



Kendriya Vidyalaya Sangathan

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New Delhi - 110016*

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F.11029/16/2009-KVSHQ/Acad/Misc.

Date : 02.06.2010

The Assistant Commissioner
Kendriya Vidyalaya Sangathan
All Regional Offices
Under KVS(HQrs)

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

Madam/Sir,

Common Minimum Programme (CMP) was first introduced in January 2008 and detailed guidelines were issued vide this office letter no. F.28-69/2007-KVS(Acad) dated 04.01.2008. The latest letter in this regard was issued on 04.01.2010 which further delineated all points to make it more workable.

The above referred letter of 04.01.2010 was necessitated in the light of the findings of 'Sample Survey on CMP' conducted in 08 selected Kendriya Vidyalayas of Delhi. The shortcomings were noticed in respect of all 05 parameters suggested in the first letter. The main findings of the survey are as given below :-

- (a) Ill-equipped resource room
- (b) In-sufficient books in class-libraries
- (c) Under utilization of monthly funds as well as total funds to the tune of 25% of VVN
- (d) Inadequate opportunities/programmes for exposure to children
- (e) Ineffective monitoring at all three levels
- (f) Non-interaction amongst PRTs
- (g) Absence of demonstration lessons and school level workshops



Kendriya Vidyalaya Sangathan
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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

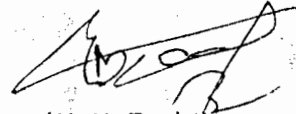
- (i) Development of Resource room is a pre-requisite for effective implementation of CMP. This room should be largest available room. All equipment e.g. digital copier, 29" Colour T.V., VCD/DVD player, OHP, LCD Projector, white board, magnetic board, two computers with broadband connectivity have to 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

In the wake of the above cited shortcomings it is again reiterated that guidelines issued vide above referred letter dated 04.01.2010 be followed in letter & spirit. During academic inspections of schools, implementation of CMP should be closely monitored. Adequacy of resources and quality of implementation be specifically mentioned in the report.

All the aspects concerning CMP will also be discussed during the forthcoming AC's conference. You are requested to bring all the reports in this regard.

Copies of the above quoted letters are enclosed for your ready reference.


Yours faithfully,



(M M Joshi)

Deputy Commissioner (Acad)

Kindly upload these letters in the KVS website as the direction of DC (Acad)



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.

4. 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.

5. Reducing the Burden of Teachers

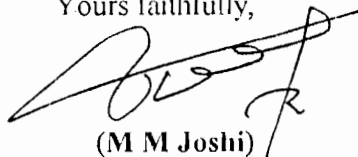
This has been reported by teachers through feedback that their workload has gone up after implementation of CMP. The matter has been pondered over and it has been inferred that CMP requires :-

- (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.



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F.No. 28-69/2007-KVS(Acad.)

Date : 04.01.2008

The Assistant Commissioner
Kendriya Vidyalaya Sangathan
All Regional Offices

Speed Post/E-mail

Subject: Common Minimum Programme (CMP) for Qualitative Improvement of the Primary Education.

Madam/Sir

The general perception about primary schooling in KVs is not encouraging. There are valid reasons for such perceptions among the stakeholders, guardians and society at large. In order to be more precise and empirical in our approach, we conducted **Learners' Achievement Test (LAT)- 2005**. The findings of LAT reveal a dismal picture about learning levels of children at primary stage. Besides this, the regular monitoring reports and observations at different levels are also indicative of the fact that proper processes, be it academic or other curricular areas are not being followed-up in its true spirit.

This issue has been deliberated upon at length at various forums like Assistant Commissioners' Conference, In-house meetings of KVS(HQ), Principals' conferences & orientation programme for teachers and a consensus has emerged that there is a need to revamp the primary education in its entirety. The most common observations with regard to poor academic performance in KVs are attributed to:

- The school administration is not giving desired attention to primary education.
- Proportionate expenditure on primary education is not being incurred in accordance with stipulated norms of the KVS.
- Class-room transaction lacks the spirit of Child Inspired learning.
- No effective or regular follow up and feed back system exists in the Vidyalayas.
- There is also no incentive and reward system in place.

