18	25	
THU	5	12	19	26	
FRI	6	13	20	27	
SAT	7	14	21	28	

2025

July



SUN		6	13	20	27
MON		7	14	21	28
TUE	1	8	15	22	29
WED	2	9	16	23	30
THU	3	10	17	24	31
FRI	4	11	18	25	🚫
SAT	5	12	19	26	

2025

August



SUN	31	3	10	17	24
MON	∅	4	11	18	25
TUE		5	12	19	26
WED		6	13	20	27
THU		7	14	21	28
FRI	1	8	15	22	29
SAT	2	9	16	23	30

2025

September



SUN	1	2	3	4	5	6
MON	7	8	9	10	11	12
TUE	14	15	16	17	18	19
WED	21	22	23	24	25	26
THU	28	29	30			
FRI						
SAT						

2025

October



SUN		5	12	19	26
MON		6	13	20	27
TUE		7	14	21	28
WED	1	8	15	22	29
THU	2	9	16	23	30
FRI	3	10	17	24	31
SAT	4	11	18	25	28

2025

November



SUN	30	2	9	16	23
MON	🚫	3	10	17	24
TUE		4	11	18	25
WED		5	12	19	26
THU		6	13	20	27
FRI		7	14	21	28
SAT	1	8	15	22	29

2025



December

SUN		7	14	21	28
MON	1	8	15	22	29
TUE	2	9	16	23	30
WED	3	10	17	24	31
THU	4	11	18	25	29
FRI	5	12	19	26	
SAT	6	13	20	27	

2026

January



SUN	A yellow circle containing a black, stylized 'N' or similar symbol.	4	11	18	25
MON		5	12	19	26
TUE		6	13	20	27
WED		7	14	21	28
THU	1	8	15	22	29
FRI	2	9	16	23	30
SAT	3	10	17	24	31

2026

February



SUN	1	8	15	22	A yellow globe icon with a blue and white network pattern.
MON	2	9	16	23	
TUE	3	10	17	24	
WED	4	11	18	25	
THU	5	12	19	26	
FRI	6	13	20	27	
SAT	7	14	21	28	

2026

March



SUN	1	8	15	22	29
MON	2	9	16	23	30
TUE	3	10	17	24	31
WED	4	11	18	25	A blue circle with a white diagonal slash, indicating a ban or restriction.
THU	5	12	19	26	
FRI	6	13	20	27	
SAT	7	14	21	28	

DRAWING TO LIFE INDIA

**FROM NAMMA
BENGALURU**



Ease of Education

PROJECT CENTRE

Voice of Project Centre (VOPC)			Voice of Student (VOS)			LEVEL & PROCESSES
S No.	Verbatim	VOPC Category	S No.	Verbatim	VOS Category	
1			1			
2			2			
3			3			
4			4			
5			5			
6			6			
7			7			
8			8			
9			9			
10			10			
11			11			
12			12			
13			13			
14			14			
15			15			
16			16			
17			17			
18			18			

Voice of Project Centre:
Effectiveness within scope of education

Voice of Student: Lateral Thinking in addition to scope of education

Key Performance Indicator:
CTLT (Critical Time to Lateral Thinking)

PROCESSES:
PROJECT ACTIVITY GUIDE
CATEGORICAL AWARENESS
ADHOC EXPENSES PLANNING

Project Activity selection Guide (VOPC & VOS PROCESS)

S No.	Insights to be considered	Rating				
		Very Low	Low	Moderate	High	Very High
		1	2	3	4	5
1	How important/ urgent it is to do this project right now ?					
2	How much does this Project help the institution / students to support or work towards their Mission, Vision or Goals for Lateral thinking?					
3	How much impact will this project have in terms of improved scope of education?					
4	What is the level of availability of right resources for this project within the EOE Project Centre/Team/ Institution?					
5	How much savings will this project have in term of time and effort for real world scenarios?					
6	How much clarity does the team have on lateral thinking for this project ?					
7	How much benefits (Tangible or Intangible) will this project will give to the students/families?					
8	What's the probability of completing this project with in agreed time duration ? (Usually periods/hours/days/weeks)					
9	What evel of systemic accuracy can be achieved in capturing the relevant data around this project ?					
10	What's the availability of right data to complete this project successfully ?					
11	What's the level of resource provisioning needed from the Centre's/Institution's side ?					
12	What is the level of support offered from Project Centre Leadership Team ?					

PROJECT CHARTER

Project Name	Project Centre Case	In scope/ Out of Scope	Level of education	Project Owner
				Decision maker
			Current	
			Expected	
			Achieved	

Problem statement	Goal Statement (SMART)	CTLT for features	Level
			Process
		Target	
		Achieved	

Mile Stones										ARMI (Approver, Resource, Member, Interested Party)				
Phase	Start Date		End Date		TGR		Name	Level of education	A	R	M	I	Hours/Week	
	Planned	Actual	Planned	Actual	Planned	Actual								
Define														
Measure														
Analyze														
Improve														
Control														

STAKEHOLDER ANALYSIS (PROJECT CENTRE)

Project Closure Document

Level:

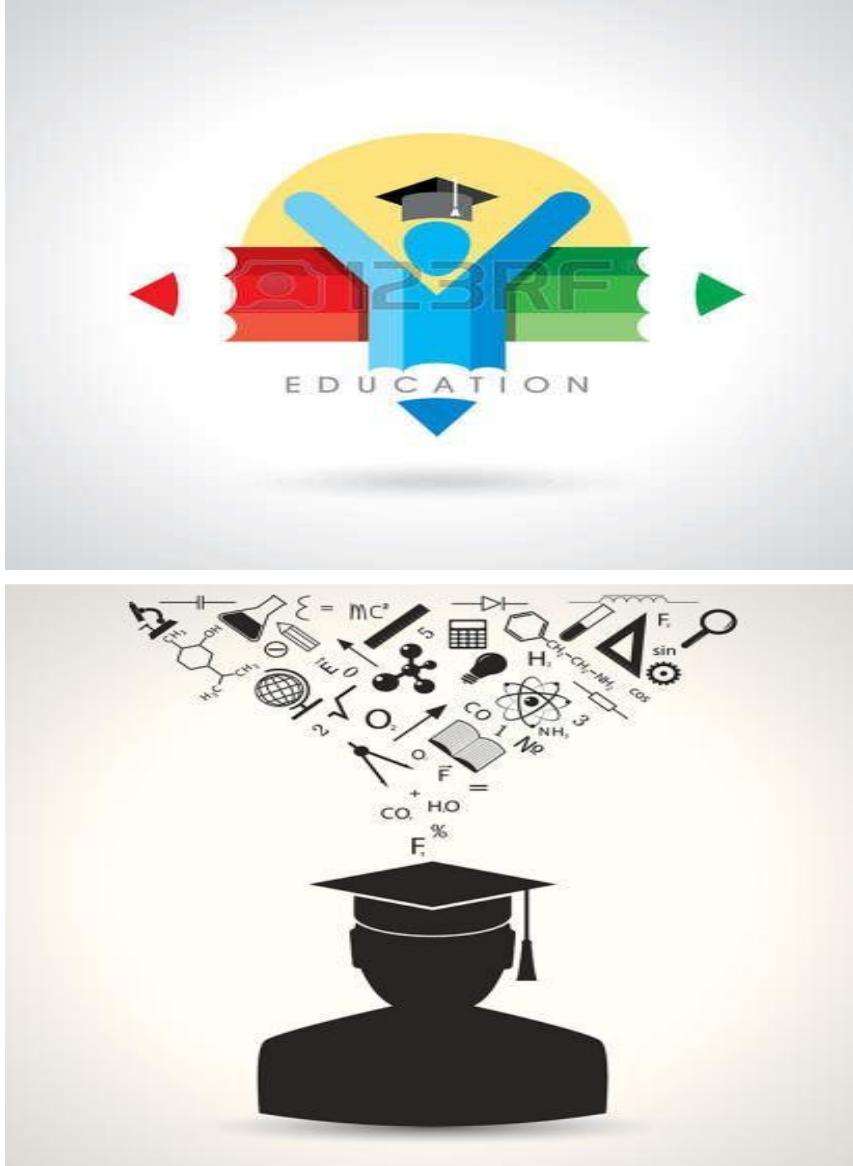
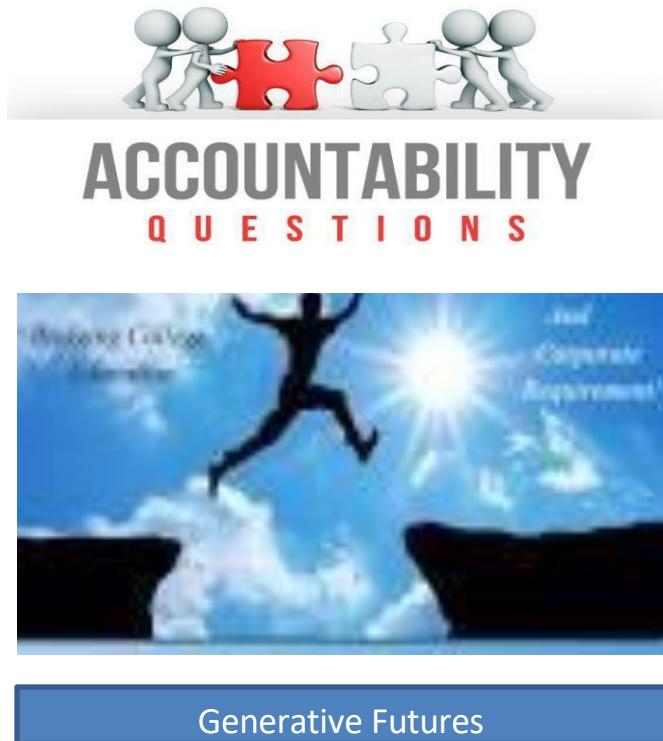
Project Title	(Mention the project title)			Team Members	Name all the team members		
CTLT	(Define Critical to Lateral Thinking for Feature Inclusion)			Base Line	Target	Achieved	DATE
Benefits Type			Project Closure Summary				
Tangible or Intangible (Mention the benefits from the project)							

Project Closure Document

Role	Project Centre Sponsor	Project Champion	Project Leader	Project Centre Controller
Name				
Std/Level				
Date				

EVALUATION OF LT FEATURES		Within Scope	R	Out of Scope
			E	
			A	
			L	
			W	
			O	
			R	
			L	
			D	
			I	
			M	
			P	
			A	
			C	
			T	

- **Project Centre (Report)**
- **By**
- **K.S.Venkatram**
- **EduEssentials**
- **M: 9342867666**
- **Email ID: venkataoec@gmail.com**



Project Centre (Report)

Dated:

Name of Project :

Curriculum & Year:

Name and address of Project Centre or institution:

Project Centre Id:

Project Group:

Semester:

Contact details for the Project:

Telephone numbers:

Mobile numbers:

Email ID(s):

Contact details of the Project Centre:

Telephone numbers:

Mobile numbers:

Email ID(s):

Any other details that need to be considered:

Project Centre (Report)

Name(s) of Project Guide(s)

Part of any organization:

Contact details:

Name(s) of Project Mentor(s)

Part of any organization:

Contact details:

Project Centre (Report)

Basic profile or statement of purpose

Specifics for Sustainable Development and Growth

If there are problems, specify:

Scope for problem solving:

If there are problems, specify:

Project Centre (Report)

Any handicap or special ability of the member(s)

Utilization of any assisting devices or aids by the member(s)

Project and its need for assistance or special facilities

- Ramps for wheel chairs
- Well-designed and properly maintained stair rails
- Lifts or Elevators
- Special category toilets
- Others

If others, specify details:

Project Centre (Report)

Project Centre Policies, Procedures and Records:

Identification and Assessment of Risks:

Project Centre (Report)

Whether Project is intellectual property or insured Yes No

If so, provide suitable details:

Records for Secure disclosure:

Details:

Whether any assistance needed for disclosure or IP development?

Project Centre (Report)

Schedule management:

In case of concerns or other arrangements, specify details:

Project Centre (Report)

Resource management:

In case of concerns or other arrangements, specify details:

Project Centre (Report)

Funds management:

In case of concerns or other arrangements, specify details:

Project Centre (Report)

Project Centre specific management

In case of concerns or other arrangements, specify details:

Project Centre (Report)

Critical Areas of attention:

In case of concerns or if assistance is needed, specify details:

Project Centre (Report)

Others requirements or involvement(s):

If others, specify:

Project Centre (Report)

Feedback: This section could be filled in by the team or member(s).

(+) Centre's assistance for allotment of time, resources and funds

Very satisfied

Satisfied

Have issues

In case of issues, specify details:

(+) Interaction with Project Guide(s)

Very satisfied

Satisfied

Have issues

In case of issues, specify details:

(+) Interaction with Project Mentor(s)

Very satisfied

Satisfied

Have issues

In case of issues, specify details:

Project Centre (Report)

Team-level learning abilities:

- Satisfactory
- Have issues

In case of issues, specify

Interaction with Project Centre or institution's administration

- Very satisfied
- Satisfied
- Have issues

In case of issues, specify details:

Interaction with senior students

- Not applicable
- No issues
- Have issues

In case of issues, specify details:

Interaction with peers

- No issues
- Have issues

In case of issues, specify details:

Project Centre (Report)

Interaction with Project welfare counselor

- Not applicable
- Very satisfied
- Satisfied
- Have issues

In case of issues, specify details:

Counselor's report (if relevant section to be filled by Project Centre):

Whether disclosed? Yes No

If no, why so?

Any cause for concern? Yes No

If yes, specify details:

Areas of improvement for team or member(s):

Project Centre (Report)

Any Complaints or redressal that need to be addressed by the Project Centre

- Not applicable
- No complaints
- No redressal issues
- Have issues

In case of issues, specify details:

Project Centre (Report)

Feedback on Project Centre by member(s) (to be reviewed by the institution)

- Good
- Satisfactory
- Missed assessments
- Affected by Project in-situ or external factors

If affected, specify details:

- If affected by in-situ factors

If affected, specify details:

- If affected by external factors

If affected, specify details:

- Any other cause for concern

Details:

Project Centre (Report)

Explanation by the Project welfare counsellor on what affected the Project team and their effort, where purpose is discussed for a continual review on periodic influencers (to be filled in by member(s))

Satisfactory explanations available
If No, or help sought specify details:

Yes No

Project Centre (Report)

Confidential Evaluation of project for any GOI alignment: (This needs to be filled in periodically by the Project Guide, Project Mentor or Project Welfare counsellor)

Nature of Project Report:

Alignment via design:

Scope of implementation:

Project understanding for development, solution finding or re-engineering:

End to end management of the investment of time, resources and funds:

Any other cause for concern

Details:

Project Centre (Report)

Project indicators (to be filled in by institution)

These indicators will be used by a higher level authority to assess usefulness of the Project Centre for this student.

Satisfactory implementation with Centre's norms Yes No

If No, specify details:

Satisfactory monitoring Yes No

If No, specify details:

Satisfactory evaluation Yes No

If No, specify details:

Satisfactory escalation Yes No

If No, specify details:

Any other communication Yes No

If Yes, specify details:

Verified By:

Date:

Authorized By:

Date:

DRAWING TO LIFE INDIA

**FROM NAMMA
BENGALURU**



Ease of Education

**WELLNESS ASSIST
CENTRE**

Name of Healthcare (Claim) Policy:

Secure Your Life (Companion Card) [Y]/[N]

Card No:

Name:

(Mobile Pattern)

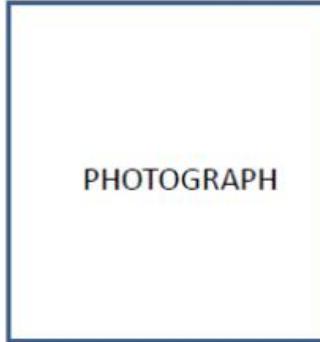
Sex: Age:

Blood Group:

Blood pressure (level): High/Normal/Low

Blood sugar (level): High/Normal/Low

Life changing condition (if relevant):



PHOTOGRAPH

Anti-microbial resistance incidences (if relevant):

Organ donor (details):



Linked AADHAAR No:

Linked with Healthcare (Claim)

Policy No:

Card valid from:

Card valid till:



Name:

Card no:

Whom to contact and important details in case of an emergency

Telephone numbers:

Names of family doctor or physician and contact numbers:

Names of preferred hospital or nursing home and contact numbers:

Medical history:  If [Y], URL for lookup:

Last major complaint:  If [Y], URL for lookup:

Preferred First-aid or Emergency services (medication, medical equipment registration for emergency admission & need for treatment details, whom to contact numbers):

Whether on prescription medicines? Yes/No

Whether under treatment? Yes/No

Any adverse drug reactions:

If found please return to:

 If [Y] or  image present means that this information is part of a database

2

Your Companion Card

- A Secure Your Life offering

A. Purpose of card

As a companion, the **Secure Your Life (Card)** helps secure life when you are vulnerable to chances of incidence of injuries, accidents, medical conditions and health emergencies at any kind of location, irrespective of whether the location is a part of an everyday experience or is visited incidentally.

The **Secure Your Life (Card)** increases the 24x7 preparedness to help you empower anyone to protect or preserve your life, via information that helps reduce threat, risk and issues in decision-making.

The Companion card also includes a **Secure Your Health (booklet)** and **Disaster management + First Aid Guides** that can increase wellness and add measures to be taken after an incidence or accident not with the idea to cure, or to replace services offered by the medical community but to prevent further harm from happening.

B. Availability of card

The Secure Your Life (Card) will be available as handouts to all people, or as a mobile application enabled download to those who are mobile savvy and as a corporate (full-fledged) product for healthcare providers, businesses, institutions, apartment associations interested in promoting veritable health and wellness.

C. How to fill in the card

The Secure Your Life (Card) needs you to follow a set of standardized steps such as

Side 1 of the card

Step 1: If your card has been stored in a database, you will need to tick [Y] in the  option or you will need to tick [N].

For people availing the Card as a simple handout, the card information will not be stored in a database unless the same is explicitly uploaded using a specific application.

Step 2: If your card is part of a mobile application or corporate product, the Card No will be automatically generated with the help of the following algorithm.

Card No: <AADHAAR NO or HEALTHCARE POLICY NO> <Name as entered in the card>

If your card is a simple handout, you can enter your Card No by adopting the above algorithm or leave it blank.

3

Akaash Open Enterprise Center

53 East Park Road, 2nd Floor, Between 15th& 16th cross, Malleswaram,
Bangalore – 560055

Ph: 91-080-23347424 M: 9342867666

Email: venkataoec@gmail.com

Step 3: You will need to enter your name as mentioned in your Aadhaar Card or Healthcare Policy.

In case you do not have both or have issues with either of the two, you can enter your name in the following format.

Name: <First name> <Last Name>

Step 4: You will need to enter your sex as Male, Female or Others as applicable

Step 5: You will need to enter your age in presently completed years and months.

In case you are not sure you can enter the approximate number of years completed.

Photograph: You are expected to paste or upload your recent photograph to help associate the card with yourself (the person carrying the card).

Blood Group: You will need to enter your blood group, after the same has been tested at a diagnostic laboratory.

The users of the card will not rely on the blood group recorded for a person, as it is recommended that the same be ascertained as appropriate from other sources and at the healthcare provider's facility.

	Group A	Group B	Group AB	Group O
Red blood cell type				
Antibodies in Plasma			None	
Antigens in Red Blood Cell				None

To address the case of a passer-by or medical representative or healthcare expert needing to use the afflicted person's mobile for details of the card, it will be expected that to enable such access, the afflicted person will secure access to his or her mobile via a specific screen lock pattern i.e. the letter denoting the blood group of the person - for example "U inverted" for all people with blood groups A+ or A-, for example "modified R" for all people with blood groups B+ or B-, for example "modified O" for all people with blood groups O+ or O- and "modified G" for all persons with blood group AB+ or AB-.

4

This information will be understood only by people pledging to use the "Secure Your Life Card" to preserve and protect life. This is the only easy but universal solution that can be developed without expecting the mobile vendors to re-design software specific facilitation of emergency access to a mobile.

Step 6: You will need to enter your blood pressure level as Low, Normal or High.

It is compulsory that you know your blood pressure levels when you enter this information.

Step 7: You will need to enter your blood sugar level as Low, Normal or High.

It is compulsory that you know your blood sugar levels when you enter this information.

Step 8.a: You will need to enter whether you suffer from any other life changing condition like

Epileptic, Narcolepsy, Paralyzed, Disabled, Specially-able, Blind, Deaf, Mute or indicate any other point of concern.

Step 8.b: You will need to enter whether you suffer from anti-microbial resistance like

First-line antibiotics mentioned in a culture & sensitivity report have not worked for you.

Antibiotic Susceptibility Test with AMR indication for susceptible, intermediate and resistance results for priority pathogens and antibiotics

Step 9: You will need to enter whether you are an organ donor with details about the organs you have pledged to donate

Step 10: You can enter your Aadhaar Number if you would like to explicitly provide this information. In the future, it is expected that this linking may provide some other benefits.

Step 11: You can enter your Healthcare Policy Number if you would like to explicitly provide this information. In the future, it is expected that this linking may provide some other benefits.

You also are expected to enter your Healthcare Policy name at the top of the card, for easy reference, In case you do not have a healthcare policy you can leave it blank.

Step 12: You can enter the valid from and valid till details for your Card to help anyone use your information to protect or save your life.

If you do not enter this information, then it is expected that the details in your Card are always valid:

Side 2 of the card

You are expected to enter your Name or Card number on this side too, if you are manually entering information. This step will ensure visibility and relevance for a person referring to only this side of the card,

Step 13: Whom to contact and important details in an emergency

13.1: Telephone numbers: Enter the numbers that you would like someone to call in case of a need

13.2: Name of a family doctor or physician and contact numbers if these details are available

13.3: Name of a preferred hospital or nursing home if you would like specific medical practitioners or staff to be consulted when there is a need

13.4: Medical history if you would like specific details of your history to be available when there is a need.

In case you would like to empower a person/medical representative/healthcare expert to lookup up this information you can provide a URL that needs to be in a particular format

Associated URL: <http://<Web site of preferred hospital or nursing home or healthcare provider>/SecureYourLife>, where the web page will show 2 fields a Patient name (similar to the name in the Card) and Emergency Code to enable a person to lookup your medical history.

