

1. Five areas: teaching and adult action

Founder working plan - 7 October 2026. Proposed directions derived from the reviewed product handoff. Classes 1-12 remains the ambition. Starting grade/context is unconfirmed. These examples require human review and are not complete validated units.

Area	Proposed learner practice and changed demand	Adult duty and separate record
Mind	Paper Ria asks: "Please show me where to begin." Learner chooses pause, immediate help or another activity, then a usable step and reason. New task lacks title words, so the request must change.	Adult responds accessibly and supervises. Record choice, cue, exposure, actual step and reason. No forced calmness, distress, disclosure or treatment.
Body	Each of the six practices below needs its own reviewed situation, rehearsal and materially changed opportunity. A fictional answer and actual ordinary practice are separate.	Adult supplies usable facilities, methods, access and supervision. Record availability, practice and help separately. No physical/health prescription here.
RelCom	Partner replies. Learner checks: "Do you mean this first place?" Learner chooses/directs a step using the reply and explains why. Change the partner need or missing fact.	Adult permits respectful disagreement and accessible modes. Record learner check, partner reply and decision, not memorised polite words.
Civic	Safe tabletop task: identify missing shared-space instructions, ask the responsible adult, then care for clean shared props. Change the usable instruction or resource need.	Adult supplies information/access and remedies the barrier. Record judgement, reason and bounded action. No live-road practice or injury/death claim.
Sanskars	Use supplied fictional facts to give a truthful account, correct mistaken blame respectfully, check a need and choose feasible kindness. Change the fact or need.	Adult hears correction and provides the remedy. Record account/reason/action. Respect, gratitude and cultural greetings retain dignified alternatives. No moral-worth score.

All six Body practices remain distinct

Practice	Proposed change in demand and enabling adult duty
Healthy food	Available-meal choice becomes limited provision. Learner explains feasible choice/help. Adult reviews local nutrition, culture/allergy and actual food opportunity; no family-resource ranking.
Drinking water	Known approved water point becomes unknown/unavailable. Adult verifies/provides usable access. No universal volume or pupil water testing.
Movement and dance	Change space, pace or access. Learner chooses a reviewed adaptable/seated option or support. Adult reviews method, safe space and supervision.
Sleep and rest	Fictional schedule gains a constraint beyond pupil control. Learner explains rest/help options. Adult addresses timetable/support; no compulsory personal sleep report.
Personal hygiene	Reviewed dry rehearsal plus ordinary before-eating opportunity; separate fictional after-toilet case. Adult owns soap/water/drying/access/cover; no meal delay for observation.
Optional age-appropriate yoga	Change comfort/access. Stop or non-yoga alternative remains valid. Qualified adult reviews movement/culture/access; no pose/breathing prescription or treatment claim.

Across areas: record version, eligible/observed/missing/declined count, mode/aids, actual opportunity, cue, prior answer exposure/order, action/reason, adult response and next remedy. Uncued after seeing an answer is exposed practice, not independent transfer.

2. Adult delivery: two configurations to examine

Both are proposed service arrangements to rehearse and cost. Neither is an established Vedanta service or a package directly tested by SEHER. Lesson support is distinct from qualified counselling/clinical duties. No AI or pupil takes counselling responsibility.

Configuration A	Configuration B
Prepared teachers plus a designated external/dedicated lesson-support function.	Teacher-led delivery with named protected time, coaching and a private school referral/handoff route.
Name who supports ordinary requests, coaches teachers, remedies resources and covers absence. Keep the teacher/class-supervision duty explicit.	Name protected duties and competing commitments. Specify response, supervision, coaching, cover and referral, rather than assuming a teacher can absorb them.
Role limits, preparation, availability and appropriate appointment require agreement. A lesson-support worker is not automatically a counsellor.	Workload, support capacity and urgent handoff require agreement. A referral label does not establish a usable service.

Responsibilities that require an actual named owner

Duty	Name / arrangement to verify
Model and rehearse	Owner: _____ Accessible demonstration / difficult response: _____
Normal request / class supervision	Response owner: _____ Remaining-class cover: _____
Coaching / absence cover	Coach: _____ Channel / agreed availability: _____ Cover: _____
Urgent concern / private handoff	School route and qualified recipient: _____ Limits / stop route: _____
Facilities / access / record custody	Barrier owner: _____ Accessible mode: _____ Record custodian: _____

Before child use, practising teachers rehearse the exact model, response, accessible option and stop/handoff with appropriate reviewers. Adult rehearsal tests preparation, not child throughput or effectiveness. If support/supervision fails, reduce, split or hold added practice. Essential help stays available.

Capture at the actual school today

Field	Observation or attributed report, with date/source
Context	School/district/management/grades: _____ Medium/home languages/modes: _____
Current provision	Textbook/edition and delivered routine: _____ Timetable allocation: _____
Actual adult workload	Preparation: ____ minutes Session/transition/reset: ____ Support: ____ Additional cover: ____
Usable opportunities	Water/soap/food/movement space/access: _____ Observed usable / unavailable / unknown: _____
Response and missed practice	Help requests/waits/support contacts: _____ Missed opportunity / barrier / adult remedy: _____

Founder-school observations and Maharashtra development sites are separate until confirmed. Obtain support availability, competing duties and record definitions. No hours, ratio, salary, trained staff or appointed specialist is established by this sheet.

3. Full costs: quantities and rates remain open

A working decision sheet, not a quote. Enter actual scope, units, period, source and payer. Blank quantities/rates mean unknown, never zero. No Vedanta unit price, savings, staffing ratio or numerical benefit follows.