Contd..2

In order to implement Common Minimum Programme for Qualitative improvement of the primary education, all programmes, strategies and activities should be planned to address the following suggested quality indicators :-

1. Infrastructural Facilities in the School	5. Teacher Preparation
2. School Management and Parental Support	6. Classroom Practices and Processes
3. School and Classroom Environment	7. Opportunity Time (Teaching-Learning Time)
4. Curriculum and Teaching Learning Materials	8. Learners' Assessment, Monitoring & Supervision

Note: These indicators have been elaborated in Annexure-I indicating the Various dimensions. The indicators should be measured with definite timeline and targets

1. Developing Support System

1.1 In order to address varied needs of teaching-learning material (TLM) for conducting indoor and outdoor activities for developing the requisite competencies among the students in various subject areas, each Head Master / Mistress / senior most primary teacher (in-charge of supervision of primary classes in case the post of HM is vacant or there is no sanctioned post of H.M), should be provided an advance to cater day to contingent requirement of primary sanction i.e. for Classes I to V as per following norms:

- For one section school – Rs. 1000/- per month
- For two and three section school – Rs. 2000/- per month
- For more than three section school – Rs.5000/- per month

However, while utilizing the above advance drawn for the purpose of TLM following points should be kept in view:

1.1.1 After assessing from the teachers teaching primary classes in different subjects, TLM will be procured by The HM. In case TLM is procured by the teachers (other than HM), the eligible expenditure shall be reimbursed.

1.1.2 The HM will ensure that any TLM purchased / developed at the level of the teacher is actually used in the classroom by teachers / students.

- 1.1.3 The expenditure towards TLM will be verified at the HM level and counter-verified by the Principal. Principal, with the help of HM will maintain a record of TLM and expenditure made for the purpose.
 - 1.1.4 From the classroom observations and /or lesson plan prepared by the teacher. The inspections report prepared by the Regional Offices should clearly reflect the status of use of the TLM.
 - 1.1.5 The advance taken should be settled by the HM within a cycle of one month. The Principal and the official present at the school responsible for Audit / Finance work should ensure the speedy and regular (**Monthly**) settlement of the bills.
- 1.2 To make available variety of learning material in the form of work sheets, question banks, activity sheets etc to students and teachers at primary level, one separate **high duty photocopier or digital duplicator** should be procured for primary section and it should be in the charge of the HM. The utilization record of photocopier should be maintained. The regular functioning of the machine is to be ensured by the H.M in consultation with Principal and whenever there is a report of any functional disorder, it should be got rectified immediately.
 - 1.3 Each KV should develop a separate Activity cum teaching-learning resource room for children of the primary section(s). The resource room should be equipped with (i) Over-head Projector (ii) LCD projector (iii) Colored TV (Min 29") (iv) Two Desktop Computer with latest configuration with broad band connectivity (v) White Board (vi) colored markers (vii) Magnetic Board (viii) Any other item which is deemed useful by KV authorities / teachers. In case there is no separate room for this purpose the existing Activity room / SUPW room may be developed for the said purpose. The two exclusive computers with broad band connectivity provided should be used by HM and Primary Teachers for downloading/ browsing / development relevant content pertaining to their teaching subject and same should be reflected in the teachers' diary
 - 1.4 There is a provision of class library at the primary level besides a main library. However, it is observed that the quality of books presently available for the primary children is not as per the requirement and the number of books popular among the children is negligible. Many a times, these books are locked inside the cupboards and in the boxes kept in the classrooms. The books available in the classroom library are either very old or same books are rotated among the students from time to time. There should be rich variety in the books as per the liking of the children. In this regard, the Vidyaiaya should procure more number of books, fictions, educational comics, educational games/puzzles, children stories, children magazines, children encyclopedia for the classroom library.