If the Patient name does not match, it is expected to enable you to search using the First name and Last name combination.

The Emergency Code is one that will be defined as per the (healthcare providers) segment's response to this proposal.

13.4: Last Major Complaint if you would like specific details of your last major complaint to be available when there is a need.

In case you would like to empower a person/medical representative/healthcare expert to lookup up this information you can provide a URL that needs to be in a particular format

Associated URL: <http://<Web site of preferred hospital or nursing home or healthcare provider>/SecureYourLife/LastMajorComplaint>, where the web page will show 2 fields a Patient name (similar to the name in the Card) and Emergency Code to enable a person to lookup your last major complaint.

If the Patient name does not match, it is expected to enable you to search using the First name and Last name combination.

The Emergency Code is one that will be defined as per the (healthcare providers) segment's response to this proposal.

13.5: Preferred First Aid or Emergency services if would like the person or medical representative or healthcare expert to take into account the nature of first aid or emergency services that you would most likely require like

- (a) The medication that is supposed to treat your incidence
- (b) The medical equipment that is meant to stabilize your condition or improve it
- (c) Registration for emergency admission, where the Companion Card can provide details and/or ease the difficulties faced in such circumstances. While needing to make arrangements for blood for the afflicted person, it is expected that the blood group needs to be ascertained prior to reporting any details regarding the same.
- (d) The nature of first aid, treatment or immediate care; with contact numbers of healthcare experts or dedicated medical representatives or people who can clarify or confirm what is to be done.

(d) The nature of first aid, treatment or immediate care; with contact numbers of healthcare experts or dedicated medical representatives or people who can clarify or confirm what is to be done.

13.6: Whether you are on prescription medicines: if you mention yes, it becomes important for a healthcare expert or medical representative or person providing first aid to review your medical history. This can be done by looking up the URL or medical history section.

13.7: Whether you are under treatment: if you mention yes, it becomes important for a healthcare expert or medical representative or person providing first aid to review your last major complaint and/or medical history. This can be done by looking up the URL or medical history & last major complaint section.

13.8: Any adverse drug reactions: if you mention yes, you would need to enter the drugs or medication that you are allergic to or cannot be administered.

13.9: If found please return to: you will need to enter an address that can be used to return the found card or a telephone number that can be called to help do this. This is important as personally you would not want to lose your card and forget about it, if you are in circumstances where you cannot re-print or re-generate the same - quite soon enough.

As a practice the following questions do arise in the implementation of this card...

a. What will make a passer-by, or person, or medical representative or healthcare expert search for this card on your person in case of need? How will a passer-by, or person, or medical representative or healthcare expert know that this information can save your life?

Answer: It is expected that the card will become public domain information, and sufficient highlighting will be done by different civic bodies and panels to request anyone attending to any afflicted person to search for the same on the person, while attending to an injury, accident, medical condition or emergency.

This card will have this image in the top extreme right hand corner indicating that this information can save life



b. What can be done if at the time of need a card is lost or damaged?

Answer: It is expected that a copy of the card of an afflicted person will be available to a healthcare expert, or medical representative or person administering first aid, via a well known mobile application on the afflicted person's SMART phone.

To address the case of a passer-by or medical representative or healthcare expert needing to use the afflicted person's mobile for details of the card, it will be expected that to enable such access, the afflicted person will secure access to his or her mobile via a specific screen lock pattern i.e. the letter denoting the blood group of the person - for example "U inverted" for all people with blood groups A+ or A-, for example "modified R" for all people with blood groups B+ or B-, for example "modified O" for all people with blood groups O+ or O- and "modified G" for all persons with blood group AB+ or AB-.

In case the afflicted person does not have a SMART phone with him or her or if the phone itself is damaged, it is proposed that any other identification document like the Aadhaar card, PAN card, Voter's id, Driving license can be used to lookup the card for the afflicted person from a <http://www.Re-secureYourLifeCard.com> website if the same has been re-secured at the time of printing or generation of the card.



Mission Health Card

2. Lifecycle of the Mission Health Card

It is proposed that the Mission Health Card should be updated on the following basis:

1. At the start of each academic year
2. As per any schedule for Student Health Management
3. As per any health condition based requirements of a child
4. As per the need to revise information for a child
5. When a child leaves the institution or graduates



Mission Health Card

3. Purpose of the Mission Health Card

1. Just as India (as a country) is progressing in its endeavors to incorporate sustainable development and growth in the industry, the central & state governments and urban & rural landscapes, it is also important to ascertain that all children in their formative years benefit from Student Health Programmes (targeted towards their holistic development and growth).
2. With this as the background interest, the Mission Health Card can be used to steer the National Health Mission through the various diversities, challenges, learning curves and level of ownership that may be evident in each institution interested in Student Health Management.
3. The Mission Health Card could be used by institutions to publish certain indicators of health and development of children, which thereon could help a higher level authority ascertain the Health, Growth and Immunity level (HGI) trends of children. These trends could thereon be compared with any norms or benchmarks set at a state, national or global scale.



Mission Health Card

4. To focus on any development and growth on a large scale, one needs to understand that the differences in the success levels for any programme are mainly due to lack of infrastructure, lack of funds, lack of governance, difference in knowledge levels, divide between the rich and the poor, internal motivation and need etc.
5. The Mission Health Card and its framework is designed to address such issues and to also unify & bridge endeavors to ensure that students are cared for in their development years. As a first step, it is intended to implement the Mission Health Card for all school and junior-college students enrolled under the CBSE, ICSE, ISC, pre-university and state board levels.



Unified endeavors

Mission Health Card

4. Student health has a direct impact on our inter-connected tomorrows

1. Population growth, economic crisis, cost escalations, climate change and competition will soon make it essential for children to perform adeptly for any escalations in expected learning, intellectual development and self-management.
2. Rising external and internal stress levels will make it necessary for families of children and institutions to focus on promoting PNI influencers (where P stands for physical development, N stands for neurological health or mental well-being and I stands for immunity buildup).
3. More ever, a rise in the need for healthcare due to changing disease profiles, the dynamic nature of vector-borne diseases, environment pollution and climate change trends show that children will be an afflicted lot, if universal endeavors are not put in to care for them during their developmental years.
4. Further more in a country like India, there is yet a disconnect in the role of educational institutions to not only ensure intellectual development but to also facilitate and ensure positive HGI trends in children during their formative years. The road ahead needs positive policy formulation and solutions deployment.



Mission Health Card



5. What educational institutions do today for the well-being of their students?

Educational institutions have put in several measures to care for their students. These measures encompass different steps such as:

- a. Mandating each student submit a basic health report at the start of each academic year
- b. Including yoga, sports and recreational activities in the curriculum
- c. Providing counseling services
- d. Supporting group activities and peer-level interaction for issues & areas that are important for children in their developmental years
- e. Holding free-format discussions to help children understand all aspects of well-being during their formative years
- f. Periodically inviting experienced practitioners, consultants and organizations to visit their institutions to improve the health, well-being and understanding of their students
- g. Mandating minimum number of days of attendance, whereby the student is told to submit a medical certificate explaining absence, if he or she avails more than 3 days of leave
- h. Publishing notices or authorization information to provide relief to afflicted students
 - + To help them take up any retests or re-examinations, if afflicted during any period of assessment
 - + Encouraging parents to abstain from sending their children (if unwell) to the institution, to prevent any infection or contagious disease from spreading

Mission Health Card



6. What many educational institutions do not do for their students?

Today many educational institutions do not work in unison to provide support (whether infrastructure wise or financially) to children for instances such as:

- a. Student can avail of (financially aided) healthcare services like reliable referrals, timely screening and adequate treatment & care
- b. Student is immunized as per National Health Mission guidelines and also to ensure proper development and growth
- c. Student consumes a well-balanced diet with special emphasis being given to micro-nutrient management (for vitamin A, C, D, E, iron, folic acid)
- d. Student is regularly dewormed as per National Health Mission guidelines or as per incidence
- e. Student is an ensured beneficiary in health promoting activities like yoga, physical education, health education, sex education, counseling services and complaints redressal
- f. Student can (at any time) avail of First-aid facilities as befitting the need or is immediately referred to a nearby healthcare organization under supervision and accountable intervention
- g. Student is issued a Health Card Report that helps summarize steps for incorporation of measures, monitoring, evaluation and escalation for proper development and growth. This report could be issued at the end of each academic year or as per any other need.

Mission Health Card

7. **Possible pros and cons in implementing the proposed Student Health Programme and Card?**
 - a. Personal or sensitive information about a student may become more accessible
 - b. Educational institutions may feel that they will become accountable for interventions by the Ministry of Health and Family Welfare
 - c. There may be a shift in focus from the current expectation of “just educating children” to a new responsibility of “educating children and caring for their proper development and growth”
 - d. Educational institutions will need to setup infrastructure and funds for this programme (where this step does not include providing mid-day meals as this is not a universal need)
 - e. Educational institutions will need to spend additionally for implementing this programme, where they may even need to apply for financial assistance from the Ministry, or the Government, or NGOs or philanthropists
 - f. Educational institutions will need design, develop and implement standard operating procedures for Governance, Quality assurance and Management of interactions to ensure success of this programme
 - g. Educational institutions will need to make revisions to their calendar of events to ensure sufficient time and focus is given for the implementation of the Student Health Programme and the associated Health Card



DRAWING TO LIFE INDIA

**FROM NAMMA
BENGALURU**



Ease of Education

SUPPORT CENTRE

**(Furthering
Self-development)**

Learning for self-sustenance

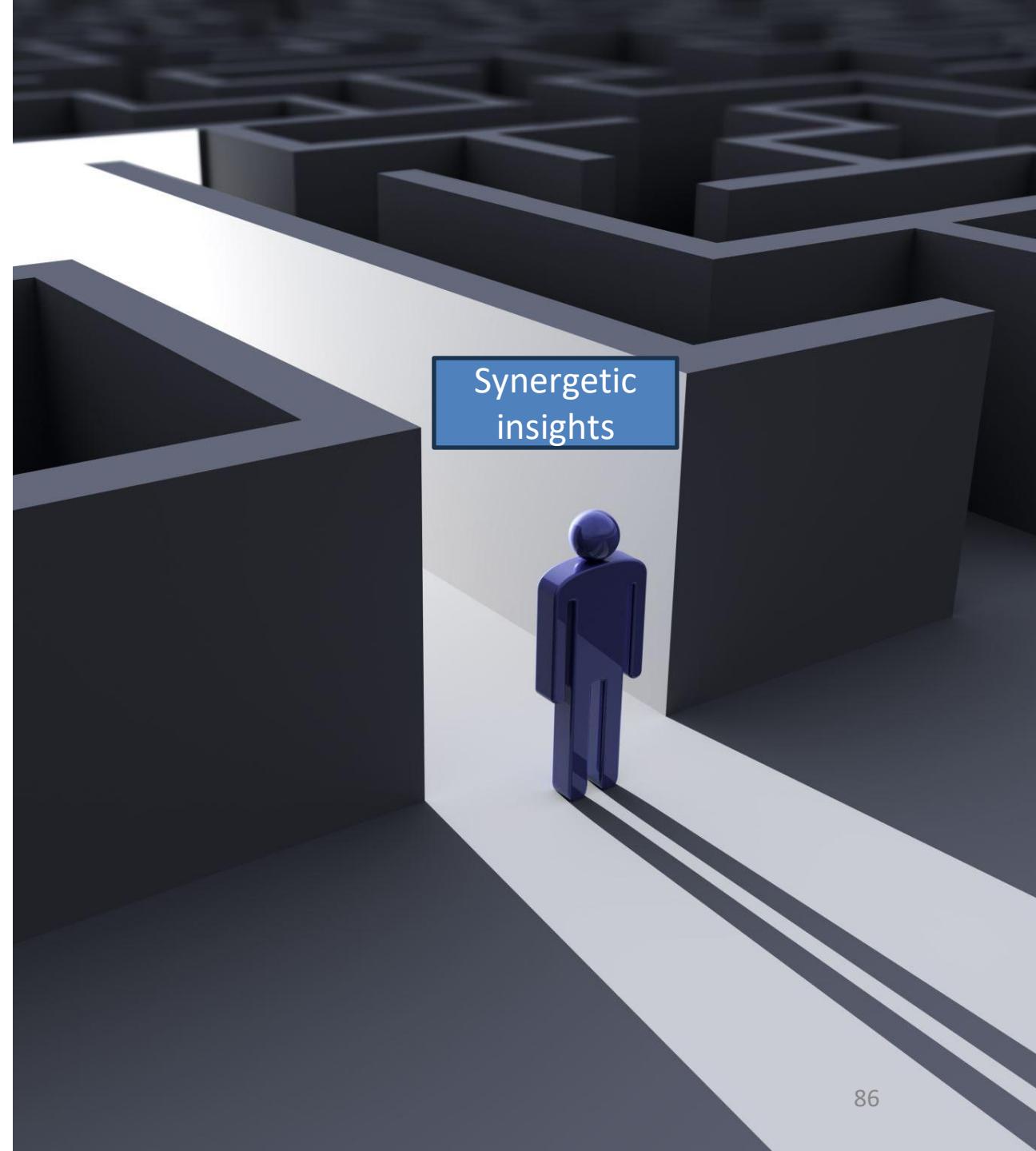
Table of Contents	Page No
1. Who are you	86
2. Your Aptitude for Quality of Life	87
3. What do you think as the cause and effect	88
4. What shapes your conviction and belief balancing	89
5. Understanding how thinking shapes decisions	90
6. Understanding self-influencers	91
7. Coverage of issues/influencers	92
8. Practicable Role Model	93
9. An empirical study-based Learning Centre	94

Helpful questions

Who are you?

To understand how learning via questioning and self-upholding can help you improve your Quality of Life, it is important to identify who you are, your target group and your pursuits. Are you

- A Student?
- A Professional?
- An Employer?
- An Employee?
- A Retired Person?
- A Home maker?
- A Spiritual or Culturally interested person?
- A part of other profiling for self-upholding and learning? (for example, a psychotherapist)



Your Aptitude for Quality of Life

To improve your Quality of Life, your aptitude and attitude for this pursuit and fulfillment matters. To understand this aptitude and attitude, what do you believe is important for improving Quality of Life for your target group

- Personal Commitment, Concern and Care
- Personal effectiveness like accuracy in planning and effort
- Personal Compliance to legality and good practices
- Personal Resources and Resourcefulness
- Personal effectiveness concepts like Strong Character, High Energy and Goal led Excellence for related accomplishment (amidst Dynamics in the outside world)
- Understanding that mainstream issues or problems need to be continually screened and desensitized



What do you think as the cause and effect

Worry does not help improve your Quality of Life. Understanding the Cause & Effect Principles that influence this, matters. To understand how you are positioned for improving Quality of Life

- Do you feel your main expectations are unfulfilled
- Are there a sudden change in events
- Are there changes in day-to-day interactions and continuity
- Are there issues with coping up (with negative emotions or losses)
- Have issues caused a vacuum like effect limiting personal drive and heartfelt involvement
- Are there issues in being self-driven and self-aware
- Are there issues with your level of conviction and belief balancing



What shapes your conviction and belief balancing

Conviction and belief balancing improve your Quality of Life.

Understanding what shapes this, for your target group, makes a difference.

- Do you rely on mass opinion, voted choice and more empowered decisions
- Do you prefer points of views that are nourished/proven sensible
- Are your expectations for growth and development influenced by belief, culture, orientation to society not mere personal interests
- Are your decisions based on fitting growth not mere personal enrichment
- Are there issues with the learning curve for growth and development
- Are the learning curve issues related to lack of factors such as supportive competency, balanced thinking, added character building, improved self-awareness
- Are there aspects of thinking that are old or unpromising
- Do you know about the QoL axis of influence

The Quality of life (QoL) axis of influence can be seen as 4 quadrants

Q1: Personal expectations and needs, **Q2:** Self-development model, **Q3:** Open-ness to self-assessment and learning, **Q4:** Coverage for living a Healthy Life amidst dynamics



Understanding how thinking shapes

Thinking in connected manners and shaping of healthy belief balancing helps improve your Quality of Life.

Thinking using an axis of influence and connected factorization helps. This is more dependent on

Q1 Questions as to whether you would like to control life ahead

Q2 Questions as to whether you would like to grow in sync with trends

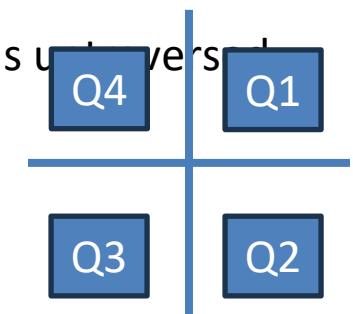
Q2 Questions as to whether you think innovation helps

Q3 Questions on whether you are open door policy based for evaluating your thinking and impactful decision making

Q4 Questions on whether you think you are capable of being a leader to walk alone or in paths versus versus

Q4 Questions regarding self-influencers or external-influencers

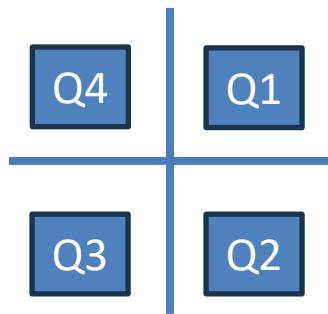
Q4 Questions on what coverage you would like to give to influencers



Understanding self-influencers

External influencers fit into different “axii” of influence and connected factorization. Self-influencers are more important for achievements. To start, what drives your doer-ship, reasoning, and competency

- Q1 Planning for self-improvement and self-sustenance
- Q1 Personal expectations
- Q2 Role building, Leadership, Control and Innovation
- Q2 Self-awareness and balanced thinking
- Q3 Being open door policy based for evaluating your thinking and impactful decision making
- Q3 Opting for self-assessments (like this one) and case-driven learning
- Q4 Expectations to be helped by self-upholding coverage for a Healthy Life





Coverage of issues/influencers

Covering issues that affect your doer-ship, reasoning, and competency help in self-improvement and self-sustenance. What are the issues that impact this?

- Your personal reasons to do things
- Your ownership and integrity
- Your conviction in balanced thinking and sense making
- Psychology that drives your planning, thinking and decision making
- Being simple, grounded and open for assessments & case-driven learning
- Needing a Role model to look up to, for known, or seemingly known or unknown solution finding (Positive thinking being a solution)

Practicable Role Model

Positive Attitudes in today's stressful world

Today all over the world mental health is being recognized as the well-being of the intellectual and emotional parts of the mind.

One important part of our minds is positive attitude, where this trait is self-developed.

Positive Attitude can help each of us do the following:

1. Deal with stress (like for example work-home balance in the life of a common person)
2. Cope up with concerning situations
3. Improve our thinking and problem-solving ability
4. Boost our self-esteem and self-confidence (which together form our “self-image”)
5. Achieve our inner potential
6. Design more Quality of Life

To develop positive thinking, one practicable Role Model is the SOAR technique

For Quality of Life, one important Role Model is incorporating a Green Product Culture in food, consumables and diets for health & wellness.

The SOAR technique

1. **S –Stop thinking** negative thoughts but sit in silence to re-energize your self. Get inspired.
2. **O –Observe** what your feelings are doing to your mind and body
3. **A –Accept** whatever has happened or is happening in an objective sense (focus on what to do next)
4. **R –Relax** and let go of your strong concern for the problem. Become more objective and results oriented.
Practicing this technique will help raise your energy levels to rethink strategy and thereon act better.

An empirical study-based Learning Centre

A proposal called a Learning Centre could use empirical studies to develop methodologies of “Qualitative analysis, Quantitative analysis, Pragmatic reasoning and Advocacy or Participation concepts” for improving or managing Quality of Life (QoL).

Empirical studies that are part of this Centre can generally rely on surveys and assessment of responses to report hypothesis findings which help design / develop/ improve Practicable Role Models that can help self-assessment for an axis of QoL influencers and their factorization.

As a first, our proof of concept Learning Centre proposal incorporates an empirical study based on the **SOAR technique and practicable positive thinking**. You can ask for more details if interested.



Selfupholding yoga

Table of Contents	Page No
1. Ideation for a positive self	96
2. Dynamics affecting us as people	98
3. Autonomous vision	99
4. Scientific and/or Contemporary theories	101
5. Dhyana Yoga, a summarized review	104
6. Finding equanimity	107
7. Culture flow or accentuation	108
8. 8-folded yoga system	109
9. Kartavya a 9 th fold	110



1. Ideation for a positive self

The deteriorating regard for life highlights that we must ideate for a positive self. The analyst ponders about how self-upholding for a positive self can better life for all of us, especially the Hindus or devoted followers of other religions, all together questioning adverse incidences.

The author believes this regard can be part of a Startup India endeavor that helps experts, or interested parties to design a branch of yoga without a question as to whether it is meant for one community only. As a personal belief and service, the analyst ideates that we are sensitized enough to conceive a newer branch of positive-self yoga that deals with self-discipline, that a person can want to show as positive ownership and ingenuity in one's lifestyle or conditioning.

1. Ideation for a positive self

The analyst feels that we could associate this self-upholding branch of yoga with a “Knowledge Management and Artificial Intelligence” enabled Lifeline system.

The Lifeline system can design procreative and formative “positive self” influencers that manage or mitigate the dynamics affecting a person today.

Procreative influencers help people grow and develop in different stages in life. This brings into focus Knowledge Management.

Formative influencers help us conceptually develop insights and knowledge for the future. Hence the interest in Artificial Intelligence.



2. Dynamics affecting us as people

The dynamics affecting us, mainly as people are any of the following:

1. Quality of Life issues
2. Lack of orderliness and equilibrium in the ends to means theories helping our development and growth
3. Knowledge as an Asset and its management
4. Generation to generation “culture flow” or “culture change”

This understanding continues further to ideate that “Knowledge Management Assets” are emerging as deep-dive concepts that can break down barriers that are distancing people.



3. Autonomous vision



This new self-upholding yoga can help self-building-interrelatedness in people.

This yoga can acclimatize a person with a supervenient vision that our value-systems or sustainable-development-systems need to be self-configuring, self-managing, self-improving and self-recovering.