Resource line	Quantity and unit	Rate (INR / unit)	Included vendor amount
Development / academic review	_____	_____	_____
Localisation / access adaptation	_____	_____	_____
Materials / print / distribution	_____	_____	_____
Adult preparation / rehearsal	_____	_____	_____
Delivery / supervision / absence cover	_____	_____	_____
Coaching / travel / ongoing support	_____	_____	_____
Technology / data / safeguards	_____	_____	_____
Independent evaluation / revision	_____	_____	_____
Overhead / other explicit resources	_____	_____	_____
School / teacher opportunity cost	_____	_____	Avoid duplicate count

For each line also name owner/payer, whether it replaces existing activity or adds work, and one-off development versus repeat delivery. Keep physical resources and school/teacher opportunity costs alongside the vendor invoice.

Arithmetic and denominators to agree

Line cost = measured quantity x documented rate in matching units. Included vendor cost = sum of agreed vendor line amounts, with taxes/charges stated. Full incremental resource cost = included vendor costs plus additional school/teacher/in-kind resources not already included. Count only the incremental difference from usual provision. Do not add adult time again if its value is already in the vendor amount. Document displaced resources and valuation consistently; each resource appears once.

Denominator	Defined count for the same period/scope
Eligible	Count: ____ Eligibility / grade / sites / period: _____
Reached	Count: ____ At least what documented contact: _____
Adequately exposed	Count: ____ Pre-agreed sufficient exposure rule: _____

Cost per eligible, reached or adequately exposed pupil = the same explicitly named cost total divided by that separately defined count. Show all three, rather than changing denominator silently. If a count is zero or unknown, the ratio is undefined; report it that way. Missing quantities prevent a cost total, not just a reliable estimate.

Two failure branches remain in the decision

No added effect	Failed delivery
Retain incurred and continuing costs. Zero added learning benefit means no assumed benefit/cost return. Review outcome, burden and whether to revise or stop.	Retain incurred costs, missed exposure and unresolved access/support failures. Record remedy cost and hold/revise/stop decision. An unused resource is not automatically a saving.

Decision fields: cost scope/period _____ Resource valuation reviewer _____ Affordable workload/cost criterion _____ Revise/stop owner _____. All criteria require human agreement before results.

4. Inspectable gates and founder decisions

This is a development working plan. No selected time, dose, sample, contract, appointed reviewer or full curriculum is implied. Classes 4-5 is the existing prototype band, not the chosen starting band.

Gate	Artifact to inspect	Human decision / reviewer to agree
Context and comparator	Actual grade/sites/medium/access record; five-area crosswalk of current material and delivered routines, School Health and Wellness Programme (Classes 6-12), Mulyavardhan and Balbharati, as relevant to chosen grades.	Vishal/Saake choose scope. Practising local teachers and academic counterpart examine fit and actual gap. Names pending.
Units and progression	Reviewed progression and representative complete units across all five areas, with six Body specifications. Exact model, rehearsal, reason, changed task, observation and adult remedy.	Appropriate academic, language/access, health/activity and practising-teacher review. Founder intent review is distinct from safety or validity.
Adult rehearsal / feasibility	Observed adult models and difficult responses; available support/cover/facilities; actual opportunity, exposure, missingness, workload and remedy records.	Delivery and appropriate school reviewers decide whether practice is usable, safe and supportable. No effectiveness claim from rehearsal or feasibility.
Independent comparison	Usual provision plus fixed Vedanta package versus usual provision; primary outcome, translated task/instrument, reliability, allocation/analysis, missingness and meaningful post-support follow-up.	Independent human evaluation/statistical design. Sample and duration follow chosen question; these remain unselected.
Expand / revise / stop	Outcome, null/adverse findings, access/safety, workload and full incremental costs against pre-agreed criteria; documented limits and recommendation.	Relevant human academic/evaluation/delivery review and Saake/Vishal decision. Funding/procurement/legal acceptance requires its actual authority.

Decisions to settle with Vishal and Saake

1. First grade band, school management/context, medium/home languages and access needs: _____ . Which founder-school observation and which Maharashtra development sites? _____ .
2. Which child capability and complete unit best express founder intention? What should the child explain and do when the demand changes? _____ .
3. Who will review content/local fit and own response, supervision, coaching, cover and barriers? What protected school time exists? _____ .
4. Which added outcome matters? Who independently evaluates? What benefit, workload, access/safety and full-cost criterion would justify expansion or require revision/stop? _____ .

Bring back evidence with provenance

Actual textbook/edition and routine; timetable/training/support records; facility/access observations; anonymised attendance or prior experiment records with definitions, sample, dates, comparison and missingness. Mark observed, documented and attributed reports separately. A school visit refines scope; it cannot demonstrate Vedanta effectiveness.

AI may draft and challenge bounded artifacts. AI employee names are capability profiles, not human degrees or appointments. Existing work packets are local unregistered drafts; neither this sheet nor a path proves native execution. No moral/Human Score, measured Vedanta effect, superiority, hospital/traffic/GDP saving or complete Classes 1-12 programme is established.

Source basis: current PROJECT-RESET; reviewed EVIDENCE-TO-PRODUCT (five-area and six-Body tables, adult service, comparator, measurement and specimen); WORK-PACKETS and independent review; BRIEFING, MEETING-CARD and REVIEW-AND-READINESS. Exact paths/hashes are in the accompanying source/output manifest. Published quantitative findings and their limits stay in the evidence briefing; this supplement adds no scientific estimate.