- 1.5 Same books should not be procured for every classroom library rather they should be rotated among the different classes. For keeping these books one modulated cupboard having aluminum frame and transparent acrylic sheet cover in each primary class should be fixed instead of steel boxes.
- 1.6 Each regional office will hold an annual conference of HMs to take stock of the primary education and developing action plan for further improvement.

2. DEVELOPING MONITORING AND EVALUATION SYSTEM

A regular monitoring of classroom teaching and evaluation processes is an integral part for qualitative improvement in primary education. The monitoring will be done at three levels:-

2.1 *School Level*

2.1.1 The HM is will monitor and supervise all the subject teachings of each class at least **once in a cycle of 30 days**. Such inspection should be 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 should also incorporate 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.

2.1.2 The Principal along with all the Primary teachers in the presence of HM should deliberate upon the school **level report**. Principal will observe at least five classes of primary section **in a cycle of one month**.

2.2 *Cluster level*

2.2.1 For effective monitoring there should be a Committee at the cluster level where all the principals of the cluster and HMs should sit together to assess the progress of achievements of learners' and other activities.

2.2.2 The cluster meeting will be chaired by the Principals in a rotational manner. This **should be a quarterly event**. The venue of the meeting will be decided amongst the principals of the cluster. The feedback should be sent to the Regional Office concerned. Such cluster level meeting may also be attended by Education Officer of the region

2.2.3 The answer script of the session ending evaluation (classes III to V) will be got re-evaluated at cluster level on sample basis (preferably 20 percent). This will be an internal exercise to improve upon the assessment and also to check out academic programme in the areas where learners have been found deficient. This exercise must take serious note of wrong, perfunctory and inconsistent evaluation and suitable disciplinary action should be initiated against the teacher concerned.

2.2.4 The cluster should design their one-day/ half-day workshop on various issues relating to Primary Education in consultation with in-charge Education Officer/ AC.

2.3 Regional level

2.3.1 At the regional level, Assistant Commissioners will identify one Education Officer and entrust her/him the task of Primary Education. Assistant Commissioner will also form a committee to deliberate upon the feed back received from cluster level meeting / Vidyalayas. Local Principals may be co-opted in the Committee at the regional level to analyze the reports that are coming from schools and clusters.

2.3.2 The regional level committee will also analyze the progress of each KV and place it before the Assistant Commissioner concerned for suitable/specific actions/directions to the Vidyalayas.

2.3.3 The Assistant Commissioner of the region will prepare a brief report on the status of Primary Education and submit it to the Joint Commissioner (Academics), KVS (Hqrs). This report should clearly indicate the strength and weakness of various Vidyalayas in terms of primary education. Assistant Commissioner should simultaneously ensure necessary steps to improve the status.

3 RE-DESIGNING THE TIME TABLE TO ADDRESS THE NEED OF CHILDREN FRIENDLY CURRICULUM

The NCF- 2005 lays a lot of emphasis on attaining various curricular goals in different subject areas through conduct of child-centered activities. The nine-period timetable presently practiced in the KVs should address the needs of curriculum is being transacted in the classroom situation. It has been increasingly felt by the teachers that within limited time frame, it is difficult for them to conduct various activities as well as to complete the syllabi. To improve upon the situation following steps should be taken:

3.1 The timetable should be suitably modified by making provision for block periods to facilitate the activities suitable for understanding a given concept.

- 3.2 For each subject at the primary level, at least two block period should be allotted once in a week and the present timetable should be suitably modified.
- 3.3 For conducting CCA activities, a provision of block period should be made. However, while preparing the timetable, it should be ensured that each curriculum activity should get due weightage.
- 3.4 The primary teaching should be completely managed by deploying not more than two teachers in class I and II, not more than three teachers in class III and IV and not more than four teachers in class V.
- 3.5 The Art of Healthy Productive Living (AHPL) should be integrated with curricular subjects from Class I and IV as per the CBSE and NCERT guidelines. Therefore time table-reflecting AHPL, as separate period needs to be rectified.

