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F.11029/16/2009-KVS(HQrs)/Acad/Misc.

Date : 04.01.2010

The Assistant Commissioner
Kendriya Vidyalaya Sangathan
All Regional Offices

Sub:- Common Minimum Programme for Qualitative Improvement of the Primary Education.

Madam/Sir,

Common Minimum Programme (CMP) has completed full one academic year since its introduction. A sample survey conducted in Kendriya Vidyalayas of Delhi has revealed that a lot more has to be done to reach the desired level of primacy of purpose, adequacy of resources and intensity of action.

It is reiterated that there should be no deviation from or dilution of the guidelines issued vide this office letter no. F.28-69/2007-KVS(Acad) dated 04.01.2008. However, some more guidelines are being issued to accommodate certain constraints and to clarify certain points to enhance the feasibility of the programme.

1. Developing Support System

- (i) Development of Resource room is a pre-requisite for effective implementation of CMP. This room should be largest available room. All equipment e.g. digital copier, 29" Colour T.V., VCD/DVD player, OHP, LCD Projector, white board, magnetic board, two computers with broadband connectivity have to be placed in this room only and at no other place. The provision of two computers should be separate from computer lab.
- (ii) Utilisation of Monthly Contingent Fund – This monthly contingent fund should be drawn for at least nine months in an academic year except for the months of May, June and March. This fund should not be used for purchasing readymade TLM from market. Such TLM can be separately purchased under the head of 'Teaching Aids'. Absence of HM should not be an excuse for non-disbursement/non-utilisation of this fund. Senior most PRT should be given the responsibility.
- (iii) Class-Library – Practice of storing the books in boxes is still persisting in some of the KVs. This should be stopped forthwith. The books must be arranged in a transparent shelf placed in

classroom only. The children book ratio should be 1:3 at the minimum. Variety of books and list of books have been suggested from time to time. Procurement of good useful books should be a continuous process.

Books depicting characters from history and scriptures should be a must. Books of Amar Chitra Katha series, Panchtantra, Hitopadesh, folk tales of different states are suggested for procurement.

Library periods be arranged in the form of block periods so that children can finish up the reading in one sitting and reviews can be recorded within last ten to fifteen minutes.

1. Developing Effective Monitoring and Evaluation System

- (i) At school level, HM has to play an active role in this regard. He/She has to chalk out a definite plan of action for checking lesson notes, activity plan book and worksheets of primary teachers. He has to act as a co-ordinator for arranging demo lessons, interacting sessions and short duration workshops.
- (ii) Cluster level monitoring is a very useful and effective system as it provides opportunity for exchange of ideas amongst various KVs. Cluster level meeting should be conducted in the months of April, July, October and January in a particular academic year at different venue on rotation basis. The agenda for the meeting be circulated at least 14 days in advance so that all Principals and HMs can prepare for the ensuing meeting. In every meeting, follow-up action should be reviewed and future plan and strategies for coming quarter be formulated.

Activities for cluster level competitions be finalized in the meeting of July so that schools get sufficient time for preparation.

2. Re-designing Time-Table

- (i) At least two block periods per week should be arranged for every instructional subject.

Library periods should also be arranged in the form of block periods.

- (ii) Most of the KVs are not implementing the guidelines on film-shows. They are finding it difficult to allocate a regular time-slot for film-shows. A way out is suggested below.

Every afternoon on first five days i.e. Monday to Friday can be utilized for film-shows. This can be done on a rotation basis as follows :-

Sl. No.	Days	1 st week	2 nd week	3 rd week	4 th week
1	Monday	IA+B	IC+D	IIA+B	IIC+D
2	Tuesday	IIA+B	IIC+D	IIIA+B	IIIC+D
3	Wednesday	IIIA+B	IIIC+D	IIVA+B	IIVC+D

4	Thursday	IVA+B	IVC+D	VA+B	VC+D
5	Friday	VA+B	VC+D	IA+B	IC+D

The rotation can continue so on and so forth. This way every class will utilize its Monday/Tuesday or any other day once in a cycle of 10 weeks and every class will have the opportunity to view the film every fortnight. The teachers engaged in these classes/periods should also join film-shows and record the experiences of children after the film show is over.

3. Programme for Providing Exposure to the Children

- (i) Calendar of Activities be developed by each KV in the very beginning of the session. Three days preparation time is given after declaration of result in the month of March. First day of these three days i.e. 29th of March be utilized for preparing a comprehensive calendar for the ensuing session. The calendar must include all activities of CCA, Sports, Excursions, Community Lunch, Grand Parents Day and Bal Divas etc.

