



Evaluation of Common Minimum Programme Implemented by Kendriya Vidyalaya Sangathan

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ABSTRACT

Need of children should be considered in transacting knowledge. It is the duty of every teacher to create awareness and encouraging learning atmosphere in classroom to find out the delight of children manifested in their eyes, mind and heart. The aim of primary schooling is to enable our little ones to grow and turn out be the confident young and vibrant adults who are ready to march ahead well equipped to face the global challenges. In light of NCF 2005, the stress has shifted from teaching to learning, from teacher to child and rote memorization to understanding and application of knowledge. The aim should be to take the child outside the four walls of the classroom. Teaching has to be extended and correlated with the outside world and the teachers should play the role of a facilitator. To assess the effectiveness of common minimum programme (CMP), the HM monitors and supervises all the subject teachings of each class at least once in a cycle of 30 days. Such inspection is followed by thorough discussion with the teacher concerned incorporating various issues. These discussions incorporates the other aspects like participation of students in teaching-learning process, the involvement of students in co-curricular activities, planning for children who deserve special attention and general upkeep of the Vidyalaya and classrooms.

KEYWORDS : Common Minimum Programme, Primary Education

INTRODUCTION

The child as an individual has his needs, interest, attitudes and abilities which must be taken into consideration while transacting knowledge. It is the duty of every teacher to create awareness and encourage learning atmosphere either inside or outside the classroom, so that the delight can fill the eyes, mind and heart. The aim of primary schooling is to enable our little ones to grow & turn out be the confident young and vibrant adults who are ready to march ahead well equipped to face the global challenges. In light of NCF 2005 the stress has shifted from teaching to learning, from teacher to child and rote memorization to understanding and application of knowledge. The aim should be to take the child outside the four walls of the classroom. Teaching has to be extended and correlated with the outside world and the teachers should play the role of a facilitator. A German conference entitled 'School is a House of Learning' (Bildungskommission MRW, 1995) arrived at the following mission statements for school:

- A place where everybody is welcome, where learners and teachers are accepted in their individuality.
- A place where people are allowed time to grow up, to take care of one another and be treated with respect;
- A place where diversions and mistakes are allowed, but where evaluation in the form of feedback gives you a sense of direction;
- A place for intensive work, and where it feels good to learn;
- A place where learning is infectious.

The vision statements indicate the value of freedom, equality and respect as normative values in the making of contemporary schools.

The vision of a school which ensures complete divergent learning with full knowledge gets materialized through KVS by the introduction of CMP. KVS perceives the child as the most valuable entity. The child is at the center stage of all of all our school activities. The right of every child is protected by implanting CMP. To assess the effectiveness of CMP, the HM monitors and supervises all the subject teachings of each class at least once in a cycle of 30 days. Such inspection is followed by thorough discussion with the teacher concerned incorporating various issues like (i) the improvement in strategy for teaching-learning processes (ii) effective use of TLM (iii) class management (iv) responses of students (v) on

the-spot evaluation and (vi) continuous and comprehensive evaluation of students. This discussion incorporates the other aspects like participation of students in teaching-learning process, the involvement of students in co-curricular activities, planning for children who deserve special attention and general upkeep of the Vidyalaya and classrooms.

RATIONAL OF THE STUDY

KVS has introduced CMP, in the view of that the primary education is a base for higher learning and life skill development. The main aim is to promote 100 % literacy to fulfill qualitative improvement of the primary education. The strategies and activities planned should be undertaken by the school in order to achieve required objective.

- Children are natural learners but diverse in nature. Some learn through auditory approach; some learn through Visual; Some learn through hands -on-skills etc.
- To cater to the needs of diverse population of learning community we need to include different methodology in education. CMP facilitate and support the above said view by providing multi facilitated assistance to teacher by bringing excellence in changing pedagogy.
- CMP strengthening teaching learning process and teacher taught relation.
- Integrating technology in everyday learning process to facilitate learning in a better way& creative ideas are born out of it not only for the learner but also for the teacher. NCERT textbook approach is a hand shake for the teacher which integrates natural environment& all subjects, which demands multiple activities.
- Multimedia approach and activities make the learning process interesting through CMP.
- In the class room all the children are involved thus bringing attitudinal changes which is the need of an hour. It avoids boredom of listening to lectures or olden methods.
- Technology has taken up a slow and steady invasion into the process of learning. Newer method of inquiry through technology, guides the children and the teacher towards the real world of knowledge.
- The mind of the children could be synthesized, empowered easily through integrated methodology & technology.

Thus CMP aims to develop creativity, critical thinking and analytical

thinking. Values are learnt along with the process. It emphasizes character building giving importance to preservation of cultural and heritage through various activities. No doubt varied technique of teaching – learning process takes care of effective psychomotor and cognitive aspects of the learner.

OBJECTIVES OF THE STUDY

The objectives of the study are

- To understand the perception of teachers about the implementation of CMP
- To examine teachers' acceptance of CMP
- To know the attitude of students towards CMP activities.

DESIGN OF THE STUDY

Descriptive survey method is used for this study

POPULATION AND SAMPLE

The target population of the present study consisted of Kendriya Vidyalaya teachers and students of Madurai. The questionnaire was given to 20 students from 5th standard and 20 primary teachers. The samples were selected randomly for data collection.

TOOL USED

Questionnaire was used to understand their perception and acceptance. 3 point scale consisted yes, no and to some extent categories to bring out the respondents' opinion.

DATA ANALYSIS

The data collected by using a tool as structured questionnaire. The collected data was analysed comprehensively with percentage analysis.

Teachers' views on CMP

It is as follows:

- School strongly encourages the use of CMP
- *Using CMP is valuable for teaching*
- *CMP ensures holistic growth of students*
- *CMP involves parents for better performance of their wards*
- *Time taken for preparation is more than teaching*

Students' views on CMP

It is as follows:

- Like the learning through the variety of teaching aids and techniques
- *Students like the fact that they are assessed frequently*
- *Students have bright future by CMP*
- *Liking the fact that both scholastic and co-scholastic skills are improved*
- *Find retention capacity improved*

CONCLUSION

The above analysis can be summed up as follows. The Vision is to work in partnership with our children, parents and community at a large to create a positive and inclusive environment for higher quality learning and teaching where everyone is valued and respected. If the child lives with encouragement he learns to be confident. The influence of CMP was observed as confidence in school. The teachers of this school were competent and hardworking. All the classroom endower aims at motivate the weak; address the average; and challenges the gifted. As per the guideline of NCF2005 minimum level of learning is achieved through CMP. A Journey of thousand miles begins with a single step. If a child lives with praise he learns to be appreciated. Hence, CMP facilitates learning infectious environment.

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