4 PROGRAMME FOR PROVIDING EXPOSURE TO THE CHILDREN OF PRIMARY CLASSES WITH SPECIAL EMPHASIS ON NURTURING THEIR TALENTS

In order to give opportunity and to promote mass participation of primary level students in all co-curricular activities for their overall development, following activities should be taken up at the Vidyalaya and Cluster level:

4.1 At Vidyalaya Level

- 4.1.1 Each KV should conduct competitions like painting, poem recitation, story telling, drama, skit, dance etc through their Houses. It should be ensured that House competitions should be organized exclusively for primary level students as well.
- 4.1.2 Sports and games activities should also be conducted through the Houses.
- 4.1.3 There should be a compulsory health checkup of all primary children at least once in a year
- 4.1.4 The Vidyalayas should also motivate the students by giving some incentives / awards at the KV level to few best performers in all Co-curricular activities.
- 4.1.5 In order to develop the sense of regard and responsibility towards senior citizens , each Vidyalaya should celebrate Grand- Parents Day for children studying in primary classes

4.1.6 To develop attitude of caring / sharing children should be exposed to diverse food habits of regions and states. For this community lunch should be organized children by sharing lunch brought by children amongst them under the supervision of class teacher.

4.2 At Cluster Level

At the cluster level similar co-curricular activities should be organized once in a year as per following:

4.2.1 The selected students (best performers) from each KV within the cluster should compete at the cluster level in various competitions organized. Venue and other modalities for cluster level activities should be decided by regional office after consulting the Cluster level functionaries.

4.2.2 The cluster level activity should be organized for three days every year on the occasion of **Bal Diwas i.e. 14th Nov.** Therefore, KV level activities should be completed well before that.

4.3 Educational excursion for primary children

Each Vidyalaya should arrange at least one local educational excursion (within the range of around 50 to 100 kms) to the places of historical and scientific importance, museums, zoo, parks, gardens, fields etc. Preferably every child should get an opportunity at least once in a year for this excursion.

4.4 Film shows for primary children

4.4.1 The KV should arrange audio-visual material in the form of VCDs, CDs for conducting film shows, documentary of educational value in the activity cum resource room developed for this purpose.

4.4.2 At least one film show should be organized in a cycle of 15 days for primary children. The students should be encouraged to narrate their experience on these film shows and record of the same may be kept in the library.

4.5 Publication of news-letters

To promote creativity and innovation among the primary children and teachers, a dedicated publication should be brought out by each region. This news-letter should reflect the creative ideas of children and various activities conducted at the cluster/school level with their achievements. One copy of the news-letter should be circulated to all the Vidyalayas of the region and one copy to all ZIETs, ROs and HQs. The best creative work of students and teachers should be placed on the KV and regional website. The news-letter normally should contain four to six pages printed in multicolor scheme. The selected creative work name of the child / teacher / KV / photograph should also be sent electronically by e-mail to Shri A. K. Vajpayee, Education Officer (EDP) in his E-mail address – kvssao@nic.in for wider publicity .

5 **CREATING AN ENABLING ENVIRONMENT FOR CHILD INSPIRED LEARNING**

The KVS perceives the child as the most valuable entity. The child is at the center stage of all our school activities. Therefore, the rights of the every child need to be protected. We expect that our teachers to share the same belief and value. In order to create an atmosphere for child inspired learning, **we must not propagate or practice (i) rote learning, (ii) corporal punishment, (iii) discrimination against any child based on their sex, caste, creed and religion.** On the other hand we must practice and promote the children in active engagement involving enquiry, exploration, questioning, debates, application and reflection leading to theory building and creation of ideas.

The NCF- 2005 has reduced the curriculum load to a larger extent and designed new set of textbooks for an effective teaching learning process. The books provide for lot of opportunities on activity oriented teaching learning and exploration opportunities for the child. The key area in Primary education of Kendriya Vidyalayas rests upon the language efficiency of the child. All efforts should be made to enable the child to acquire the proficiency in Hindi & English language. We must design our pedagogical practices in such a manner that the child should transit from 'learning to read' to 'reading to learn.'