For the new readers, this self-management is termed as mainstream autonomics, where the industry has been attempting to integrate this management vision into products, services and systems etc.

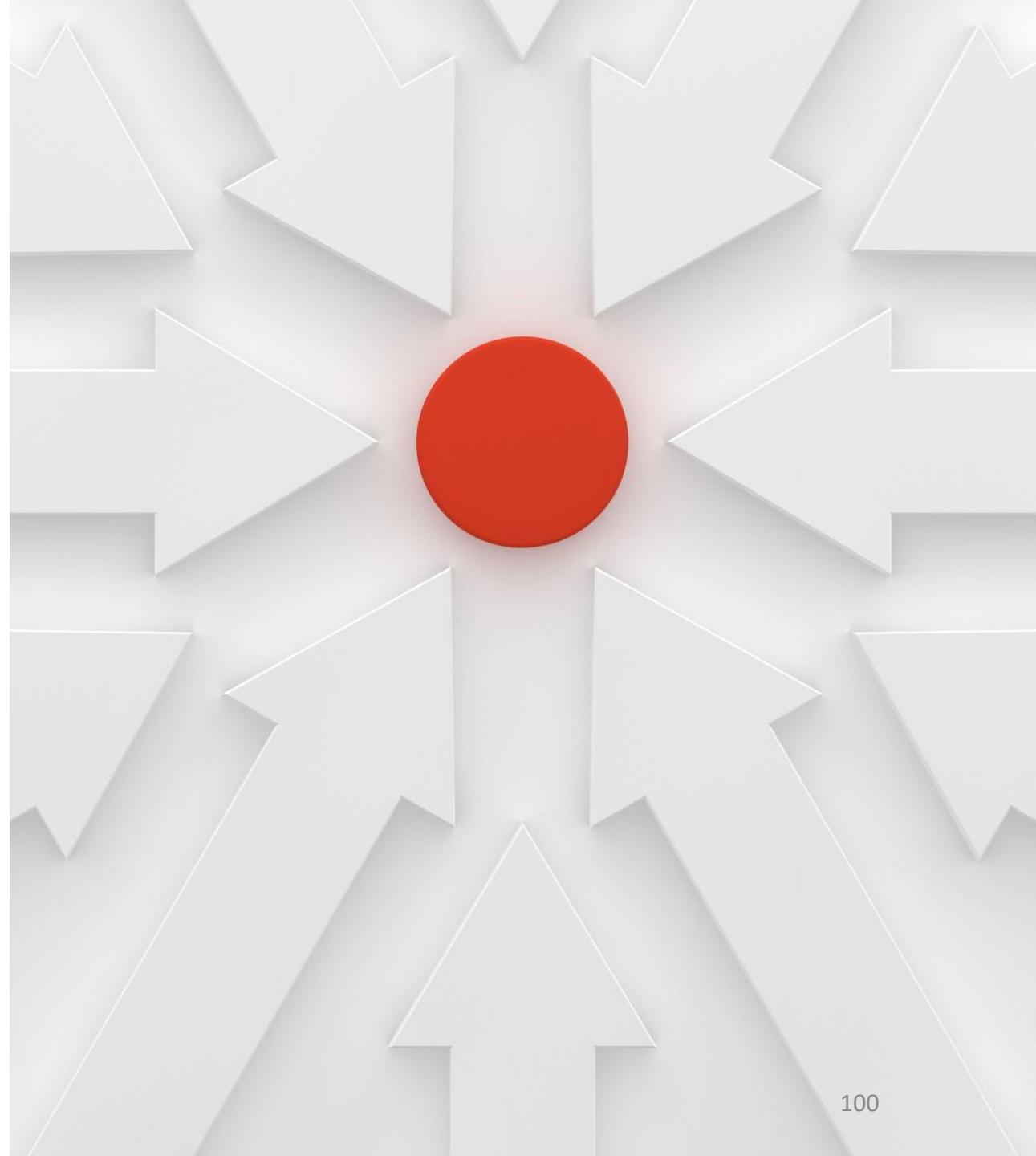
The same can be said for us as people, that this supervenient vision can design a positive self. The important factor being that yoga unites people world wide. Can this help break down barriers in self-building?

3. Autonomous vision

The supervenient vision to design a positive self mainly, is the development of human and organizational assets that can help people relate to, prepare for and mitigate the dynamics affecting us with global or world wide concern.

The human assets can include Knowledge, Skill, Pragmatic maturity or “positive self” procreative measures that people can depend upon for concerns in different aspects of life.

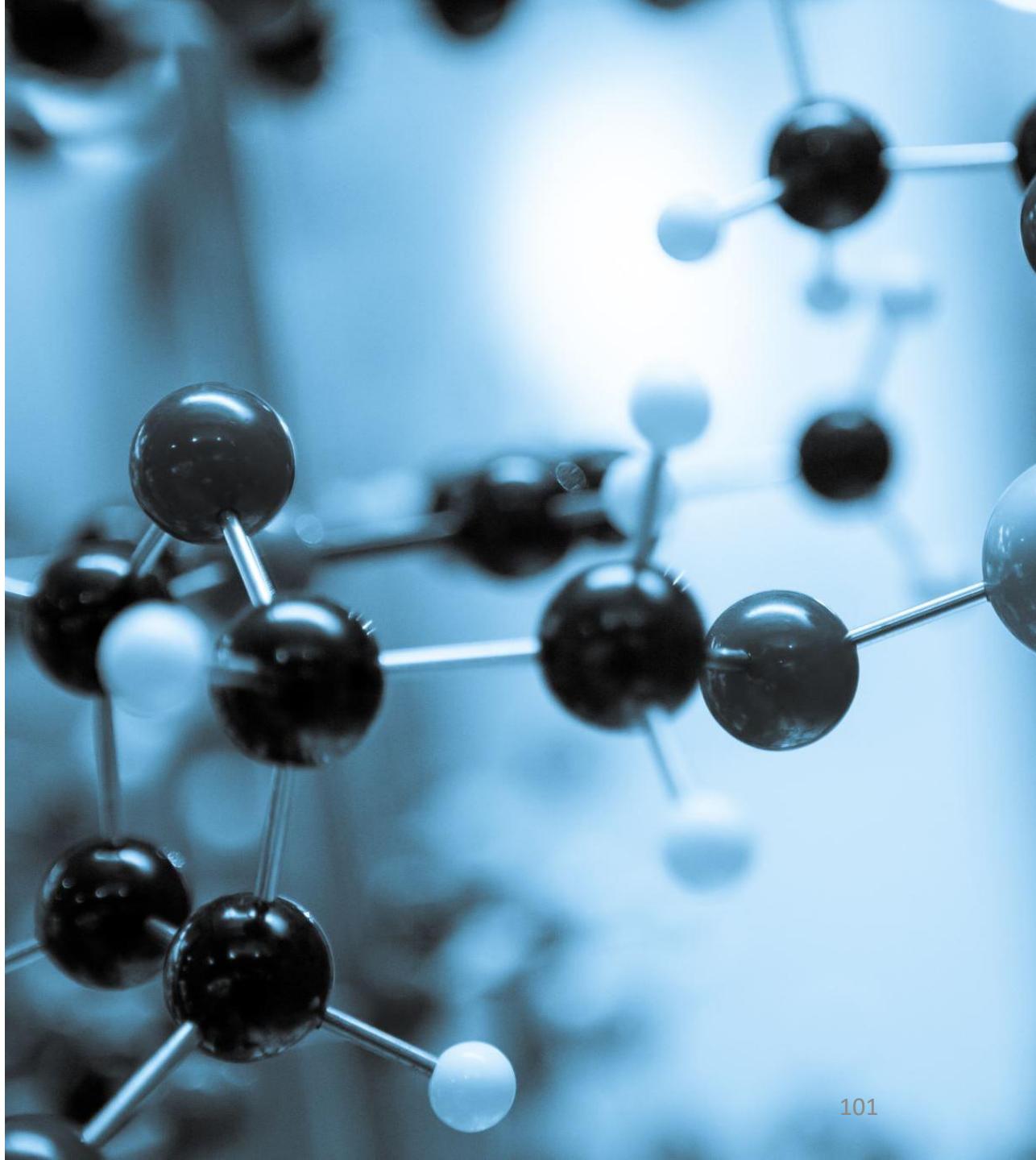
The organizational assets can be occupational synergy, “formative” systems, processes, improved supervenient relationship based “product/service/process” elements that we need to design/develop to manage complexity affecting life. The question that does arise is whether all this means yoga or industry led man-machine operations



4. Scientific and/or Contemporary theories

Scientific and/or Contemporary ends to means theories have not designed “cultural-synergy” or “culture change” needed for a person to live amidst diverse interests and limited interrelatedness. The self-development of a person has to address reasoning such as

1. Goal setting as a person and role player
2. Expectancy for Quality of Life
3. Attractiveness of interest and justifiable outcomes
4. Performance as a value-driver or benefits-influencer
5. Equity as a fairness or heritage theory
6. Sense of participation for life related issues (via interaction, feedback, suggestion, motivation..)



4. Scientific and/or Contemporary theories

7. Sense of self-interest for orderliness and equilibrium in the ends to means theories helping our development and growth
8. Custodianship or bridged self-management for innovation, development and growth

The newer branch of yoga can sustain and formulate knowledge and knowledge management needed for culture flow or culture change.

This yogic knowledge and knowledge management then can condition, or re-engineer or re-organize assets (human and organizational) to connect to emergent or existent Knowledge, Skill, “positive self” procreative and formative measures.



4. Scientific and/or Contemporary theories

The newer branch of yoga can help accept or appraise a “person” for a triad called the “Autonomic Knowledge Management triad”, where the elements of the triad achieve Contemporary alignment, ensuing Rate of ideation and SMART Life Skills for a positive self that interrelates effectively for value-systems and sustainable-development systems.

The Bhagavad Gita is one holistic body of knowledge that helps in this understanding and envisioning.



5. Dhyana Yoga, a summarized review

The Bhagavad Gita states that for a person to be a positive self, there must be a balance between service (or honorable service) and materialistic need.

The Dhyana Yoga emphasizes the following:

1. Upholding needs one to work and not renounce pursuit of activities, as this work done can be benefitted by spiritual grace and transformation.
2. A person engaged in devotional service (or transcendental service or honorable service) is not bereft of the beneficial results of his or her assisting creation, growth and the belief in the positive self.

5. Dhyana Yoga, a summarized review

3. Lord Krishna in his divine form calls the soul to be similar to a yogi who is spiritually compliant for self-upholding or self-discipline
4. The yogi is said to be capable of evolution from an embodied existence and does not seek undue freedom
5. Although the Supreme upholder is present in an abode of conscious equanimity, the cosmic energy is all-pervading and everything is situated within the spiritual consciousness for our living force, where the consciousness is part of creation, growth and transformation.
6. For the yogi, the upholding of creation, growth and existence is a true transformative.
7. Spiritual grace or divine energy helps higher realization and evolution in a purer “Ingenuity (Light), Truth and Knowledge”.





5. *Dhyana Yoga, a summarized review*

8. The duty for a person to work or endeavour for higher realization is never discarded or unregulated. Never Discarded means universal relativity is always there and Never Unregulated means that realization enables such self-intent or duty.
9. The ideation for self-upholding emphasizes that a person's self-intent should always promote the autonomous vision or balance between service and materialistic need.
10. The inner-expectation-driven "self-intent" should always develop a positive self.

6. Finding equanimity

Conscious equanimity is a state where a person does not adversely impact or affect the positive self.

To find equanimity, a person could develop a 4 folded approach, of “Supporting Quality of Life issues” and “Balancing any ends to means theories” by “Conceiving or improving Knowledge and Knowledge Management for a positive self” and “Remaining duty bound for culture-flow, or cultural change or accentuation”.

Quality of Life issues related to Health, Growth (or development) and Immunity have been revisited time and again, but the concept of a positive self and being duty bound needs knowledge management and autonomic fundamentals. The newer positive self or self-upholding branch of yoga can develop solution finding.



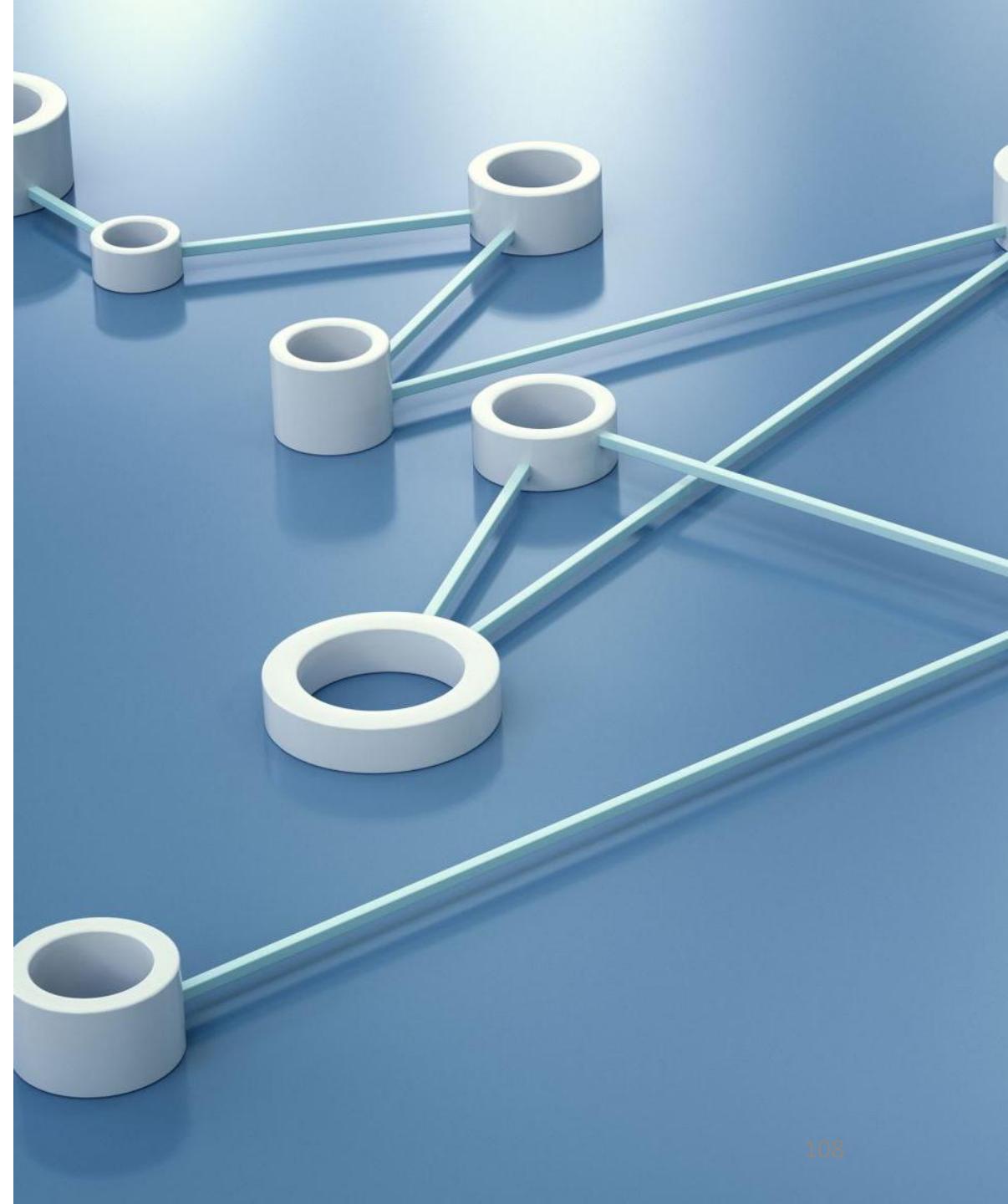
7. *Culture flow or accentuation*

The knowledge management and autonomic fundamentals for a system relate to its self-configuring, self-managing, self-improving and self-recovering abilities.

To incorporate this in our value systems or belief upholding, we could delayer the methodologies of “Qualitative analysis, Quantitative analysis, Pragmatic reasoning and Advocacy or Participation concepts” to re-establish relevance for any culture flow or culture change or accentuation.

Personal beliefs will not help but research methodologies could be used to infer whether our self-development matches the need caused by material manifestation.

According to the Bhagavad Gita, a yogi is more regardful than an ascetic (or unbound person), who is more regardful than an empiricist (or practical person), who is greater than a worker for fruitive actions. This insight tells us about the self-belief that can



8. 8-folded Yoga System

As the idea extends the yoga system, the analysis identifies the existing 8-folds.

1. Yama (abstinence)
2. Niyama (Observance)
3. Asana (an exercise routine)
4. Pranayama (breath control)
5. Pratyahara (withdrawl of the senses)
6. Dharana (concentration)
7. Dhyana (meditation)
8. Samadhi (Absorption)





9. *Kartavya a 9th fold*

To this, the idea adds a positiv-delayering fold called 9. Kartavya (strife or regardful duty for a purer mode of involvement and belief upholding)

For the believers of divinity - Lord Krishna in the Bhagavad Gita spoke of grounds of involvement for emergence in a person, where this is associated with the soul, spirit and self, which have supervenient functions for transcendence.

For the reader's understanding, supervenient functions are performed by the heart in its conscious pumping to keep us alive.

The ideation questions whether upholding of creation, growth and supervenient transformation is a duty or accentuation for the self and our heartfelt realization to look past material manifestation. A yogic insight that adds Kartavya to the yoga system can start a new journey of supervenient involvement and culture-flow or culture-change.



Ease of Education
SPORTS ASSIST CENTRE

ARE SPORTS ASSIST
CENTRES/CLUBS A
REGISTERED MID-POINT TO
PROFESSIONAL SPORTS



*Brand Rationale
for the
Participant*

*Sustainable
Sports
Assistance
Planning
and
Organizing
(SSAPO)*

*Coaching
Rationale for
the Globally
Emergent
Sportsminded*

*Awareness &
Registration*

*Ease of Emergence,
Participation & Experience*

**SPORTS ASSISTANCE
PLATFORMS**

Coaching Immersiveness

Health & Wellness

*Schedules and
Events*

Safety & First-Aid



Designing a Trusted Co-achieving and Mutually Beneficial (TCMB) Vision for

Co-achieving dial

Sustainable Sports Assistance Planning and Organizing (SSAPO)

- ❖ *Coaching Immersiveness*
- ❖ *Schedules and Events*
- ❖ *Health and Wellness*
- ❖ *Safety and First Aid*
- ❖ *Deeply Interactive Strategies*



Co-achieving
Sports
Assistance



CI and CQI incorporation in Sports Assistance Planning and Organizing

E. Venkatram

AOEC, Gap Analyst 2024

CI and CQI INCORPORATION

We propose the incorporation of Co-achieving intelligence (CI) and continual quality improvement (CQI) via a Sports Assistance Co-achieving Book and related Showcased projects, which include

- Deciding on the Management Index Specification for the Sports Assistance
- Defining the Strategic Role or Essential Sports Assistance programmes
- Defining Coaching Immersiveness and its incorporation reviews
- Staging of Knowledge Formation or Deep Interaction related Empirical studies for SSAPO
- Staging of Knowledge Formation or Deep Interaction related Case studies for SSAPO
- Defining of ISO 9004 Continual Excellence Reports for SSAPO
- Defining of Sports Assistance Reports for Projects, Schedules and Events
- Designing Sports Assistance Showcasing and call-to-plan specific analytics
- Building of TCMB Experiences and insightful delivery
- CI & CQI Reviews for Ease of emergence, participation & coaching frameworks

CI and CQI INCORPORATION

Develop focus analytics using a tool called the Assist SSAPO and Co-achieving Assist to respectively align with the Sports Assistance Centre's Vision, Mission, Analysis, Goals and instrumental need for Co-achieving intelligence and Continual Quality Improvement

The Analysis will involve an assessment of the steering indicators for the Centre and its planning & organizing such as

- Anti-relativity or assisting quality issues
- Unregulated staging of schedules/events causing more time and costs
- Risk new/expected but not mitigated
- Management cycles, value propositions and issues
- Co-achieving quality that is indicative and with Deep Interaction links
- Bridging the gap analytics
- Mid-point relativity for professional sports

CI and CQI INCORPORATION

Evaluations that can improve SSAPO via the Sports Assistance Co-achieving Book

- “Green Globe Standards / Environmental Quality” assessments of the infrastructure
- Supportive Planning, Development and delivery for Green Sports Assistance Cluster data analytics
- Guidelines for ease of participation and experience
- Extent of analytics and management index improvement for SSAPO
- Stakeholder-dealer-networks and infrastructure for SSAPO
- Demand/Supply influencers for SSAPO
- Logistics influencers for SSAPO
- Vital Health and Wellness services for SSAPO
- Geo-linked theory for Sports Assistance Resource Provisioning for participants/assisting teams
- Green Sports Assistance Clustering of resources/systems/services/amenities
- Regional or geo-codified priority for Sustainable Sports Assistance planning and management
- Regional or geo-codified issues for past/present Sustainable Sports Assistance planning and management
- Regional or geo-codified issues with the need to provide assisting solutions for scaled up events
- Regional or geo-codified issues with Power outages
- Regional or geo-codified Climate Change occurrence history

CI and CQI INCORPORATION

Essential understanding of the issues of transformative participation for participants of the Sports Assistance for Co-achievement programmes

Transformations or Ripple effect

Design of coaching relativity or co-achieving immersiveness via

1. Analytics for a supportive Brand, Product and Service strategy
2. Subjective professional coaching for the development and channelization of Transfer of Learning products/services that help “**Empower, Enable or Engage**” the participants/interested, for example the POC URL <https://venkataoec.wixsite.com/co-achieving-value>
2. Professional coaching for transformative roadmaps in geo-codified locations
3. Professional coaching for geo-linked case studies/empirical studies/programmes for Tie-ups, Mergers and Acquisitions of clubs or geo-linked sports assistance platform businesses, or sports assistance infrastructure businesses involved in essential sports assistance centres
4. **Geo-linked:** stands for geographical locations with specific **Environmental, Social and National health goals**



essential sports assistance

1. Effectiveness of infrastructure, networks and systems

2. Agility in Relativity, management and response

3. Transformative management and optimization

4. Innovative Co-achieving regulations, integration and solutions

DRAWING TO LIFE INDIA

**FROM NAMMA
BENGALURU**



Ease of Education

**SPORTS ASSIST
CENTRE**

**Design for Performance
via Registering
details - WIP**

Design for Performance

The need of the hour is to add Social Accountability based systems for different areas that we want our country to gain more skill in and thereon demonstrate progress in such emergence.