Calligraphy, dictation (Hindi/English), Poem Recitation (Hindi / English), Group Song, Drawing and Painting, Story Telling, Skit, Quiz(Mathematical and G K) must be included. These activities are only illustrative and not exhaustive.

Programmes depicting local art/craft, music and dance may be organised to acquaint children with wide variety of Indian culture.

- (ii) Publication of News letter should become a regular feature in every KV rather than remaining an exception in a few KVs. The prevailing practice of printing newsletter on a thick glazed paper should be done away with as it is a very costly affair. A 16 page News Letter on a good quality paper can be brought out in the same cost. 4 pages of the News Letter can be reserved for photographs depicting various activities of children.
- (iii) Exposure through excursions has to be provided to every child. Younger children of classes II and III can be taken to a park, zoo, historical monument, museum etc.. Manufacturing units of art and craft, bakery, garments etc. available in the local vicinity may be visited. It will provide them a good learning experience. Children of class IV and V may be taken to worth-seeing place within a radius of 30-40 kilometers. But primary children should not be taken to water bodies like lakes and rivers. A detailed plan of excursion should be prepared, keeping in view the other academic activities, and should be reflected in calendar of activities.

4. Reducing the Burden of Teachers

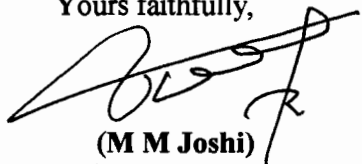
This has been reported by teachers through feedback that their workload has gone up after implementation of CMP. The matter has been pondered over and it has been inferred that CMP requires :-

- (i) Thorough proper planning of activities to be undertaken during the entire session at the level of Principal, VP and HM.
- (ii) Formation of strategy, identification of classroom activities and advance preparation of TLM by the teacher. If these steps are taken care of, actual classroom instruction shall become an effective and enjoyable activity. In this regard some suggestions are given below :-
- (a) There has to be regular interaction and sharing of ideas amongst teachers teaching the same subject in different sections of the class. This can take place during subject committee meetings regularly and at other times off and on.
 - (b) Class-wise, subject-wise pool of TLM can be created and these TLMs should be shared by all the teachers as per need. This will save not only the expenses but also the time and effort. But a teacher using any TLM prepared by some other teacher must discuss its use and utility with the teacher who actually prepared it. That is why suggestion given in (a) above becomes essential.
 - (c) Demonstration lessons must be given by all teachers. They should not be given during workshops, rather they be given during regular classroom instructions and must be observed by all teachers teaching the same subject in other sections.
 - (d) Short duration workshops at school level be arranged for exchange of ideas. Subject Committee meetings can be converted into subject wise workshops on alternative basis. At least two workshops of one day duration be conducted in a calendar year one in July-August and another in November-December. These workshops should cover all the subjects. There should be an in-depth discussion on every aspect of teaching-learning. Problems faced by teachers and students should be on the forefront.
 - (e) The development and enhancement of proficiency in both the languages should be a focused area. Hence every step has to be taken and every measure should be tried to make the students language proficient in both form of expression i.e. oral as well as written. Therefore, every student should be given ample opportunity in classroom and through CCA. To achieve it interdisciplinary approach in teaching has to be adopted. It means teachers teaching the mathematics and environmental studies should encourage effective expressions. In the same manner language teachers should also ask questions relating to other subjects for testing and enhancing language proficiency.
 - (f) For promoting creativity and expression, a manuscript magazine should be created by every class & section. This can include drawing and painting also.
 - (g) Through CMP, the focus has shifted from 'effective teaching' to 'inspired learning'. Hence some of the activities have to take place out side classrooms. Children can be asked to list, classify, collect various things/articles/items available and activities going on in their surroundings. Listing spices, vegetables, fruits, pulses and grains can be assigned to class I and II students. Listing of cookware, utensils or electrical appliances being used in household

may be an interesting activity for class II and III. Listing and classifying dress-wears for children (boys and girls), men and women may be given to the students of class III or IV. Likewise, listing of means of transportation and classifying them on the basis of two wheelers, three wheelers and four wheelers/multi wheelers can be done by class V students. Listing the names of telecom service providers along with their brand names can be an enlightening experience for the children of class V. These activities will definitely bring an attitudinal change in them. They will become observant and inquisitive by undertaking such activities. These activities are only illustrative and not exhaustive.

You are requested to communicate it to all concerned. Inspecting team, while on inspection, must look into every aspect of CMP. Separate guidelines for comprehensive assessment of CMP may be issued in due course of time.

Yours faithfully,



(M M Joshi)

Deputy Commissioner (Acad)

Copy to : Directors of ZIET Chandigarh, Gwalior, Mumbai & Mysore.