As you are aware that KVS is striving for qualitative improvement in our board results at secondary and Sr. secondary levels, similar efforts are required at primary/ elementary level to sustain the quality in a continual basis. Therefore, CMP for qualitative improvement at the bottom of the pyramid should be perceived in a broader perspective and inclusive of all levels of education in KVs.

All the Assistant commissioners should discuss the above programme with all concerned functionaries and prepare appropriate plan for monitoring and implementation at regional level. The circular should be sent to all the principals of the KVs under their jurisdiction with the direction to plan, monitor and implement the programme as described above. All the instructions given above are for earnest and sincere implementation in all the Vidyalayas and any indifference or dilution will be deemed to be dereliction of duty. An action taken report in this regard be sent by 28th February, 2008.

Yours faithfully,

Yours faithfully,



(Dr. U. N. Singh)
Joint Commissioner (Acad.)

Encl: As above

Copy to:

1. PS to Commissioner, KVS (Hqrs)
2. PA to Jt. Commissioner (Admn), KVS(Hqrs)
3. PA to Jt. Commissioner (Acad), KVS(Hqrs)
4. Deputy Commissioner (Admn), KVS (Hqrs)
5. Deputy Commissioner (Acad), KVS (Hqrs)
6. Deputy Commissioner (Trg), KVS (Hqrs)
7. Deputy Commissioner (Pers), KVS (Hqrs)
8. Assistant Commissioner (Acad-I), KVS (Hqrs)
9. Assistant Commissioner (Acad-II), KVS (Hqrs)
10. Assistant Commissioner (Admn & Fin), KVS (Hqrs)
11. Assistant Commissioner (Admn), KVS (Hqrs)
12. Education Officer (Agarwal), KVS (Hqrs)
13. Education Officer (Vigilance) & E.A to Commissioner), KVS (Hqrs)
14. Education Officer (Mr. Gautam), KVS (Hqrs)
15. Education Officer (Mr. Vajpayee), KVS (Hqrs)
16. Education Officer (Mr. Ranvir Singh), KVS (Hqrs)
17. Education Officer (Mrs. Siddiqui), KVS (Hqrs)
18. Director ZIET, Mysore/ Gwalior/Mumbai
19. Senior Account and Audit Officer, KVS (Hqrs)
20. Executive Engineer ,KVS (Hqrs)
21. Education Officer, KVS of all Regional offices
22. AAO/ A.O of all regional offices



(M. M. Joshi)
Assistant Commissioner (Acad. -I)

Dimensions Key Indicators of Quality

Infrastructural Facilities in the School

- Classroom/ space for learning
- Space for activities (individual and group)
- Drinking water facilities
- Storage facilities for drinking water
- Toilet facility
- Playground and play material facilities

2. School Management and Community Support

- Children attendance
- Teachers' attendance
- Academic support, if possible
- Financial support
- TLM development support
- Learners' assessment
- Timely availability of books

3. School and Classroom Environment

- **Physical Environment**
 - Proper lighting and ventilation facility in the classroom
 - Cleanliness aspect of school plant
 - Safety of fixtures/ equipments and school plant
- **Social Environment**
 - Child-child relationship
 - Teacher-child relationship
 - Teacher-teacher relationship
 - Teacher-Principal-V.P -HM- relationship
 - Sensitive treatment of children from special focus groups
 - Participation of the parents/ VMC / other stake holders in school activities
- **Pre-school facilities**
 - Facilities available for health check-up/ follow up measures
 - Incentive Schemes- awards , citations , certificates, etc

4. Curriculum and Teaching Learning Materials

- Existing curriculum and its coverage
- Curriculum revision exercise
- Competency-based materials
- Black board and its usage
- Availability of textbooks to children
- Availability of teaching-learning materials
- Library and its use
- Laboratory/ activity / Kits and their use

5. Teacher Preparation

- Teacher position (class-wise)
- Class teacher/ subject teacher system
- In-service experience
- Difficulties faced during teaching (academic/ administrative)
- Ability to develop and use TLM
- Motivation level of teacher
- Teacher-Parent- relationship
- Support available to the teachers in the school
- Role of regional office / cluster in teacher preparation
- Monitoring classroom processes