For instance, in the area of sports, we are as interested as the professionals, players or teams of other countries but the Social Accountability system for people investing their time and resources into sports is not yet “sustainably matched”.

The recommendation called the “Co-achieving Value via programmed data gathering/analysis” can help design performance into today’s multi-aspect equation for sports, where we find aspects such as *Sustainable Sports Assistance Planning and Organizing (SSAPO)*, *Coaching immersiveness*, *Participation enabling programmes*, *schedules events and interactive strategies..*

The managing of this multi-aspect equation to produce professionals and globally minded sportsmen is a responsibility that lies between Self-development, Co-achieving Value and “Sports Assistance Centre accentuated Design for Performance”. At the educational institution level, we believe Co-achieving programmes are insightfully effective for sports interested students or other integrative endeavors. Some institutions are known to produce skilled sports-minded students or even professionals with levels of investment

Design for Performance

To get started, we need to design a multi-aspect profile for every sportsman or student who is interested in investing time, resources and self-development for sports.

The Design for Performance registration

The first step is, to mandate that, for (Sports) Personnel Management, we must register a profile for a sportsman or student who is also under the age of xyz years (who is seriously interested in investing time, resources and self-development for sports) in a new “seed to delivery” (Sports) Personnel Management and Fulfillment System. This can be applied with context for different sports and professional interests

This System will help “self-development and growth for high-performance or regular sports-relevant-performance” and is called the Design for Performance framework.

Design for Performance



This Design for Performance Profile can include:

Date of registration or revision:

a. Sport played/Area of interest:

a. Sports skill level of the player: Individual level/ Team level/ Multi-level or International level

b. Sports skill rating (expected): Fair/Good/ Excellent/High-performance

Design for Performance

- a. Is there any **National interest in the sport**: Fair/Good/Very Good/ Not applicable
- b. Is there an **Existing (Sports) Personnel Management and Fulfillment System**: Equity level system/Yes/No/Not yet developed
- a. **Objectives of the player/sports-minded student**:
 - 1. Sustainable Sports Assistance Planning and Organizing
 - 2. Ease of investment
 - 3. Ease of training
 - 4. Ease of participation
 - 5. Sense and respond systems for LifeScore related **In-time Health Parameterization**
 - 6. Veritable understanding of participation in Camps/Events/National level or State level opportunities
 - 7.
 - 8.
 - 9.
 - 10.

...

Design for Performance

g. Design for Performance logo (sported) by the player, say the LifeScore label/logo: Global-level / Continent-level / National-level / State-level / Professional/ Amateur/ Trainer

h. Design for Performance (coverage) for the player: Primary for skill guidance/ **Instrumental** for skill guidance/ **Secondary** for skill guidance/ **National Sports Directory** level for skill guidance/ **Sustainable Sports Assistance** Organizing and Planning level

i. Sense of proportionate objectivity of the player:

j. Training schedule or programme for the player:

k. Techno-underlining for the player:

l. Personality development (based on objectivity) for the player:

...

Design for Performance

Explanations follow
in the next section

- k. Recovery and Rehabilitation Programme for the player:**

- l. Risk Management or Bridging for objectivity (for example the need to participate in different cities/states/countries/continents):**

- m. Transference for learning “as a role”:**

...

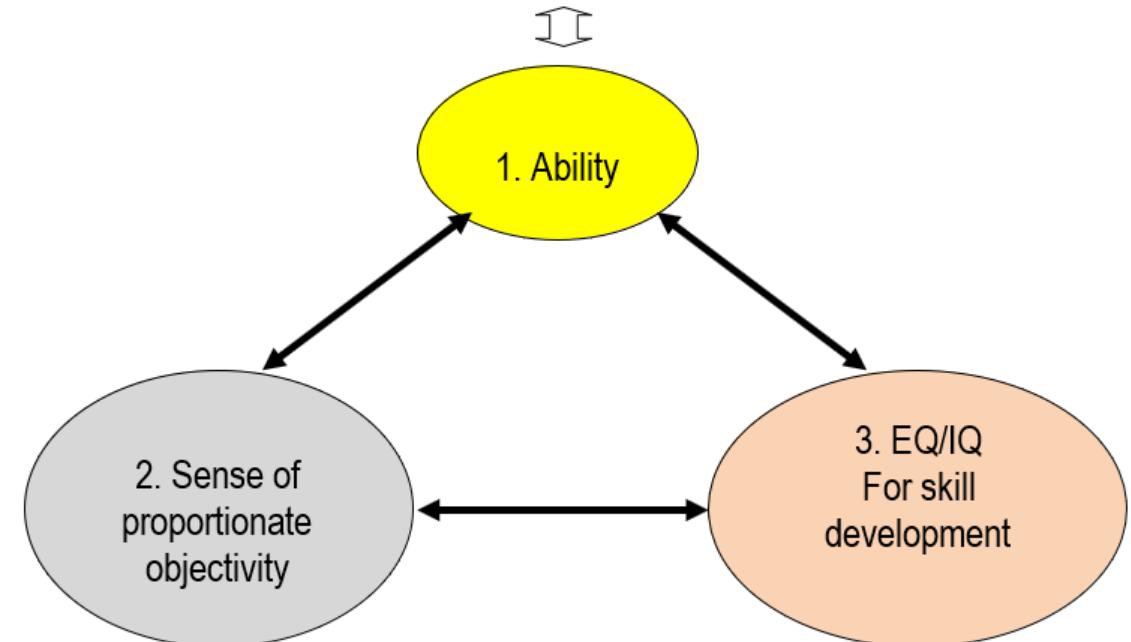
Design for Performance

Explaining the sense of objectivity

To “toughen something” or to “endure something” or to “elevate performance”, a person or player must improve upon the Emotional Quotient and Intellectual Quotient (rather than calling it Intelligence Quotient) for self-development and growth for high-performance or regular sports-relevant-performance, where there is a new Forward Thinking for Competitive Health and Fitness.

Competitive insights mean that there is an Origin of interest-based dimension for this, be it as a student, a professional or an experienced sportsperson, to start off in this assessment we call this as a “Common Factor” which can be represented as

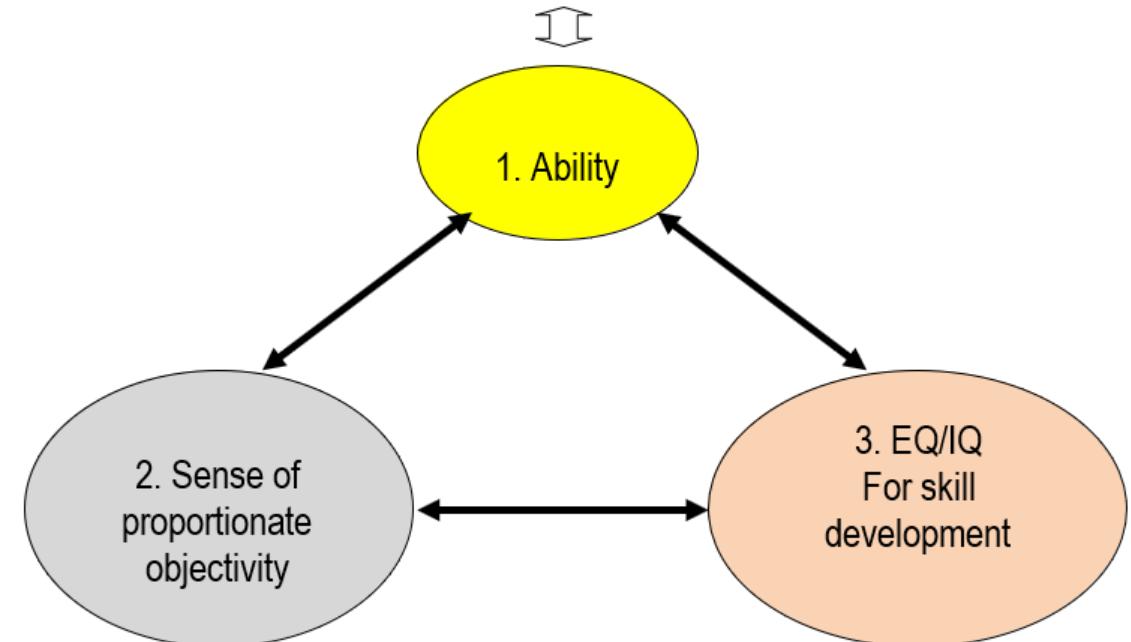
(Zero: Origin of interest-based dimension)



Design for Performance

The triangle of insight or objectivity being to understand behavioral responses, weaknesses, or trends of performance for stress levels, liability to perform or a lease of trust to deem that the “Team’s” interests or “Design for Performance” interests are more important than self-interests.

(Zero: Origin of interest-based dimension)



Design for Performance

. This sense of proportion being to

- [] a. **Recognize and reflect** upon the need to “toughen something” or to “endure something” or to “elevate performance”,
- [] b. **Plan for performance** via a (Sports) Personnel Management and Fulfillment System, the National interest for the sport and/or Self-network available for self-development and any “Sustainable Design for Performance” coverage.
- [] c. **Show Resilient objectivity** to use or inter-perform with systems and to not misuse drugs, banned substances to develop, to create skill, to evolve, to rise to full potential, to reconnect or rejuvenate (when there are losses or loss of benefits)
- [] d. **To Show Inclination/Responsibility/Obligation** to transform oneself from being sports minded to understand the “Techno-learning relevant”, the need for a Training schedule or programme, to undergo personality development, to opt for “Recovery and Rehabilitation”, to acknowledge the need for “Risk management and bridging” to achieve the sustainable design for performance needed
- [] e. **(In high-performance) To Show endurance beyond normal extents** via realistic approaches like evaluating “Life Score factors -> and Life Skills factors -> and thereon Endurance Skills factors” for the participation or fulfillment.

...

Design for Performance

What most players need?

Common scenarios are

- (i) Money spent is not the first concern for most players aiming high, but the after-events that follow when one has finished performing at a competitive level, often brings to question as to what else may have been important.
- (ii) There are many professional foundations and centres that recruit or induct skillful players or potential sports people and invest in them to help them become competitive and proficient.
- (iii) This has been done till date but the questions about “why there is no Player Management and Fulfillment system” are many....
- (iv) The need of the hour is to design, operate and integrate best practices based Training and Guidance Centres, that can universally help players in ancillary or primary ways.

Design for Performance

What most players need (continued)?

Each Centre can focus on sports, need for performance and profiles that are relevant for their scope and mission.

- Gainful or divided interests rule in the sports sector, but the spirit behind players investing time, resources and effort must be recognized, so the need is also to integrate and/or enable the following support centres for the many existing or futuristic players who may be self- networked or may expect to secure funding for their sport
- - > Enrolment and access to (universal) **Nutrition and Diet Centres or Super Food Programme Centres**
 - > Enrolment and access to (universal) **Wellness and Fitness Provider Centres or Fitness Platform Centres**
 - > Enrolment and access to a (universal) **Design for Performance Fitness Platform Brands and Product Centres**
 - > Enrolment and access to (universal) **Pharma networks and outlets** (to ensure there is no-unplanned-for, or when disturbed or distressed, or simply-opted-for or use of what may be banned substances, where combinational ingredients may not be known to one and all)

Design for Performance

What most players need (continued)?

v. **Risk Management or Bridging for objectivity** may be more important for players or the sports-minded investing time, resources and effort, where the equation in the industry is only

Performance = ability x motivation but when fastened down to fulfill objectivity becomes

Registered Performance = ability x **Design for Performance** coverage x motivation

The value in the recommended system being that players may not reap benefits past their sports involvement, for example, there may be times when teamwork does not help succeed in winning, when individual weakness affects performance, when injury or need for recovery delays involvement, when quitting or retirement becomes a way out or the usual line of thinking.

There may be economic slowdowns that affect players being endorsed or funded in major or important ways.

Design for Performance

What most players need (continued)?

There may be needs for intelligent or technological systems to be used if a player expects to gain skill and persist in performance, where self- development or independent investments in such technologies may not be the way ahead.

There may be a need to develop the life score, life skill and personality of players to help them perform with objectivity.

Expecting all players to enter sports after learning about all this, or after understanding all this, is not a possibility. It is personality and objectivity that makes a sportsman play or participate.

The next step is the focus on Forward Thinking for Competitive Health and Fitness via **Profile led Life Score systems, Life Skill systems and Personality development systems.**

These systems are quite well known as options today but do not have the objectivity till date to help back players or the sports minded.

Design for Performance

What most players need (continued)?

vi. However, governments till date help players or the sports minded by giving them employment that helps them work, invest time in sports, train or compete or even live past their prime.

This may not be the enough that sports needs

The recommendation being that if categorically opted for (in the proposed profile) a player or the sports-minded must be given channels for (a) career development, or (b) for continual education, or (c) for even sports related “Co-achieving Value branded sports platform outlet / fitness platform outlet” ownership or (d) for role transference.

vii. This helps the insight that players or sports-people are not commodities that perform and return to their normal lives when done.

Design for Performance

What most players need (continued)?

They should be seen as specialist(s) known to be part of a Universal or **National Sports Directory**, whose abilities or focused-investments can be sustained, harvested or generatively marketed, rewarded or further developed.

The new system does have benefits and why so?

Players are appreciated when in their prime, after that they become history or even may be least looked up.

As population growth is expected, and generative countries will not just expect people to live ordinary lives, it will be more valuable to incorporate “Design for Performance” systems as

+ A well-planned system will achieve most of its goals and also help reduce complexity and add transference of learning

Design for Performance

What most players need (continued)?

- + A well-developed system will be able to plan for a sense of proportion in deterministic sustainable development and growth in national sports or any other international calling
- + A well-designed system will be able to act in an adept & agile manner to meet demands of changing economies and environments
- + A well-instrumented system will be able to demonstrate containment of purpose, collecting of or grouping of resources and delegation of coverage for “objectives, global-skill-development and competitive-specialist- development” related to any sport or sports
- + A One-vision-system can become a baseline where there is (a) right revenue sharing or profit sharing between Players and the Design for Performance investors, (b) Benefits sharing between Players and the Design for Performance investors and (c) Adequate Resources investments for “High or expected performance, self-development of players and Centre-specific facilities”.

If one cannot or does not select to be a sportsman

Each student is a player in his or her own way, the furtherance of aspiration is a self-endeavor.



DRAWING TO LIFE INDIA

**FROM NAMMA
BENGALURU**



Ease of Education

**PLANNING
CENTRE**

Self- enabling Light

DISPLAYABLE
INNER PERSONALITY
And Pre-emergence



The SELF-ENABLING LIGHT

There is a divine consciousness in all of the universe, nature and the forms known or yet to be known by us.

God creates us to perform in lifetimes that we may understand.

Duty bound we must be in life.

May the grace of God be with us always.

May we enable health and wellness in our generations

May we help the growth and development of our young family members, from planning pregnancy, during pregnancy, after childbirth, as an infant, during early life, as a young child, during teenage, and as a young adult more specifically

The SELF-enabling LIGHT

In a lifetime, not many find the consciousness to understand the causal oneness that must exist between the Jiva, the Jiva-Atma, the self-independent Atman, the universal Brahman and the divine (where each stage is an energy that is more unified with the universe).

A self-furthering light in all of us helps understand and connect to this causal oneness.

What this oneness means is that there is more than the “I” in the identity of the person, there is a causal energy that unifies with us, protects and supports us in life.

The importance of this causal energy is not easy to understand, but for most of us who understand, this energy helps in self-furtherance.

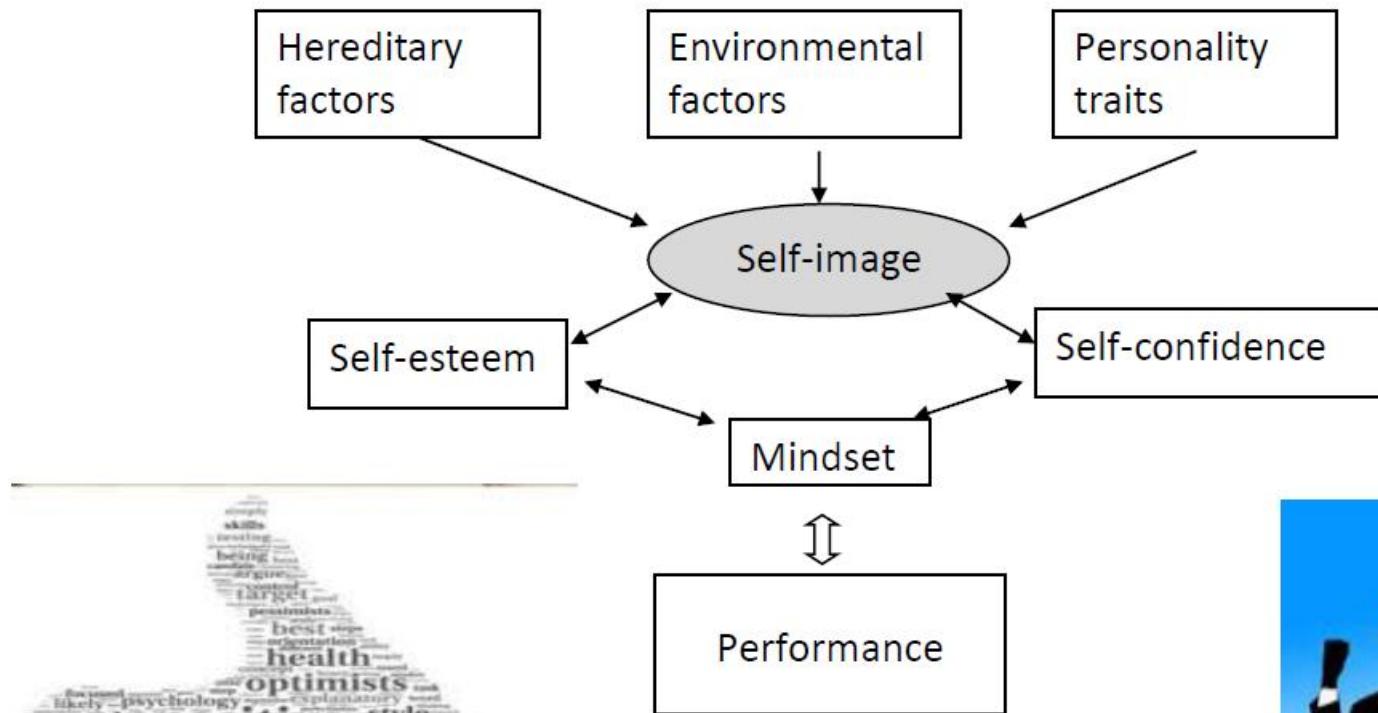
The meaning of self-furtherance is explained in terms of how we can help health, wellness, growth and development of our young family members.

This note on the self-enabling light is penned to help interactions and concerns

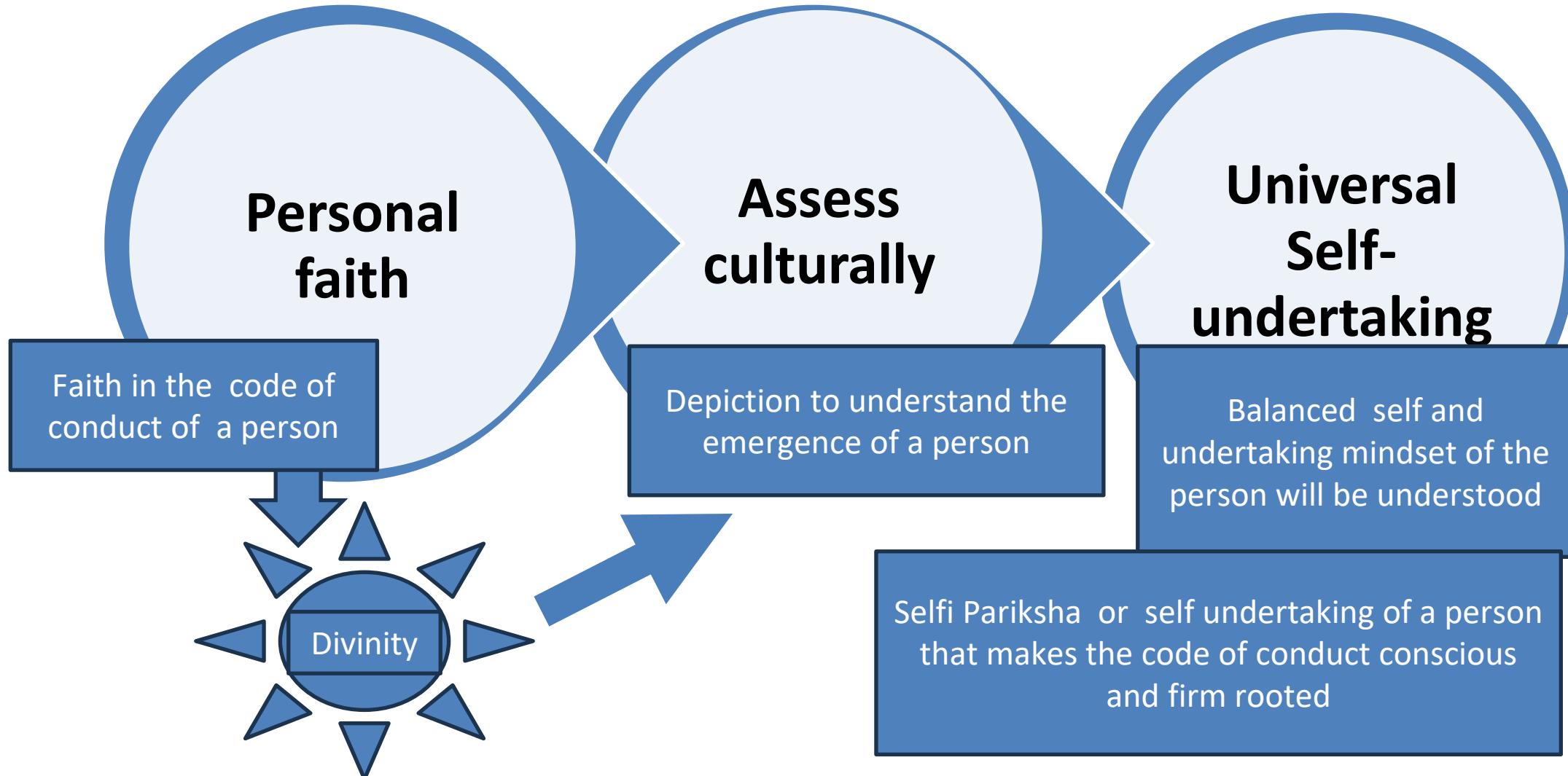
Your Health



What determines our self-image and mindset?