5. Classroom Practices and Processes

- Classroom organization
 - *Seating arrangement*
 - *Classroom setting*
- Display of materials in the classroom
- Grouping of Children
- Pupil-Teacher Ratio (PTR)
- Methods of introducing the topic
- Teaching-Learning Process (Pedagogy)
- Use of Teaching-Learning Materials
- Students initiative in Teaching-Learning Process
- Assessment procedure followed
- Frequency of Assessment

6 Opportunity Time (Teaching-Learning Time)

- Number of days school opens in a year
- Actual number of days, teaching-learning occurs in a year
- Number of teaching hours/ day
- Number of teachers in a school
- Number of sections of each class in a school
- Number of classes that each teacher handles
- Learners' attendance
- Number of days teachers are involved in non-teaching assignments in a year.

8. Learners' Assessment, Monitoring & Supervision

- Grade
- Internal Assessment (CCE)
- Periodicity of assessment (Unit tests, cumulative test, Annual)
- Reward/ Punishment
- Recording procedures in school
- Feedback mechanism used by teachers
- Involvement of parents in VMC/VEC
- Procedure to give feedback to parents.

Note : The monitoring and supervision of the CMP for primary education should be based on the above indicators and same should be reflected in the reports to be submitted to ROs by clusters and ROs to KVS (Hqrs)



Kendriya Vidyalaya Sangathan

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

Madam/Sir,

Common Minimum Programme (CMP) was first introduced in January 2008 and detailed guidelines were issued vide this office letter no. F.28-69/2007-KVS(Acad) dated 04.01.2008. The latest letter in this regard was issued on 04.01.2010 which further delineated all points to make it more workable.

The above referred letter of 04.01.2010 was necessitated in the light of the findings of 'Sample Survey on CMP' conducted in 08 selected Kendriya Vidyalayas of Delhi. The shortcomings were noticed in respect of all 05 parameters suggested in the first letter. The main findings of the survey are as given below :-

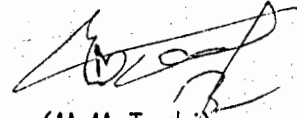
- (a) Ill-equipped resource room
- (b) In-sufficient books in class-libraries
- (c) Under utilization of monthly funds as well as total funds to the tune of 25% of VVN
- (d) Inadequate opportunities/programmes for exposure to children
- (e) Ineffective monitoring at all three levels
- (f) Non-interaction amongst PRTs
- (g) Absence of demonstration lessons and school level workshops

In the wake of the above cited shortcomings it is again reiterated that guidelines issued vide above referred letter dated 04.01.2010 be followed in letter & spirit. During academic inspections of schools, implementation of CMP should be closely monitored. Adequacy of resources and quality of implementation be specifically mentioned in the report.

All the aspects concerning CMP will also be discussed during the forthcoming AC's conference. You are requested to bring all the reports in this regard.

Copies of the above quoted letters are enclosed for your ready reference.

Yours faithfully,



(M M Joshi)

Deputy Commissioner (Acad)



Kendriya Vidyalaya Sangathan
18 Institutional Area,
Shaheed Jeet Singh Marg
New Delhi – 110 602
Tel: 26611077, Fax No. 26514179

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.

Madan/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.

2. 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.

3. 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

	Thursday	IVA+B	IVC+D	VA+B	VC+D
	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.

4. 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.

5. Reducing the Burden of Teachers

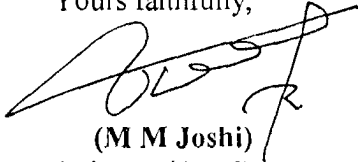
This has been reported by teachers through feedback that their workload has gone up after implementation of CMP. The matter has been pondered over and it has been inferred that CMP requires :-

- (i) Thorough proper planning of activities to be undertaken during the entire session at the level of Principai, 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.



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F.No. 28-69/2007-KVS(Acad.)

Date : 04.01.2008

Speed Post/E-mail

The Assistant Commissioner
Kendriya Vidyalaya Sangathan
All Regional Offices

Subject: Common Minimum Programme (CMP) for Qualitative Improvement of the Primary Education.

Madam/Sir

The general perception about primary schooling in KVs is not encouraging. There are valid reasons for such perceptions among the stakeholders, guardians and society at large. In order to be more precise and empirical in our approach, we conducted **Learners' Achievement Test (LAT)- 2005**. The findings of LAT reveal a dismal picture about learning levels of children at primary stage. Besides this, the regular monitoring reports and observations at different levels are also indicative of the fact that proper processes, be it academic or other curricular areas are not being followed-up in its true spirit.

This issue has been deliberated upon at length at various forums like Assistant Commissioners' Conference, In-house meetings of KVS(HQ), Principals' conferences & orientation programme for teachers and a consensus has emerged that there is a need to revamp the primary education in its entirety. The most common observations with regard to poor academic performance in KVs are attributed to:

- The school administration is not giving desired attention to primary education.
- Proportionate expenditure on primary education is not being incurred in accordance with stipulated norms of the KVS.
- Class-room transaction lacks the spirit of Child Inspired learning.
- No effective or regular follow up and feed back system exists in the Vidyalayas.
- There is also no incentive and reward system in place.

In order to implement Common Minimum Programme for Qualitative improvement of the primary education, all programmes, strategies and activities should be planned to address the following suggested quality indicators :-

1. Infrastructural Facilities in the School	5. Teacher Preparation
2. School Management and Parental Support	6. Classroom Practices and Processes
3. School and Classroom Environment	7. Opportunity Time (Teaching-Learning Time)
4. Curriculum and Teaching Learning Materials	8. Learners' Assessment, Monitoring & Supervision
<i>Note: These indicators have been elaborated in Annexure-I indicating the Various dimensions. The indicators should be measured with definite timeline and targets</i>	

1. Developing Support System

1.1 In order to address varied needs of teaching-learning material (TLM) for conducting indoor and outdoor activities for developing the requisite competencies among the students in various subject areas, each Head Master / Mistress / senior most primary teacher (in-charge of supervision of primary classes in case the post of HM is vacant or there is no sanctioned post of H.M), should be provided an advance to cater day to contingent requirement of primary sanction i.e. for Classes I to V as per following norms:

- For one section school – Rs. 1000/- per month
- For two and three section school – Rs. 2000/- per month
- For more than three section school – Rs.5000/- per month

However, while utilizing the above advance drawn for the purpose of TLM following points should be kept in view:

1.1.1 After assessing from the teachers teaching primary classes in different subjects, TLM will be procured by The HM. In case TLM is procured by the teachers (other than HM), the eligible expenditure shall be reimbursed.

1.1.2 The HM will ensure that any TLM purchased / developed at the level of the teacher is actually used in the classroom by teachers / students.

- 1.1.3 The expenditure towards TLM will be verified at the HM level and counter-verified by the Principal. Principal, with the help of HM will maintain a record of TLM and expenditure made for the purpose.
- 1.1.4 From the classroom observations and /or lesson plan prepared by the teacher. The inspections report prepared by the Regional Offices should clearly reflect the status of use of the TLM.
- 1.1.5 The advance taken should be settled by the HM within a cycle of one month. The Principal and the official present at the school responsible for Audit / Finance work should ensure the speedy and regular (**Monthly**) settlement of the bills.
- 1.2 To make available variety of learning material in the form of work sheets, question banks, activity sheets etc to students and teachers at primary level, one separate **high duty photocopier or digital duplicator** should be procured for primary section and it should be in the charge of the HM. The utilization record of photocopier should be maintained. The regular functioning of the machine is to be ensured by the H.M in consultation with Principal and whenever there is a report of any functional disorder, it should be got rectified immediately.
- 1.3 Each KV should develop a separate Activity cum teaching-learning resource room for children of the primary section(s). The resource room should be equipped with (i) Over-head Projector (ii) LCD projector (iii) Colored TV (Min 29") (iv) Two Desktop Computer with latest configuration with broad band connectivity (v) White Board (vi) colored markers (vii) Magnetic Board (viii) Any other item which is deemed useful by KV authorities / teachers. In case there is no separate room for this purpose the existing Activity room / SUPW room may be developed for the said purpose. The two exclusive computers with broad band connectivity provided should be used by HM and Primary Teachers for downloading/ browsing / development relevant content pertaining to their teaching subject and same should be reflected in the teachers' diary
- 1.4 There is a provision of class library at the primary level besides a main library. However, it is observed that the quality of books presently available for the primary children is not as per the requirement and the number of books popular among the children is negligible. Many a times, these books are locked inside the cupboards and in the boxes kept in the classrooms. The books available in the classroom library are either very old or same books are rotated among the students from time to time. There should be rich variety in the books as per the liking of the children. In this regard, the Vidyalaya should procure more number of books, fictions, educational comics, educational games/puzzles, children stories, children magazines, children encyclopedia for the classroom library.