Being conscious and firm-rooted as the universal expectation



A DOABLE MOTTO (FOR THE parents)

As parents we have brought children into life, where expectations from us and them are infinite

We can help design a culture of healthy living through heartfelt, involved and influential thinking

This highlight and sphere of control reckoner can help us infer the divine grace in our evolution, and the supportive lifecycle of development.

Called self-enabling light, such simple & connected information can design grounds for insightful adoption, only if we are interested in helping growth, development, health and wellness.



***Sphere of control
and the duty that is***

Whether remembering God is an always for each of us?
Whether praying is a doership? Is Right versus wrong, a belief about conscious equanimity? Some dittos....

Doership is part of all Existing and emerging *Environmental, Social and National health goals*

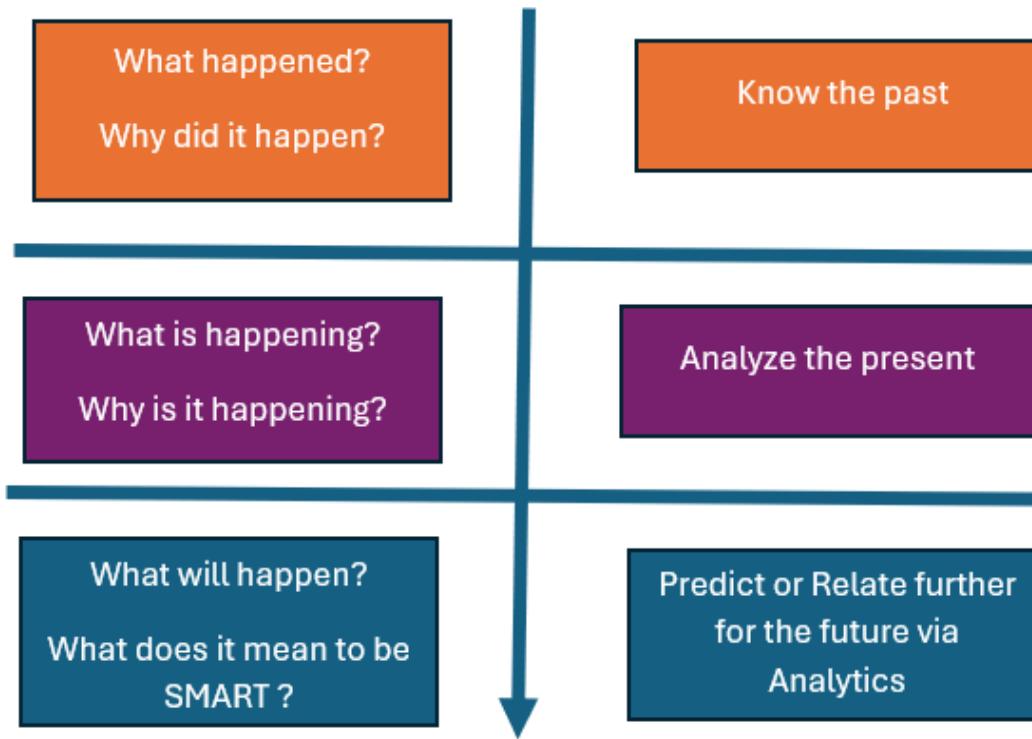
As value leading goals, all our actions should be with Social relativity and accountability

This Relativity is a driving element for any percolation of schedule or change

But, beyond us are the percolating elements or energies of divinity that are thereon expected to perform their duty to balance doership within the sphere of control that assists creation, growth and the belief in the positive self.

Divine Light or spirited purity is not in any mass assurance of doership, but it is universal physics for conscious equanimity, that is called upon to balance right versus wrong

DOABLE FOR ANY ISSUE OR PROBLEM



Improvements can be designed and tracked by the use of

- ✓ Metrics
- ✓ Key Performance Indicators (KPIs)
- ✓ Data Gathering and Interpretation using Surveys/Interviews/Engagement methodologies
- ✓ Focus Analytics (Standardization/Customization) using BI/BA data value concepts

PROCESS VARIATION THAT IS COMMONLY SEEN

PROCESS VARIATION

1. Variations in processes, systems, materials, products etc necessitate Quality analysis and control. There is commonly a conflict between the following 2 influencing facts
 - a. Variation and non-uniformity is inevitable
 - b. Production/Integration and the use of materials & products is most potentially economical when there is no variation in their quality
2. Very commonly we know that variations can never be eliminated but the study of the sources of variation and thereon reducing & controlling variations is important for uniformity in quality and reliability.

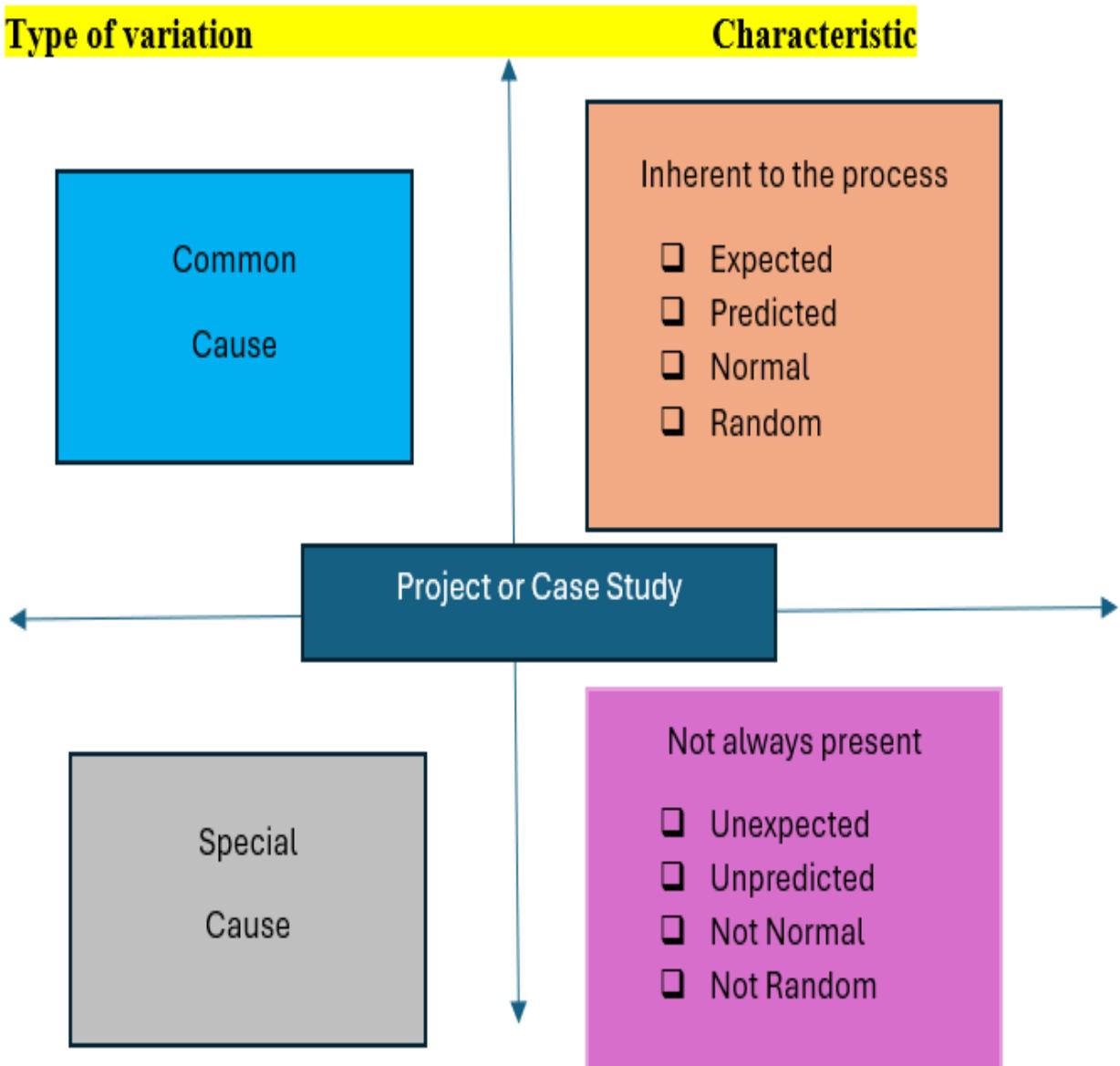
SOURCES OF VARIATION

1. Sources of variation in a production system or integrated management system are mainly due to people, work methods, machines, equipment and materials.
2. There can also be variations in the operating environment that affect people, work methods, machines, equipment and materials.
3. Suppose these variations need to be controlled, the key questions that need answering are what variations are present in the operating procedures and processes used.
4. As we cannot enforce fixed environmentally related factors of variability, what can be done as a key policy is - ensure there is minimum variation in processes and their stability.

R A P I D I M P R O V E M E N T T O O L S F O R P R O B L E M R E S O L U T I O N

- ❖ A3 paper based ideation
- ❖ 5S (sort straighten shine standardize sustain)
- ❖ Standard Work (TMS based variation studies)
- ❖ Catch ball or Call to attention (Assign team, Pass down “purpose, goals, background, challenges” for improvement to other interested stakeholders for opinion, help and action)
- ❖ DMAIC (Define measure analyze improve control)
- ❖ 5 Whys (Ask Why for 5 repeated times)
- ❖ Gemba walks (Walk by managers to identify opportunities for improvement)
- ❖ Hoshin Kanri (Policy development to focus on action, improve organizational alignment, develop CQI / Performance forecasting and budgeted strategy, increase engagement in improvement)
- ❖ Kanban/**First PIDS View** cards for visualization of “service or payload delivery” related workflow, limiting of incidental issues or delays, maintaining steady and stable management processes and incorporating of continuous improvement
- ❖ Demings cycle (PDSA – Plan, Evaluate or Do, Study, Act)
- ❖ Value Stream Mapping (Interested stake holding, Assemble a team with resources, Process a problem, Current state map, Define required state for improved value or for reducing waste such as non-value added transportation, inventory, motion, human intellect or involvement, waiting, over capacity allotment, over expectation, over processing, defects)

A REASONING FOR ANY VARIATION IN OUTCOME



PROCESS CAPABILITY ANALYSIS

1. To enable minimum variation in processes and their stability, organizations conduct process capability analysis.
2. Process capability analysis is an effort to document a process' capability.
3. The mechanism includes
 - 3.1 Defining the conditions in which the analysis must be done
 - 3.2 Defining the key process / product characteristic expected
 - 3.3 Defining the Sample set and Sample units
 - 3.4 Defining the Sampling size and frequency
 - 3.5 Calculating the statistic results like mean, standard deviation, concepts like control limits
 - 3.6 Deciding on the Control charts that will be plotted
 - 3.7 Interpreting the Control charts for process capability, variation etc

QUESTIONS WHILE PLANNING DATA ANALYSIS

Questions while planning operational definition and data collection

1. Why collect data
2. What to collect
3. How to collect
4. Collect data on the basis of operational definition
5. Ensure consistency and stability

Questions to consider while selecting a solution from many options

1. Use of the Payoff matrix that evaluates benefits against efforts
2. Use of Screening against “Must be” for compliance, policies, regulations, Customer CTQs, Business CTQs
3. Use of N/3 Voting that helps rationalize, justify, or reject solutions as it permits a group of members to choose from 1/3 of the many options, tally votes for each choice, generate or update important solution list, combine all similar choices with consensus, and to repeat this cycle if needed
4. Use of the Criteria based matrix that tabulates solutions with reference to established criteria with columns like Solution 1, Solution 2, ..., Assigned Weightage, No of Votes. Where established criteria involve ease of use, inter-site availability or implementation, use of information on a real time or planned basis, preparation of indicators, graphs or reports, auto resolution or manageable resolution of unresolved issues, filtering of results or regulated access to outputs and associated data generation.

COMMON IMPROVEMENT METHODS

- Kaizen
- P-D-C-A cycles (Plan-Do-Check-Act)
- 5 Whys and Root Cause Analysis
- Continuous Improvement (CI) board and/or Kanban cards

New CI Idea	CI Idea Issued	CI Idea Implemented
Assessment, audit, and other problem analysis	Owner assigned	Use of tools/techniques
5 Whys/ TMS studies	Due Date decided	Solution implemented
New Solution proposed	Solution Issued	CQI Budget feedback

DISTINCTIONS THAT NEEDS TO BE UNDERSTOOD WHILE PLANNING

Continual Improvement	Continuous Improvement
Phased and Structured	Unstructured and Flexible
Staircase effort (incremental on the basis of pausing, evaluating, understanding and analysing the effectiveness of actions where changes can be made at each step)	Straight line approach (along a desired path to achieve some desired results, with no pausing at steps to make unplanned changes)
No possibility of a failure	Possibility of milestone-based failures
Involves Periodic Reviews and Audits	Involves milestone-based or versioning specific reviews
Clear understanding of processes/ improvements being planned	Proposed improvement or desired result-based understanding
More difficult and time consuming	More flexible and adaptable
Uses Metrics/KPI(s)/Data Analytics	Uses Kaizen/Lean Six Sigma

SUPPORTIVE FOUNDATION FOR PLANNING

Supporting elements (via the 6M(s)) for solving the Continual Quality Improvement (CQI) problem

Supportive element for positive and negative effect resolution	Explanation
A (Use of Methods)	To be detailed as per projectized case study
B (Use of Measurements)	To be detailed as per projectized case study
C (Use of Mother nature's laws of diminishing workability)	To be detailed as per projectized case study
a (Use of Man or Personal ability)	To be detailed as per projectized case study
b (Use of Machines or a Management tool like a subjective study)	To be detailed as per projectized case study
c (Use of Materials)	To be detailed as per projectized case study

A Control and Impact Matrix can help select the solution

Q1 standing for High Control Low Impact To be detailed as per projectized case study	Q2 standing for High Control – High Impact To be detailed as per projectized case study
Q3 standing for Low Control – Low Impact To be detailed as per projectized case study	Q4 standing for Low Control – Low Impact To be detailed as per projectized case study

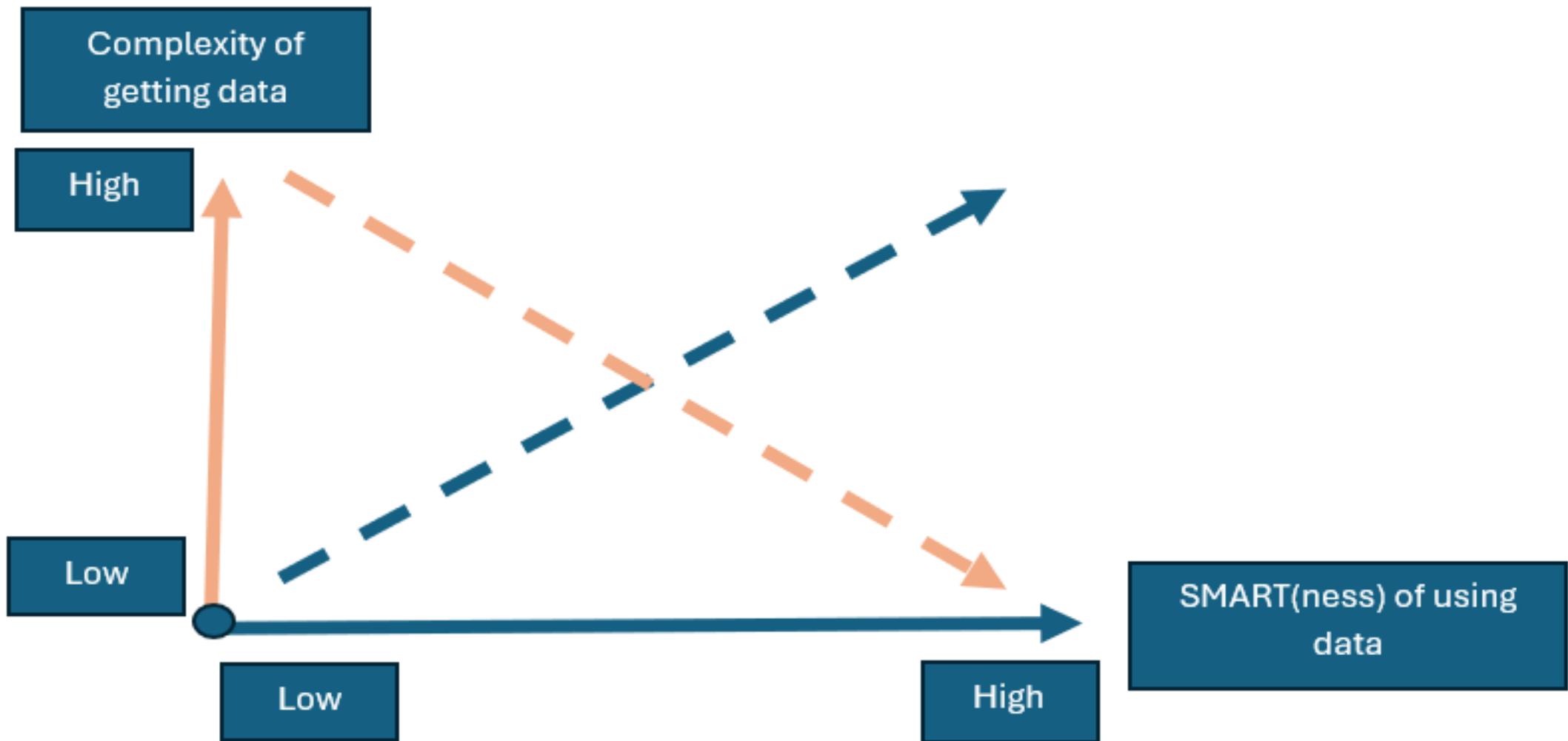
SOME TYPES OF DECISION MAKING EXPECTED WITH DATA ANALYSIS



SOME ATTRIBUTES OF DATA QUALITY REQUIRED FOR IMPROVED DECISION MAKING

1. Relevant for data collection and evaluation
2. Accurate for evaluation and decision making
3. Credible for reference, evaluation and decision making
4. Accountable for analysis and decision making
5. Valid for collection, analysis and decision making
6. With preferred Integrity or Linkages for analysis and decision making
7. Interpretable for linkage, analysis and decision making
8. Coherent for reference, analysis and decision making
9. Timely for analytics and decision making
10. Periodic or Continual for synergy, analytics and decision making
11. Proactive but mission-confidential for business improvement and profit making

ASPECTS FOR PLANNING NEXT STEPS



POTENTIAL SOURCES FOR METRICS AND KPI(S)

Corporate Vision, Mission, and Values
Business Performance Projections/Forecasts/Analysis or Guidance
Business Plans for Perspective Imagery Drone Solutions (PIDS)
Business Plans/Options for Sales and Marketing
Production / Customization/ Manufacturing
Business Service-enabling networks
Operations and Services
Finance
Procurement/ Sourcing / Supply Chains
Quality
Technology and Innovation
Energy Management
Infrastructure and Facilities
R & D
Performance Management/Improvement
Human Resource Management and Talent Management
Legal / Regulation / SMART Compliance
Environment Management
Natural Resource Management
Society and CSR

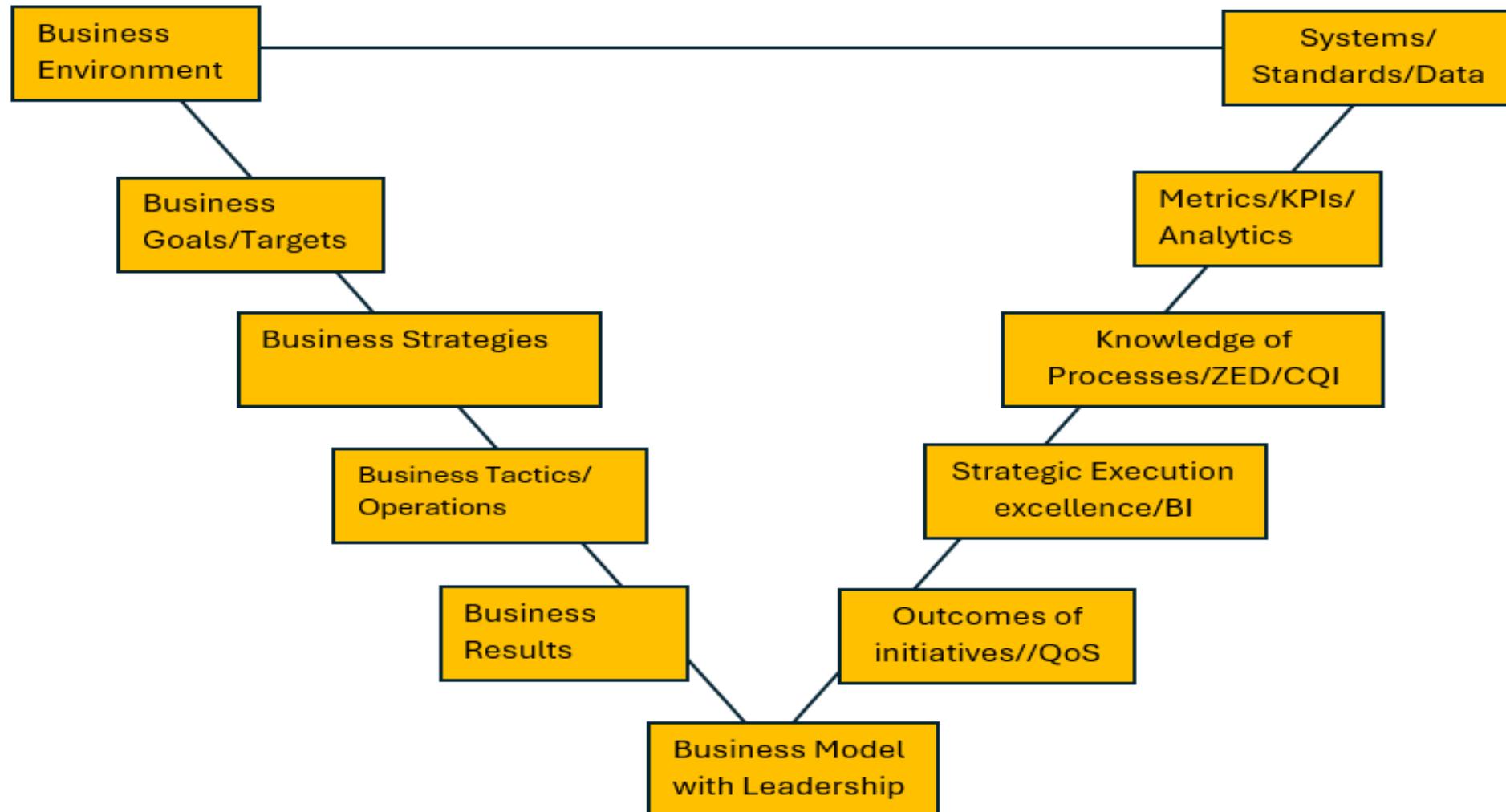
WHAT ARE KPI(S)

KPI(s) are qualifiable or specific measurements of performance results, they can be used to measure and track business initiative/ process / product / service improvement.

KPI(s) need to be

- Valuable for the business mission/decision-making and goals
- Realistic
- Relevant
- Measurable
- Monitorable
- Practically Achievable
- Bound by a Time Frame
- Sustainable when achieved

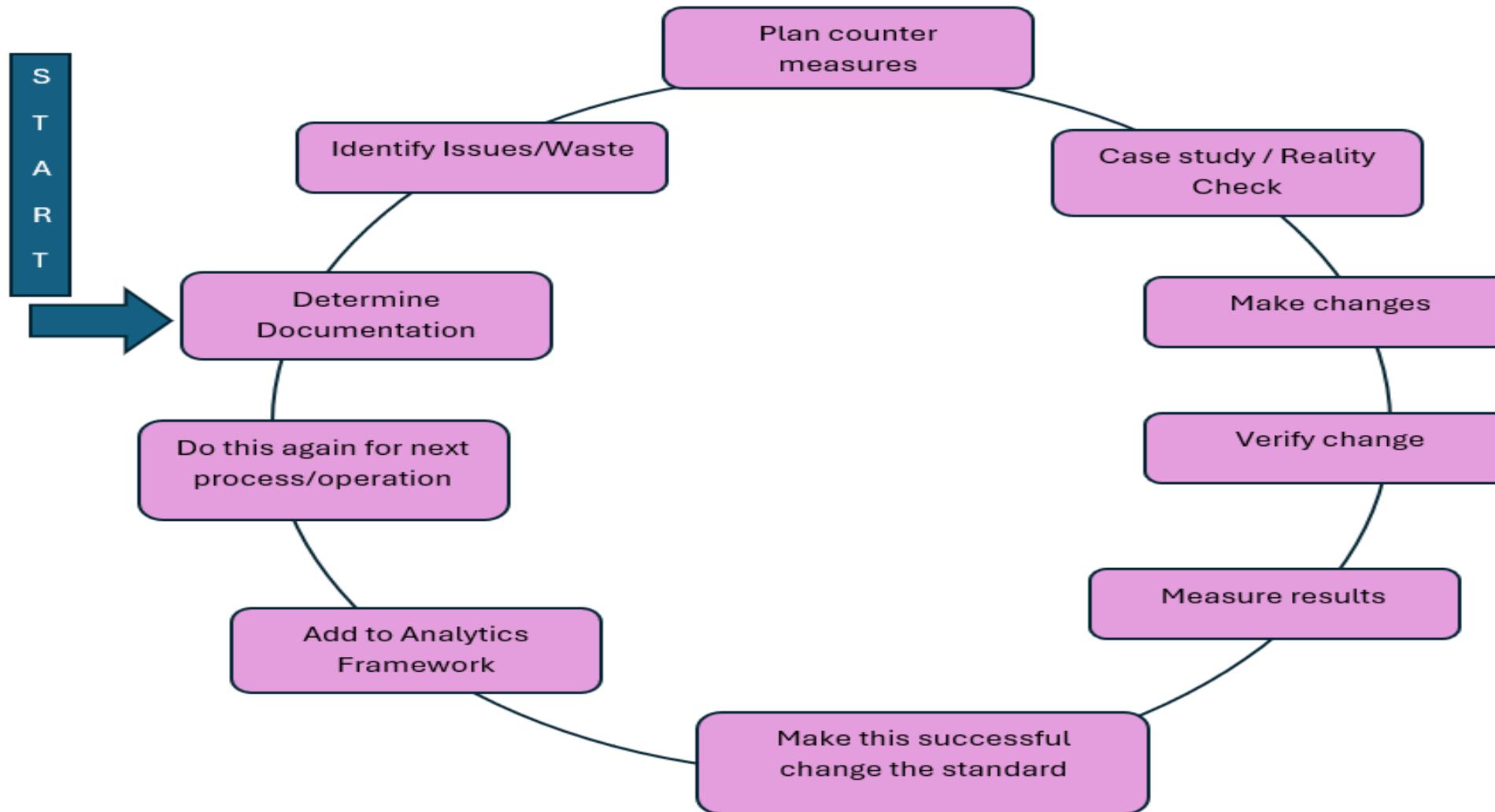
MAPPING METRICS TO BUSINESS PHASES



SOME QUALITY OF SERVICE (QOS) KPI'S THAT NEED HIGHLIGHTING ARE

- Performance & Business Intelligence**
- Performance & SD&G (Sustainable development and growth)**
- Performance & Risk mitigation / Contingency management**
- Performance & Customer connect solutions**
- Performance & Supplier connect solutions**
- Performance & Manufacturer connect solutions**
- Performance & Return on investment**
- Performance & Net worth**
- Performance & Business Domain / Cluster synergy**
- Performance & Empirical Study or Case Study synergy**
- Performance & Future Analytics Study or Case Study synergy**

A UNIVERSAL TECHNIQUE CALLED KAIZEN FOR IMPROVEMENTS



DRAWING TO LIFE INDIA

**FROM NAMMA
BENGALURU**



Ease of Education

**STATISTICAL MODEL
CENTRE**



Conscious
Equanimity and

Positive Creation

Percolation

Accountability

- Our Domain View states that with the changing classroom-teacher-student connect, where study can shift from offline (conventional mode), to online (remote learning mode) to combo modes, the impact of the complexity of the teaching and learning curves will be different.
- The ease of learning in the conventional classroom mode was felt during the pandemic and post pandemic, but tomorrow this ease will not be continual. With the onset of issues like climate change, air pollution, vehicle pollution and/or congestion and inflammation led disease patterns, study may shift to remote learning modes.
- Our Domain View emphasizes that in such cases certain departments of study or fields of study may be adversely affected. Subject study if not completed with the right teaching and learning curves will result in gaps/shifts in understanding in the subject coverage and understanding. Some curriculums are the foundations for the time to come. How can process platforms help this?

*Sphere of control
and the duty that is*

Conscious
Equanimity and

Positive Creatio

Percolation

Accountability

- Our Domain View also states that language development and proficiency is a common performance expectation from students. For this expectation, educational institutions must assess course objectivity and ensure the appropriate teacher-student connect.
- To start off, we state that departments that teach languages are **instrumental departments**, as language development and proficiency influence effectiveness at work, people skills, more so if one opts for a career in high impact areas and/or governmental organizations.
- The Domain View states that an instrumental department is one that implements modes of teaching and learning keeping in mind the
 - (1) Ability of the teacher and student
 - (2) Liability of the student
 - (3) EQ/IQ of the student

*Sphere of control
and the duty that is*

- **How can language proficiency be planned from a course or career point of view?**
- Empowering the students to fill in language proficiency details on how they expect to use a language (in higher classes such as VIII, IX and X, in pre-university levels and in under-graduate and post-graduate levels) can design the right modes of teaching and learning.
- A right mode of teaching and learning is one that aligns with the **Liability** indicated by the student to use a particular language in a future career or lifetime.
- The **EQ/IQ level** decides the expectation and involvement to perform well or study a language for increased fluency.
- The **Ability** of the teacher and student is a zone that designs language development 'methodology, coverage & expectations of proficiency'.
- The Domain View describes all this in a later section called **Instrumental proficiency**. To get started, we first review the solution proposed from the ease of teaching and learning point of view.

*Sphere of control
and the duty that is*

Positive Creatio

Percolation

Accountability

Conscious
Equanimity and
Relief

The term Mentorship can be read as Teaching, or Teaching and Mentorship

- **What is the solution proposed?**
- A Mentorship Platform that assigns a mentor on a per course & section basis to address issues in the classroom-teacher-student connect, subject coverage and understanding expected
- The Mentorship Platform can ease the teaching/learning curve problem being faced by acting upon the teaching and learning experience at the foundation level, where there is
 - ✓ **Business intelligence**
 - ✓ **Problem solving**
 - ✓ **Reinforcement**
 - ✓ **Feedback**
 - ✓ **Transfer of learning**
 - ✓ **SMART project assignment**

*Sphere of control
and the duty that is*



*Sphere of control
and the duty that is*

Learning about Content Management Systems for Teaching, or Teaching and Mentorship

The Content Development System will follow a template independent of the board, target group and educational institution.

The Template is as follows:

A. Name of Board

B. Target Group (Class X, or XI, or XII or I PUC, II PUC)

C. Subject and Lesson being taught

D. Any policy statement to inform students, parents or guardians, in all appropriate languages

Conscious
Equanimity and
Belief

Positive Creation

Percolation

Accountability

Growth

Balance

Relativity

Goals

Learning about Content Management Systems for Teaching, or Teaching and Mentorship

E. Competency areas required to deliver content or teach lessons of the subject

1. Books (Yes, No, NA)
2. e-Books (Yes, No, NA)
3. Classroom sessions (Yes, No, NA)
4. Online classroom sessions (Yes, No, NA)
5. Audio Video sessions (Yes, No, NA)
6. Webcasts (Yes, No, NA)
7. Third Party Learning Aids (like Guides, Self-study Scanners, Value added questions)
(Yes, No, NA)

*Sphere of control
and the duty that is*

Conscious
Equanimity
Belief

Positive Creation

Percolation

Accountability

*Sphere of
and the duty that is*

F. Focal points for this content delivery or for teaching lessons of the subject

- 1.1 Core syllabus coverage ([] Yes, [] No, [] NA)
- 1.2 Auxiliary Syllabus-coverage, due to time reduction or portion reduction ([] Yes, [] No, [] NA)
- 2.1 Marking-scheme based macro views ([] Yes, [] No, [] NA)
- 2.2. Marking-scheme based micro views ([] Yes, [] No, [] NA)
- 3.1 Needed in schematics of lessons ([] Yes, [] No, [] NA)
- 3.1 Needed in complete academic year schedules ([] Yes, [] No, [] NA)
4. Needed in evaluations, follow up and reporting of results to help students improve competency ([] Yes, [] No, [] NA)
- 5.1 Expects Combo-learning Coping skills ([] Yes, [] No, [] NA)
- 5.2 Expects Online-learning Coping skills ([] Yes, [] No, [] NA)
6. Needs Extra openness and receptivity to academic development and study skills ([] Yes, [] No, [] NA)
7. Has a need to remove barriers in learning and achievement (specifically related to concepts, formulae, application of formulae, derived application of formulae and difficulties in teaching lesson in online mode) ([] Yes, [] No, [] NA)
8. Reviews time allotments for completion of syllabus and whether this lesson may need extra classes ([] Yes, [] No, [] NA)
9. Follows a balanced policy that allows teaching time averaging for the combo mode or online mode by including adequate rest periods, intermittent shut-off screen times where there may or may not be audio playbacks ([] Yes, [] No, [] NA)



Learning about Content Management Systems for Teaching, or Teaching and Mentorship

G. Second level focal points

1. Acknowledges demands based on the exclusiveness of the subject or lesson being taught (Yes, No, NA)
2. Acknowledges ad-hoc or special needs of the students in a class or batch (Yes, No, NA)
3. Acknowledges need to maintain and/or assess note books (Yes, No, NA)
4. Acknowledges need for observation and conversation (Yes, No, NA)
5. Acknowledges need for peer teaming or skill building (Yes, No, NA)
6. Acknowledges need for any visiting faculty, additional tools or assistance (Yes, No, NA)
7. Acknowledges combo-mode or online mode checklists that need to be followed (Yes, No, NA)

***Sphere of control
and the duty that is***



*Sphere of control
and the duty that is*

Learning about Content Management Systems for Teaching, or Teaching and Mentorship

H. Training and Capacity Building

1. Needs a training plan for connected faculties (Yes, No, NA)
2. Needs a training plan for students (Yes, No, NA)
3. Requires agreement to the Family Education Rights and Privacy Act (Yes, No, NA)
4. Requires agreement to the Children's Online Privacy Protection Act (Yes, No, NA)
5. Stored in a repository (Yes, No, NA)
6. Stored in an online repository (Yes, No, NA)
7. Available via an Online web portal (Yes, No, NA)



*Sphere of control
and the duty that is*

Learning about Content Management Systems for Teaching, or Teaching and Mentorship

I. Content structure

1. Uses Content Structure Simplification templates (Yes, No, NA)
2. Uses Content Development templates (Yes, No, NA)
3. Uses Content Presentation templates (Yes, No, NA)



*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

- Start ->1. Warm up Activity for the Chapter
2. Chapter-wise Content Delivery (On-line and/or Customized modes)
3. Discussion of **Total hours and marks weightage prescribed by Boards**
4. Discussion of **Total hours and marks weightage expected by Course Planners**
5. Chapter-wise Study Structure Simplification Templates (SSST)
6. Chapter-wise Content Guidance (On-line and/or Customized modes)

7. Review of connected Concept Learning // Numerical(s)/ Changes in perspective thinking
8. Study material based Q & A
9. Upcoming Assessments/Activities
10. Review and Chapter-wise Assessment
11. Hands-on Assignments/Activities
12. On-line submission of Assignment/Activity by students for Evaluation
13. Evaluation of Assignment/Activity
14. Generation of FLASH-BACK [Assessment Slip] to Course planners, Students and Parents

- End->15. Details on **Total hours taken for the Chapter, Mention of any extension or reduction In time allotted, Mention of any communications that change weightage of marks**



*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery



For new or added Contingency planning, steps 16 to 23

16. Review of Holistic Assessment for the Chapter
17. NEXT Steps to be taken for the Chapter
18. Any added Provisioning of time or resources for the Chapter (later in the course)
19. Any added Support material for the Chapter
20. Feedback to Edu Centre's (CCMS) Content Configuration Management System
21. Feedback to Edu Centre's Time Planning System (Tools and Techniques that will be used are...)



*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

- a. Schedule development [based on Critical Path Method, Schedule compression
What-if scenario analysis, Resource levelling, Critical chain for term end or assessments,
Applying calendars, Adjusting leads & lags and Final Exam Schedule model)
- b. Precedence Diagramming Method [PDM]
- c. Arrow Diagramming Method [ADM]
- d. Schedule network templates
- e. Dependency determination
- f. Applying leads and lags
- g. Alternatives analysis (like Time/Resource “Cost calculation or Limit reconciliations”)
- h. Publish estimations data [based on Parametric estimating, Three-point estimating and
Reserve analysis]
- 22. Feedback to Process & Quality Audit System (for External or internal Statistical sampling
And Inspection)
- Closure->23. Feedback to Faculty Management System (for any needed Issue logging.
Negotiation, Acquisition, Virtual teaming or Co-location operations, System Risk detailing)

Revisiting Cost of Quality for an Educational system

Any Educational system or Platform needs to be sustainable, for this the **system** must acclimatize stakeholders to understand and manage cost of quality and change where

- The Educational system may merge with other systems
- The Educational system may be revised
- The Educational system may be redesigned
- The Educational system may be reduced in duration / scope / roles for Synergetic or Time, Motion and Study (TMS) based education
- The stakeholders may seek guidelines for a Code for performance
- The Educational system may be suspended or stopped due to it's "uphill complexity" or for any lack of "matter of fact intent" or may need mentorship cycles
- The need for Online Education Project Planning may become crucial**
- The Gross National Product* and/or the National Disposable Income* of Educational businesses may become important for the Personal Disposable Income* of students / mentees (these * terms are not explained in detail in this documentation, but are part of our universal best practices solution finding)**

The proposed Organizational Performance Theory develops steps to implement, manage and improve a Performance Improvement Plan

***Sphere of control
and the duty that is***

Conscious
Equanimity and
Belief

Learning about Curriculum Completion / Effective delivery

Position

Percolation

Accountability

Compliance

Coding and Change Control System

Guidelines

Expert knowledge of the teachers

**Hypotheses for knowledge
expected , prescribed and sources of
variation**

Knowledge Management

*Specialist
and the duty that is*

- Relevant **GUIDELINES FOR IMPLEMENTING A KNOWLEDGE MODEL** Or Knowledge Model simply said
- Adopting and valuing Knowledge Model in higher education lies in focusing performance on maximum individual and organizational benefits. The following are some ideas that will enhance the implementing of Knowledge Model at a higher education level.
- Higher education institutions face a world that is more interconnected, one in which knowledge, creativity and innovation are the essential elements of thriving societies. Understanding the value of knowledge in the higher education institutions and its competitive advantage should first be understood by educational institutions with first priority.
- The major problems with an organization might be the lack of means of sharing knowledge among members. The expertise of people is one of the greatest assets of a learning institution. Therefore, universities should embrace knowledge as an asset that creates value when shared, ensuring a high level of efficient performance.
- Economic restructuring has created most of the new jobs in occupations dominated by highly skilled managerial and professional workers. Along with increased educational requirements, new skill requirements have also emerged. General understanding, problem solving and interpersonal skills have all become supplementary in today's service spaces. With Knowledge Model, intellectual resources and individual competence can be developed in an institution. It also ensures knowledge-enabled workforce who can supply value-added decisions towards attaining the objectives of the higher education institutions.

*Sphere of control
and the duty that is*

- The Knowledge Model practices of competitors need to be examined to gain an understanding of the Knowledge Model practices that define the current market edge. The institutions need to examine the following questions:
- How do Knowledge Model skills of the higher education institutions compare to those of competitors?
- How does the commitment of top management of Knowledge Model compare to that of competitors?
- What unique aspect of the institution allows it to enhance sustain high quality Knowledge Model practices?
- What Knowledge Model practices have to be enhanced or sustained to capitalize on these unique aspects of the institution?
- **CONCLUSION**
- The institution should understand the role of Knowledge Model function in building capacity for the future. New visions can be developed to articulate a theory of higher education where societal, organizational and economic theories are only enabling factors.
- Outmoded approaches to curriculum and pedagogy: Knowledge commission observed that India today needs a knowledge-oriented paradigm of development to give the country a competitive advantage in all fields of knowledge. Knowledge Model intends to protect the joint and individual knowledge within an institution in the most favorable way.

*Sphere of control
and the duty that is*



***Sphere of control
and the duty that is***

Learning about Curriculum Completion / Effective delivery

School or College level
(Ease of Education enhancement)

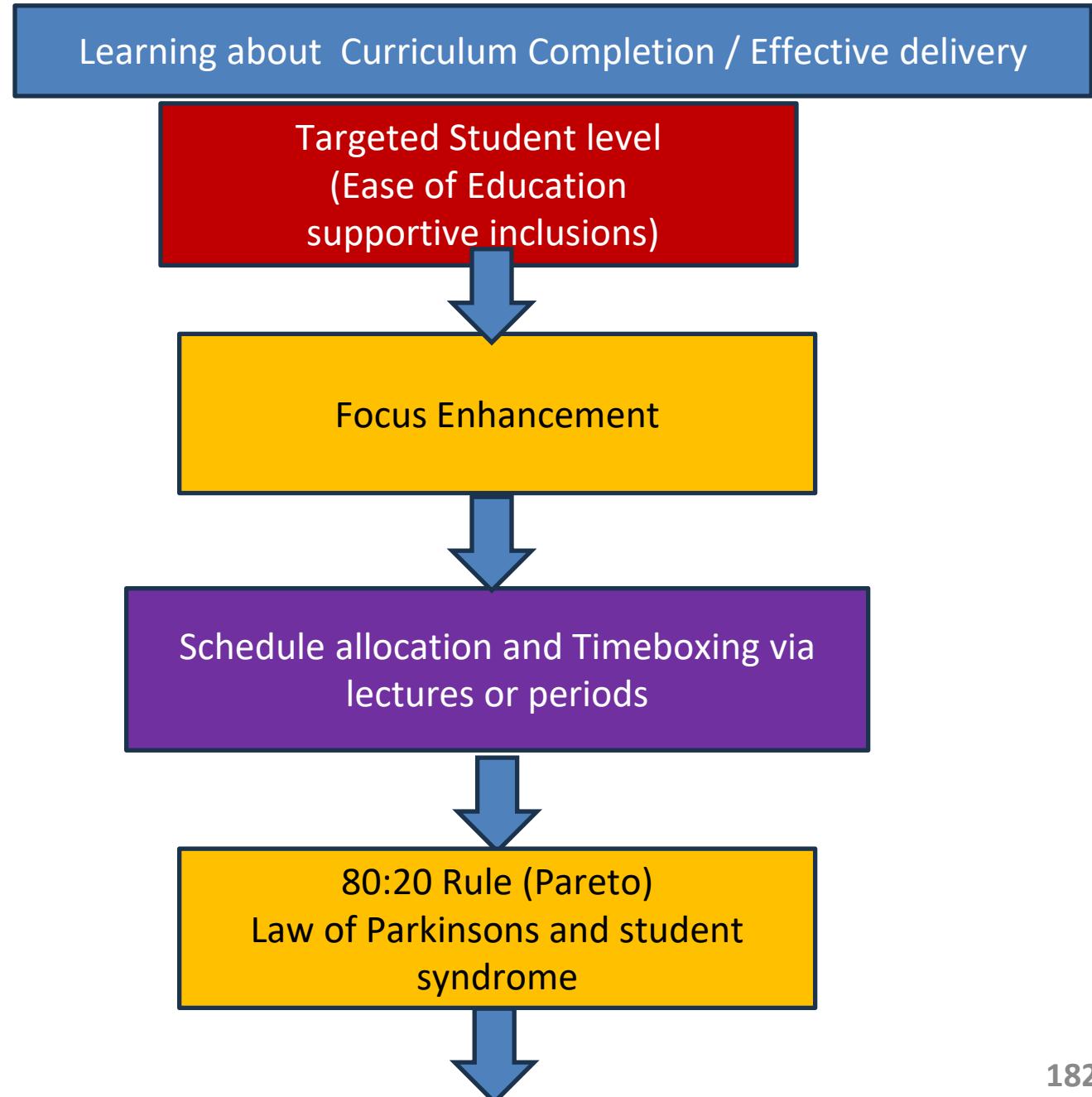
Department level
(Ease of Education insight) for a
subject/chapter/topic

Highlights in a prospectus or detailing of
“academics, responsive and co-curricular
activities” coding and control systems

Targeted Student level
(Ease of Education
supportive inclusions)

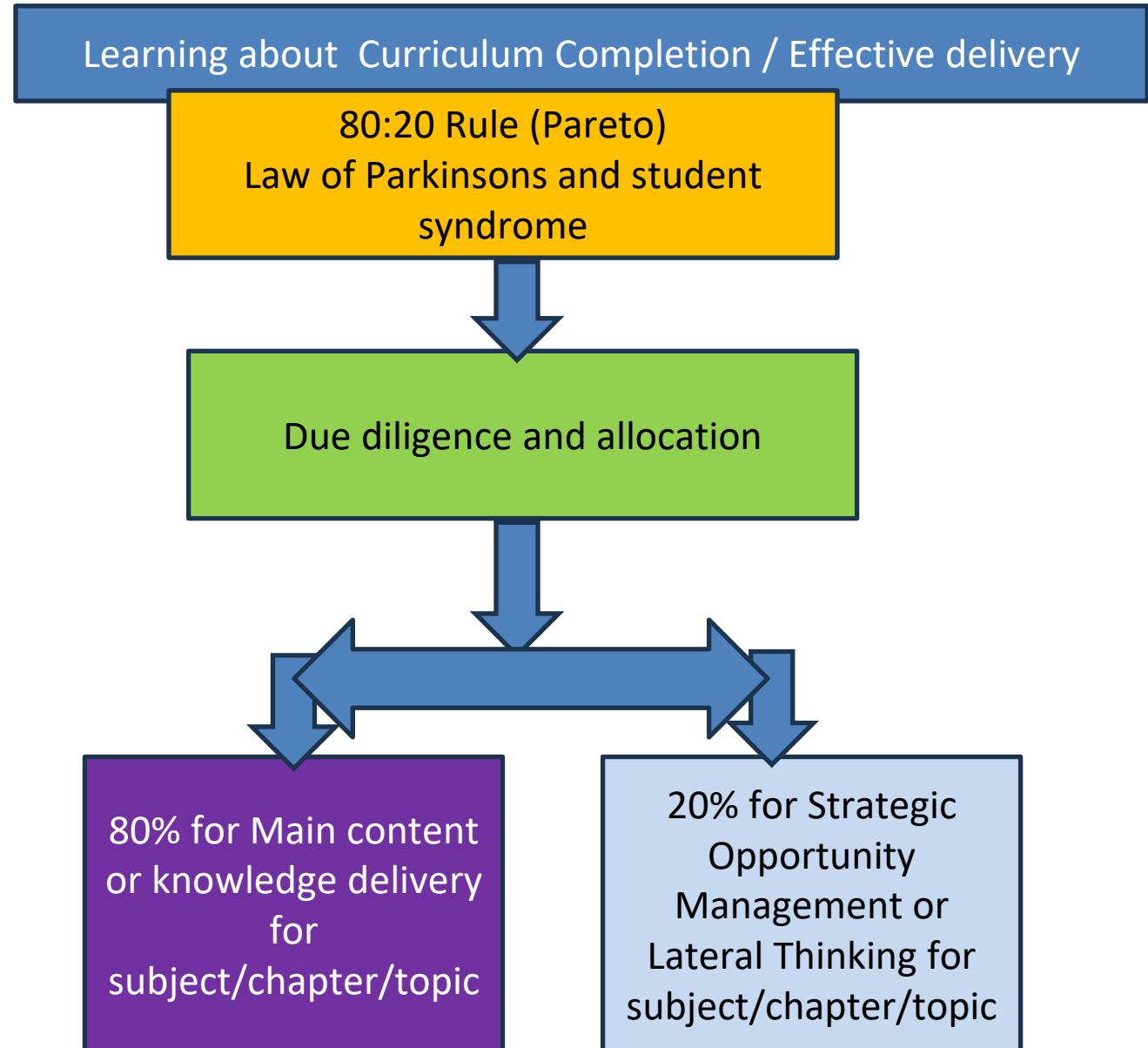


*Sphere of control
and the duty that is*



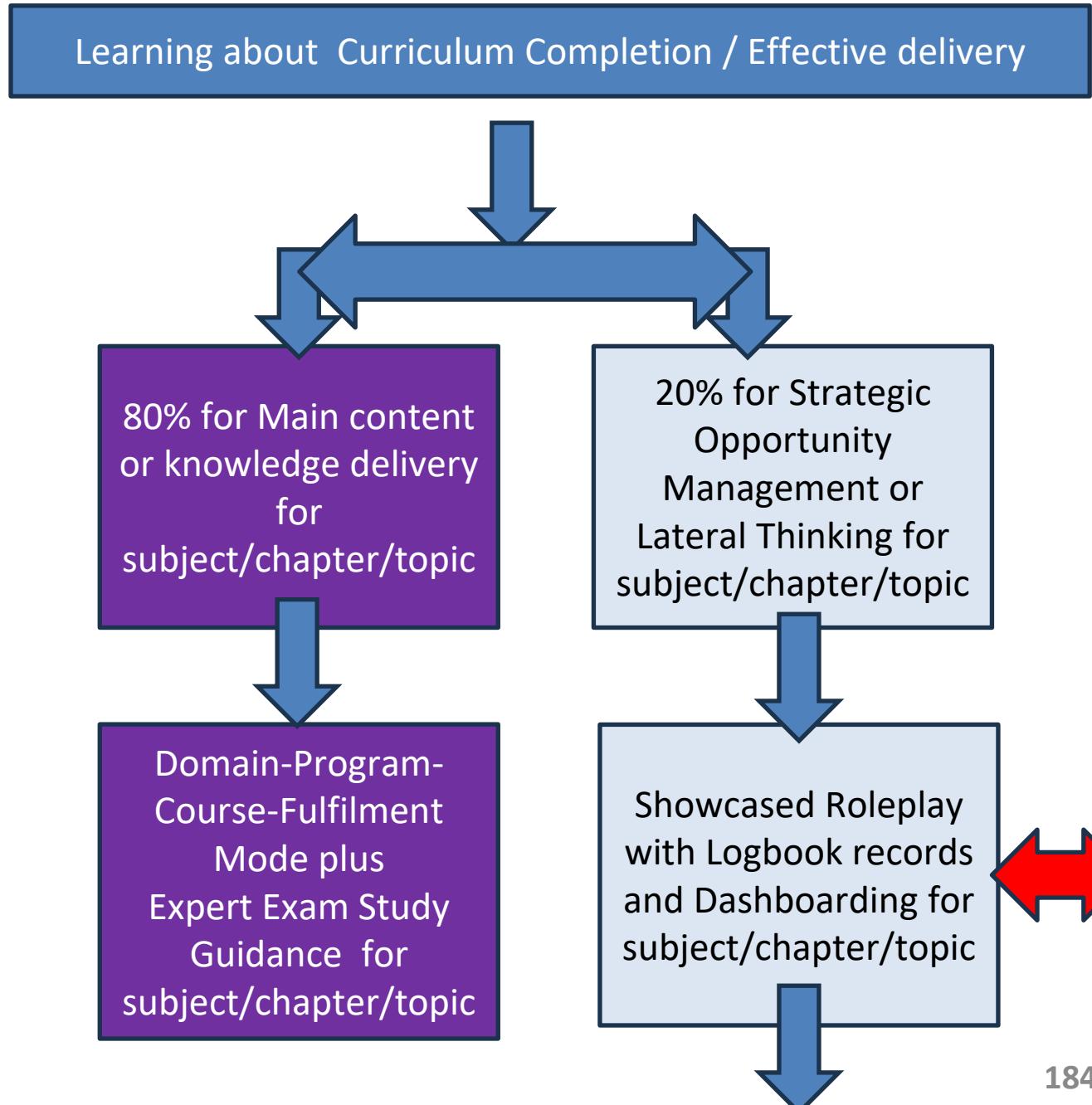


*Sphere of control
and the duty that is*



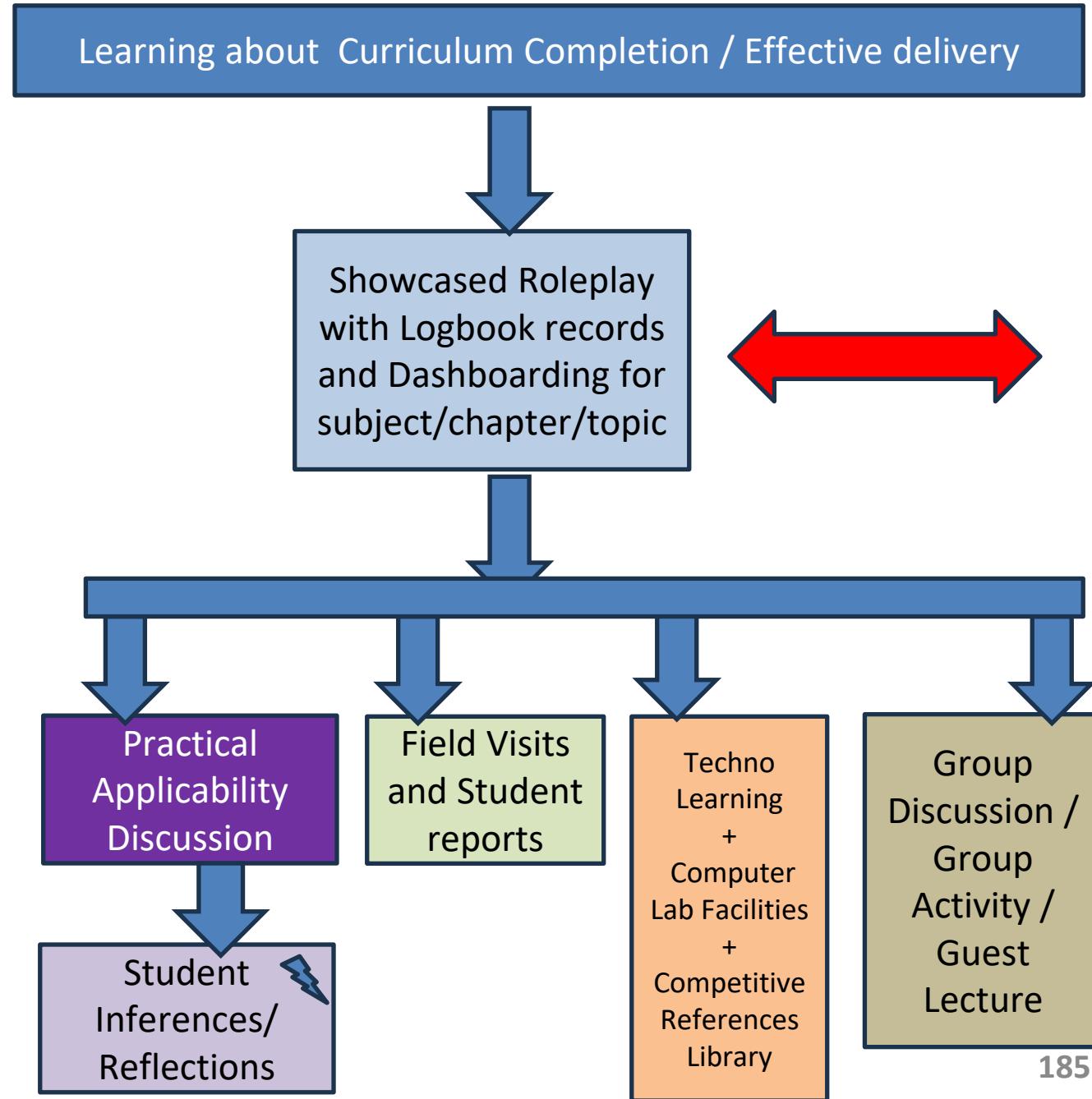


***Sphere of control
and the duty that is***



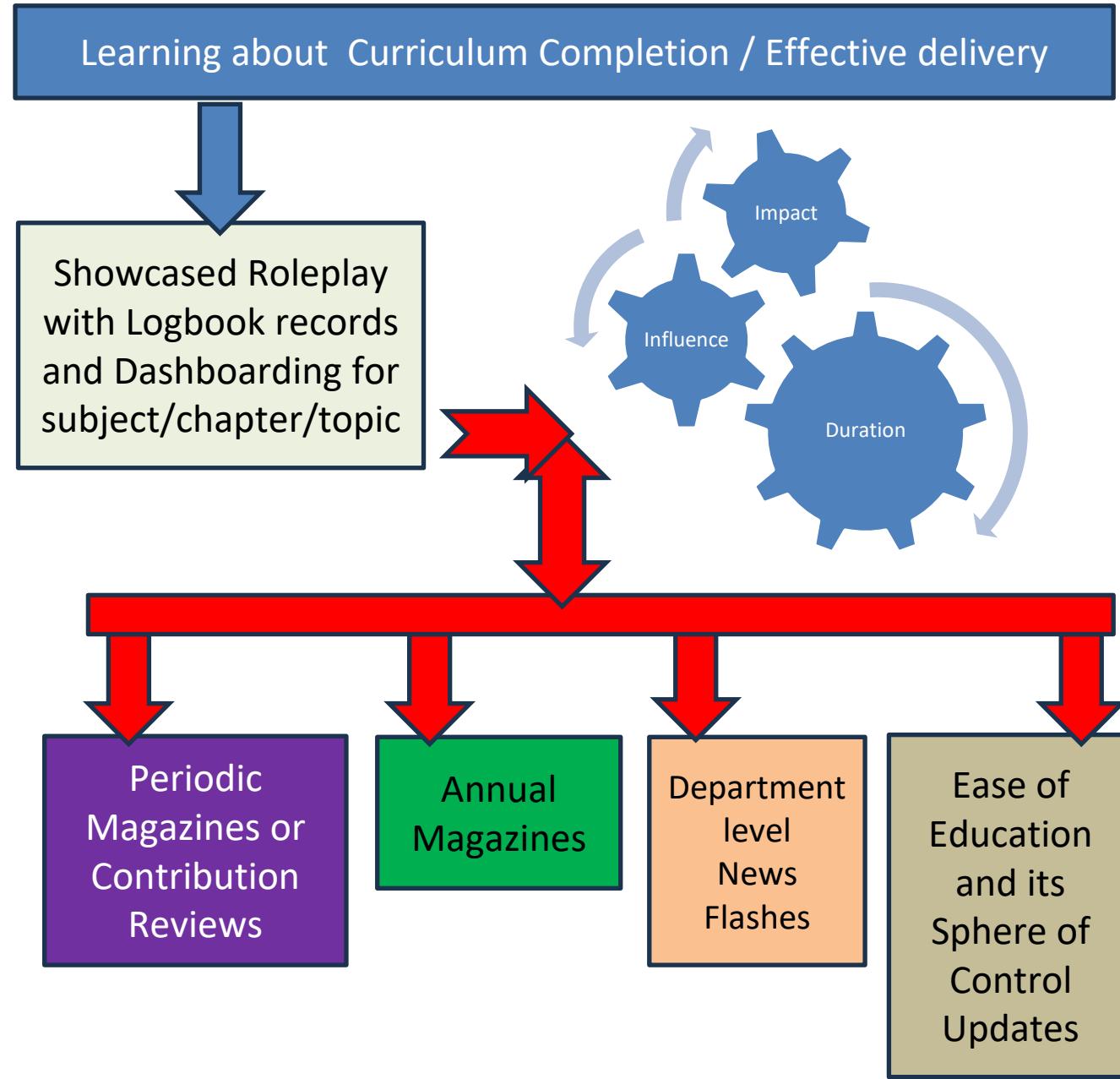


*Sphere of control
and the duty that is*





*Sphere of control
and the duty that is*



The sources of variation for any domain-program-course fulfillment depend upon

Domain-Program-Course fulfillment mode	Degree of freedom (that incorporates changing multipliers
Offline mode	Depends upon total number of students (N)
Online mode	Depends upon ((number of groups/sub-groups of students) * (universal number of students)) * (level of mentoring)
Combo mode	Depends upon (number of groups/sub-groups of students) * (universal number of students) * ((level of mentoring)+(priority area rating) + (constraints rating))
Mentoring system	Depends upon (number of groups/sub-groups of students) * (universal number of students) * ((level of mentoring)+(priority area rating) + (constraints rating)+(mentorship rating))
Change control system, where this influences the Study-Remember-Making sense-Understand-Application track for curriculums/courses/prerequisites Also depends upon the duration of impact/influence for the Parkinson's law and student syndrome	Depends upon (number of groups/sub-groups of students) * (universal number of students) * ((level of mentoring)+(priority area management) + (constraints rating)+(mentorship rating) + (change control for Parkinson's law and student syndrome)

The sources of variation for any domain-program-course fulfillment are

1. **Variations in the Consistency** (for scores, scope, schedule, costs, process assets, 360 degree planning) between groups/sub-groups for domains and areas of mentorship/outcome assistance
2. **Variations in the Errors** (for scores, scope, schedule, costs, process assets, 360 degree planning) within groups/sub-groups for domains and areas of mentorship/outcome assistance
3. **Variations in the Pairing factors** (for scores, scope, schedule, costs, process assets, 360 degree planning) in groups/sub-groups for domains and areas of mentorship/outcome assistance

Pairing factors are commonly location, classroom-teacher-student connect, mentorship platform, delivery channels, Primary Domain and area of mentorship, Pre-requisite Domains and areas of mentorship, Choreograph system etc

*Sphere of control
and the duty that is*

The sources of variation can be interpreted further using a method called ANOVA

1. ANOVA stands for Analysis of Variance, where there are 2 types one-way and two-way
2. ANOVA was introduced by R A Fisher
3. Purpose of using ANOVA is to understand the characteristics of a variable
4. Technique used is Mean Score Calculation
5. ANOVA involves a test called F-Test, where it helps get an idea about unbiased estimates of population from which sample studies have been conducted
6. Description of ANOVA being it is used as a test of means for two or more populations. The NULL hypothesis is typically that all means are equal

$$H_0 = \mu_1 = \mu_2 \text{ (for 2 parameters)}$$

$$H_A = \mu_1 \neq \mu_2 \text{ (for 2 parameters)}$$

In ANOVA categorical independent variables are called factors

*Sphere of control
and the duty that is*

Conscious
Equanimity and
Belief

Learning about Curriculum Completion / Effective delivery

Po

7. As ANOVA involves a test called F-Test, the specialty of a F-distribution table is that any addition, subtraction, multiplication, division of values from all table values does not affect the result, which means it can accommodate change (such as the Change control system for the educational system that is undergoing change)
8. ANOVA involves a coding method which reduces burden of estimation/calculation and errors in the solution
9. The Coding of data involves a change of scale or origin

Accou

Goals

*Sphere of control
and the duty that is*

For Outcome management: We can use the following consistency to evaluate the outcome of the classroom-teacher-student connect

1. Consistency for scores

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

2. Consistency for scope

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

3. Consistency for schedule

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

4. Consistency for costs

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

5. Consistency for process assets

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

6. Consistency for 360 degree planning

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

*Sphere of control
and the duty that is*

Conscious
Equanimity and
Belief

Positive Creat

Percolation

Accountability

Learning about Curriculum Completion / Effective delivery

The term Mentorship can be read as Teaching, or Teaching and Mentorship

1. Mentorship Calendar fulfillment

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

2. Mentorship Process Asset utilization

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

3. Course object fulfillment

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

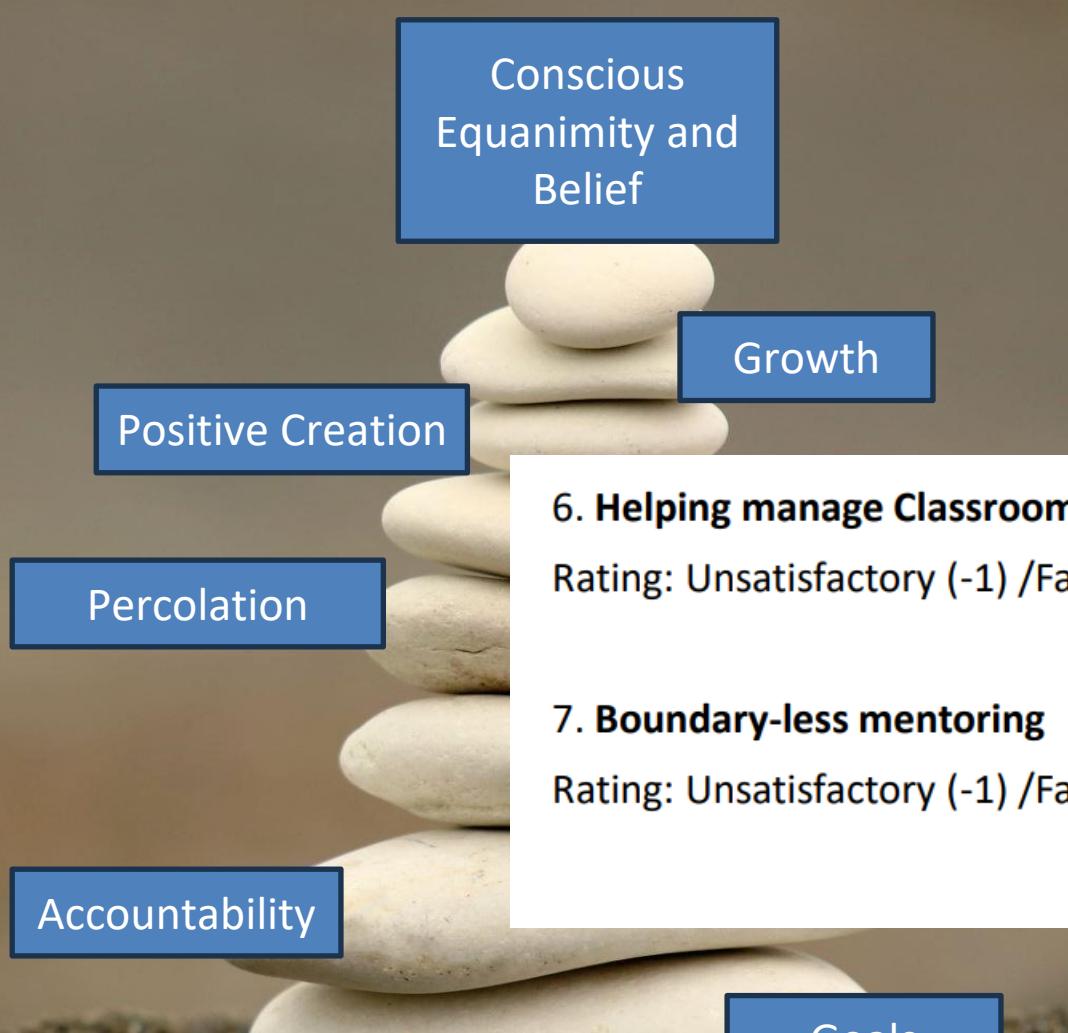
4. Topic, Chapter, Lesson performance

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

5. Notifications and alignment (mails, messages, alerts)

Rating: Unsatisfactory (-1) /Fair (1) /Good (2) /Excellent (3) /Not applicable (0)

***Sphere of control
and the duty that is***



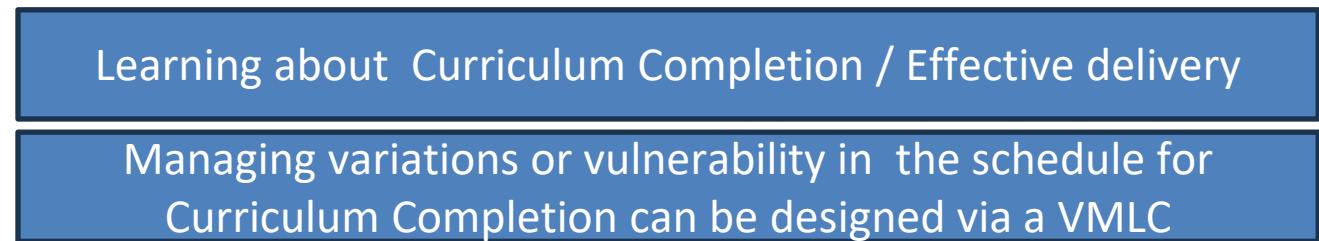
*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

The term Mentorship can be read as Teaching, or Teaching and Mentorship



*Sphere of control
and the duty that is*



Conscious
Equanimity and
Belief

Positive Creation

Percolation

Accountability

Growth

Balance

Relativity

Goals

Learning about Curriculum Completion / Effective delivery



*Sphere of control
and the duty that is*



*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

Statistical Processes implemented help design problem solving
that reviews

- Strategic Planning, Tactical Planning, Lesson/Activity Level Planning
- Time Management & Risk Mitigation for better orientation & logistics
- Pro-activeness for Change and Change Management
- Understanding of organizational influencers
- Understanding of Student influencers
- Use of Life Skills for Problem solving, Negotiation and Conflict management
- Readiness for Board and GOI related Rules and Norms
- Health and Safety practices
- Use of Information Technology

The projected insight is that we must soon be able to

(a) Define profiles for students and the platforms needed

(b) Refine educational frameworks (for CRM and Capacity Management)

(c) Bridge gaps for learning assistance, outcome management and prescriptive mentorship

(d) Scale accountability to ensure we can make platforms, products and services to enable critical infrastructure that is more conformant and sustainable

*Sphere of control
and the duty that is*



*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

Introspection: Building courage and belief is important for all spheres of life, as "if examinations are a challenge for students and their parents or guardians", then how can students become members of armed forces, doctors, infrastructure engineers, producers, leaders or pioneers bound to face different kinds of failures while pursuing their responsibilities, vision or even dreams.

Activities planning and metering of effectiveness

Activity planning will be metered for proportionate effectiveness based on:

- Conformance with marking-scheme based macro and micro views to the curriculum and teaching schedules.
- Reliability for areas of academic development.
- Accuracy for critical path for target group.
- Responsive for openness and receptivity to academic development and study skills.
- Reflective for coping skills.
- Referable for content compartmentalization and coverage.
- Certainty for effective use of learning tools, methodologies and aids.
- Holistic for Dynamics.

Conscious
Equanimity and
Belief

Positive Creation

Percolation

Accountability

Growth

Balance

Relativity

Goals

Learning about Curriculum Completion / Effective delivery

Seven Habits of successful students: Students who excel tend to exhibit similar traits.

- Budgets time well
- Stays organized:
- Lives healthfully (aware of healthy habits).
- Gets involved.
- Communicates with family.
- Speaks up.
- Remains motivated.

Four aspects of a successful student:

- Accepts Responsibility.
- Practices self-management and acknowledges interdependency.
- Posses' self-awareness.
- Believes in oneself.

*Sphere of control
and the duty that is*

Conscious
Equanimity and
Belief

Positive Creation

Percolation

Accountability

Growth

Balance

Relativity

Goals

Learning about Curriculum Completion / Effective delivery

Common barriers to learning

By gaining a basic understanding of common barriers to learning, an **Educational Consultant** will be easily able to identify the warning signs and adapt practices accordingly.

1. Physical/Mental Condition.
2. Environment..
3. Lack of Confidence.
4. Previous Bad Experience.
5. Fear of Failure.
6. Tactical habits or delaying tricks.
7. Lack of Motivation.
8. Fear of Change.

*Sphere of control
and the duty that is*

Conscious
Equanimity and
Belief

Positive Creation

Percolation

Accountability

Growth

Balance

Relativity

Goals

*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

Valuable Competency Areas for students

Competency Area	Activities for Inter-personal skills
Social-Personal-Extended relationships skills	<ol style="list-style-type: none">1. How social am I?2. How to overcome stage or presentation fear?3. How to improve listening skills related to both regular and online classrooms?4. How to overcome stress for achieving competency for regular and online study?
RMUA objective: Remembering, Making sense, Understanding and Application	<ol style="list-style-type: none">1. How to follow-up for RMUA objective alignment for regular and online study?2. How to follow-up for continuous improvement for regular and online study?



*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

Competency Area	Activities for Coping skills
Social-Personal-Extended relationships skills	<ol style="list-style-type: none"> 1. Time management. 2. Regular and online content compartmentalization and coverage. 3. Balance between use of Learning Aids that are classroom based or online technology based. 4. Stress management.
RMUA objective and Beyond Basic doer-ship	<ol style="list-style-type: none"> 1. How to follow-up for RMUA objective alignment for regular and online study? 2. How to follow-up for continuous improvement for regular and online study? 3. Openness, receptivity and anger management for needing to deal with dynamics.
Competency Area	Activities for Evaluations and follow-up
Social-Personal-Extended relationships skills	<ol style="list-style-type: none"> 1. Lesson understanding. 2. Supplementary material understanding. 3. Question understanding. 4. Content / response understanding.
RMUA objective and Beyond Basic doer-ship	<ol style="list-style-type: none"> 1. Test taking skills. 2. Reciprocal involvement. 3. Target setting for basic doer-ship (RMUA) and dynamic relationships.



*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

Competency Area	Activities for Awareness of context for relevant extended relationships
Social-Personal-Extended relationships skills	<ol style="list-style-type: none"> 1. Awareness for today. 2. Awareness for the expected learning. 3. Awareness for relevant education context. 4. Awareness for career development.
RMUA objective and Beyond basic doer-ship	<ol style="list-style-type: none"> 1. Awareness for a career in a specific area. 2. Information aptness and continuous improvement for specific qualifications. 3. Openness, receptivity and process conformance to deal with dynamics.
Competency Area	Group Activity and Counseling
Social-Personal-Extended relationships skills	<ol style="list-style-type: none"> 1. Pressure to act or accelerate. 2. Peer pressure. 3. Conflict management. 4. Organized development.
RMUA objective and Beyond basic doer-ship	<ol style="list-style-type: none"> 1. Reciprocal development. 2. Compartmentalization of study time (regular and online), personal time and as apt communication time. 3. Extent of parent-involvement.

Conscious
Equanimity and
Belief

Positive Creation

Percolation

Accountability

Growth

Balance

Relativity

Goals

Learning about Curriculum Completion / Effective delivery

Competency Area	NEXT Involvements
Social-Personal-Extended relationships skills	<ol style="list-style-type: none">1. Board specific planning and organization.2. Teaching schedule specific planning and organization3. Compartmentalization specific planning and organization4. Technology specific planning and organization
Measure of attainment and Dual purpose of competency development, evaluation and assessments, extended teaching and/or supplementary tasks	<ol style="list-style-type: none">1. Reciprocal development specific planning and organization2. Reporting of non-learning, complaints, issues and risk seen3. Reporting of the quality and relevance of online media (Audio-video material, Webcasts, Learning sessions, ability to answer new, unsolved or expected and unexpected questions).4. Response for measure of attainment report

*Sphere of control
and the duty that is*

Conscious
Equanimity and
Belief

Positive Creation

Percolation

Accountability

Growth

Balance

Relativity

Goals

Learning about Curriculum Completion / Effective delivery

Competency Area	Activities
	Types of learning related tools and techniques.
	Seven habits of successful students.
	Techniques of memory improvement.
Basic and Online academic skills	Joy of reading whether regular textbook based or online reading.
	Four aspects of a successful student.[details below]
	Balance between lesson-time and study-time
	Test taking skills (pen paper specific or online)
	Competency for extended problem solving

The following highlights will be used to understand the effectiveness of the Centre's guidance:

1. Making sense of lesson, topic, detail or concept
2. Relating to Typologies of questions and patterns
- 3 Ability to answer a mixture of questions
4. Relevant interpretation and recall of book-keeping principles
5. Relevant interpretation and recall of expected adjustments with related facts and figures
6. Writing or entering records for specific financial statements and books
7. Relating to paper-less study objectives
8. Subscribing or fast -learning of Board specific "educational material enablers like Audio Video sessions, Webcasts, Test taking exercises and Trail or History interpretation"

*Sphere of control
and the duty that is*



***Sphere of control
and the duty that is***

Learning about Curriculum Completion / Effective delivery

Today the need for Social Accountability is a solution based on standpoints. We need to translate this to processes for Sustainable resource management, Responsive Educational System Development & Capacity Management, where educational institutions, or the facilitating businesses and/or the educational system and its links are profiled to understand the FMCEA (Failure Mode Cause & Effects Analysis) that is critical to ensure student welfare.



Predictive Analytics

Audit of procedural conformance for:

1. Curricular Aspects.
2. Teaching-Learning and Evaluation.
3. Student Support and Progression.
4. Contingency planning.



*Sphere of control
and the duty that is*



Predictive Analytics

Norms and Standardization

Audit of procedural conformance for:

1. Curricular Aspects.
2. Teaching-Learning and Evaluation.
3. Student Support and Progression.
4. Contingency planning.



Audience for the Handbook

- ❖ Mentors
- ❖ Guides
- ❖ Tutors
- ❖ Educational Assistance Businesses / Service Providers
- ❖ Principals and Vice-principals
- ❖ Head of Departments
- ❖ Senior Administration
- ❖ Senior Academicians and Professors
- ❖ Business Planners
- ❖ Vocational Assistance Businesses/ Service providers/Trainers



Right to Education



Conscious
Equanimity and
Belief

Positive Creation

Growth

Balance

Percolation

Relativity

Accountability

Goals

Learning about Curriculum Completion / Effective delivery



Right to Education

Sustainable development
and growth



Solutions such as



1. Quantum Teacher Assessment Handbook

2. Workbook for Teachers

3. Corporate Socio-Technical System Handbook

4. Evolutionary Quality Management System for Educational systems

*Sphere of control
and the duty that is*

Conscious
Equanimity and
Belief

Positive Creation

Percolation

Accountability

Growth

Balance

Relativity

Goals

*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

Teaching methodologies – Quality of Growth and Development Subjectivity and KPI(s)

Degree of freedom

Degree of social accountability

Degree of dynamics mitigation

Demand/Supply for learning, course outcome assistance & mentorship



*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

(1) Why do institutions or learning assistance service providers need to invest in best practices or process improvements?

This should be done to attain better quality, performance and cost effectiveness

(2) What constraints govern the adoption of any process improvement technique?

Organizational culture, contextual realities like quality level appraisal tools, organizational process to practice maps, organizational process assets, artifact and document management, **understanding of Risk and/or Opportunity, governance, requirements development & management for business intelligence**



*Sphere of control
and the duty that is*

Learning about Curriculum Completion / Effective delivery

(3) What are the major barriers for process improvement?

Business intelligence specific inexperienced staff, organizational differences or politics, time pressure, lack of resources, lack of implementation infrastructure, lack of supportive modeling for better quality, performance and cost effectiveness

(4) What are the known results for CMMI specific best practice adoption?

In the context of the Mentorship process it can mean

- (a) Improved estimation accuracy (in relevance to time, effort and cost guidelines)
- (b) Increased teacher-student connect productivity
- (c) Improved rate of on-time delivery of teaching, learning and assistance
- (d) Reduced oversight for risk and/or opportunity management



Learning about Curriculum Completion / Effective delivery

(4) What are the known results for CMMI specific best practice adoption? (continued)

- (e) Reduced rework or repeat classroom sessions to complete course objectives (via lessons learnt reports)
- (f) Improved business intelligence and levels of profitability via choreographed mentorship / classroom sessions
- (g) Improved governance for senior management, department management in their role of ensuring work is performed in a way relevant and important to the institution, departments and continual improvement committees
- (h) Achieving convergence between “benefits & business objectives” AND “performance & improvement”



*Sphere of control
and the duty that is*

The term Mentorship can be read as Teaching, or Teaching and Mentorship

1. **Instrumental Proficiency (Student highlight)**

The Mentorship platform will record different details of the student/mentee for the proposed language development and proficiency

- Name
- Age
- Sex
- Education
- Any language disinterest / handicap
- Proficiency level needed / liability to learn
- Career interest/Area of need
- Need for instrumental development and effectiveness
- Attitude towards language development and effectiveness
- Years of language development/ ability
- Years of practical usage/ ability



*Sphere of control
and the duty that is*

The term Mentorship can be read as Teaching, or Teaching and Mentorship

1. **Instrumental Proficiency (Student highlight continued)**

The Mentorship platform will record different details of the student/mentee for the proposed language development and proficiency or effectiveness

- Choice of mode of learning
- People skills interest
- Choice of location
- Job mobility expectation
- Mother tongue
- Rural-urban background
- Personal competence level
- Future interest or orientation



*Sphere of control
and the duty that is*

The term Mentorship can be read as Teaching, or Teaching and Mentorship

2. Choice of mode of learning for instrumental proficiency

- Need Knowledge Aids
- Need Knowledge Tools
- Need Knowledge Acquisition programmes
- Need Cultural diversity factoring (for any background/culture)
- Need Inclusiveness factoring (for any disinterest / handicap)
- Need SMART project assignment (to help develop proficiency and/or effectiveness)
- Need Future proficiency analytics
- Need Work requirement analytics
- Need Fluency Companion Guides (as a learning tool to be carried further)



*Sphere of control
and the duty that is*

The term Mentorship can be read as Teaching, or Teaching and Mentorship

- **Analytics as Mentorship platform enablers**
 - Time Study Analytics
 - Method Study Analytics
 - Proficiency Sampling Analytics
 - Use of language Analytics
- **Mentorship Platform and objective tests of skill/capability/aptitude**
 - Potential achievement (in language development) tests
 - Aptitude tests
 - Area of interest skill/capability Tests
 - Language development for People Skills Tests
 - Intelligence / Intelligence Quotient Tests
 - IQ = (Mental Age / Actual Age) x 100



*Sphere of control
and the duty that is*

The term Mentorship can be read as Teaching, or Teaching and Mentorship

- **Mentorship Platform and dimensions of tests of skill/capability/ aptitude**
 - Paper pencil tests
 - Performance specific tests
 - Individual tests
 - Group tests for People Skills
 - Time bound tests
 - Free involvement tests
 - Yes/No Objective tests
 - Multiple Choice Objective Tests
 - Floating answer tests
 - Relative suitability tests



*Sphere of control
and the duty that is*

The term Mentorship can be read as Teaching, or Teaching and Mentorship

The term Work as regular Curriculum Work or Lateral Thinking work

- **Mentorship Platform and review of proficiency**
- Regular work scenario review
- Structured scenario review
- In-depth understanding review
- Patterned understanding review
- Work issue understanding review
- Work issue correction review
- Data consolidation review
- Correlated involvement review
- Leadership skills review
- Game theory scenario review

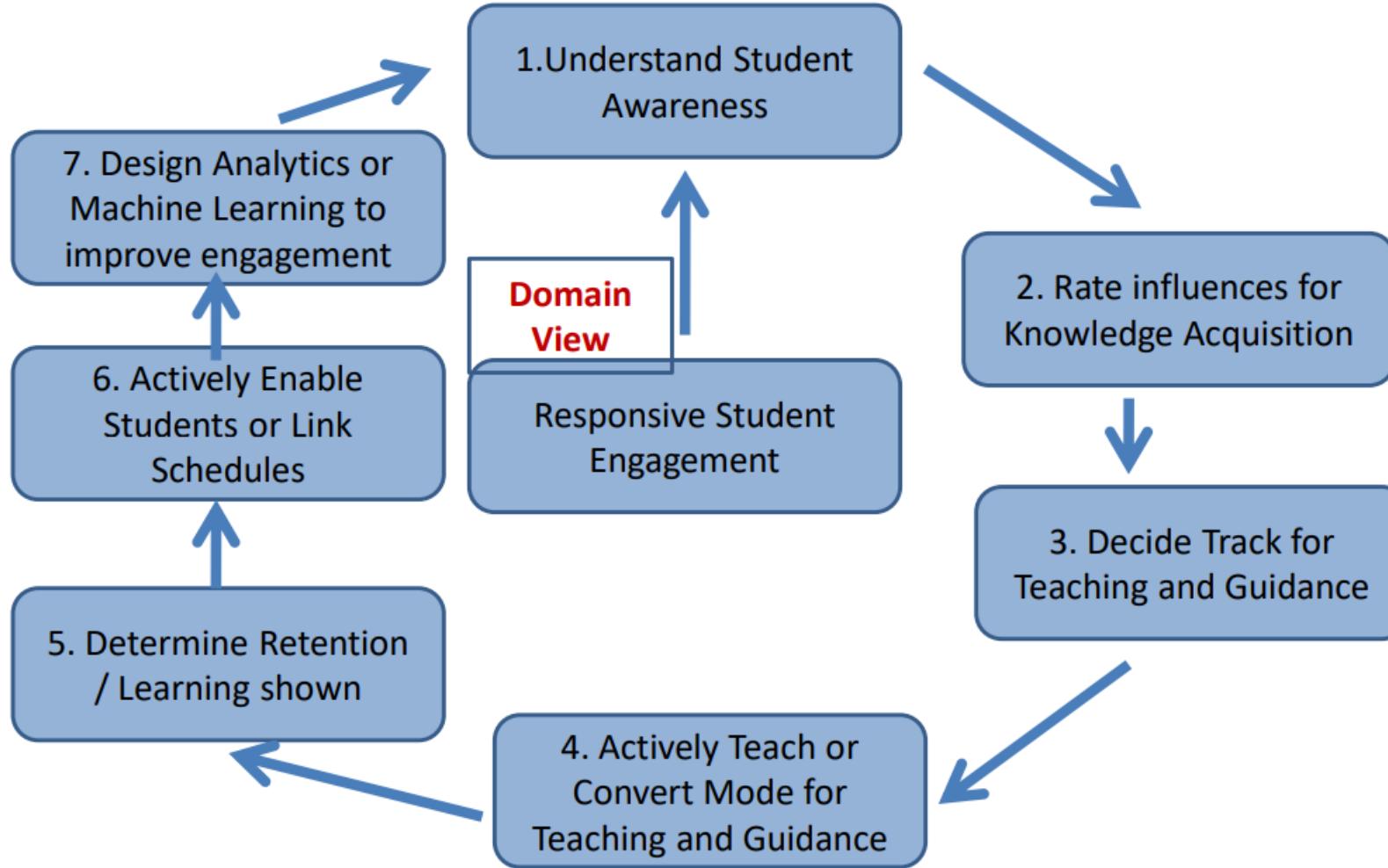
Positive Creation

Percolation

Accountability

*Sphere of
and the duty that is*

Methodology for Responsive Student Engagement





*Sphere of control
and the duty that is*



- + Content Compiled by Expert/Senior Academicians with over 35 plus years of experience
- + Key aspects designed and validated by Teachers, Mentors, Trainers and Counselors from specific areas like Accountancy, Commerce, Economics, English, Mathematics, Science, Food Science & Food Technology, Psychotherapy and Life Skills Counseling
- + Inspired by the need to make Educational Institutions future enabled and sustainable

DRAWING TO LIFE INDIA

**FROM NAMMA
BENGALURU**



**Ease of Education and
Solution finding URL(s):**

Website URL:

<https://venkataoec.wixsite.com/eduessential>

<https://venkataoec.wixsite.com/verisafenhealth>

**Ease of Education and Curriculums by
AOEC, A Small Office Home Office**