- 1.5 Same books should not be procured for every classroom library rather they should be rotated among the different classes. For keeping these books one modulated cupboard having aluminum frame and transparent acrylic sheet cover in each primary class should be fixed instead of steel boxes.
- 1.6 Each regional office will hold an annual conference of HMs to take stock of the primary education and developing action plan for further improvement.

2. DEVELOPING MONITORING AND EVALUATION SYSTEM

A regular monitoring of classroom teaching and evaluation processes is an integral part for qualitative improvement in primary education. The monitoring will be done at three levels:-

2.1 *School Level*

2.1.1 The HM is will monitor and supervise all the subject teachings of each class at least **once in a cycle of 30 days**. Such inspection should be 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 should also incorporate 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.

2.1.2 The Principal along with all the Primary teachers in the presence of HM should deliberate upon the school **level report**. Principal will observe at least five classes of primary section **in a cycle of one month**.

2.2 *Cluster level*

2.2.1 For effective monitoring there should be a Committee at the cluster level where all the principals of the cluster and HMs should sit together to assess the progress of achievements of learners' and other activities.

2.2.2 The cluster meeting will be chaired by the Principals in a rotational manner. This **should be a quarterly event**. The venue of the meeting will be decided amongst the principals of the cluster. The feedback should be sent to the Regional Office concerned. Such cluster level meeting may also be attended by Education Officer of the region

2.2.3 The answer script of the session ending evaluation (classes III to V) will be got-revaluated at cluster level on sample basis (preferably 20 percent). This will be an internal exercise to improve upon the assessment and also to check out academic programme in the areas where learners have been found deficient. This exercise must take serious note of wrong, perfunctory and inconsistent evaluation and suitable disciplinary action should be initiated against the teacher concerned.

2.2.4 The cluster should design their one-day/ half-day workshop on various issues relating to Primary Education in consultation with in-charge Education Officer/ AC.

2.3 Regional level

2.3.1 At the regional level, Assistant Commissioners will identify one Education Officer and entrust her/him the task of Primary Education. Assistant Commissioner will also form a committee to deliberate upon the feed back received from cluster level meeting / Vidyalayas. Local Principals may be co-opted in the Committee at the regional level to analyze the reports that are coming from schools and clusters.

2.3.2 The regional level committee will also analyze the progress of each KV and place it before the Assistant Commissioner concerned for suitable/specific actions/directions to the Vidyalayas.

2.3.3 The Assistant Commissioner of the region will prepare a brief report on the status of Primary Education and submit it to the Joint Commissioner (Academics), KVS (Hqrs). This report should clearly indicate the strength and weakness of various Vidyalayas in terms of primary education. Assistant Commissioner should simultaneously ensure necessary steps to improve the status.

3 RE-DESIGNING THE TIME TABLE TO ADDRESS THE NEED OF CHILDREN FRIENDLY CURRICULUM

The NCF- 2005 lays a lot of emphasis on attaining various curricular goals in different subject areas through conduct of child-centered activities. The nine-period timetable presently practiced in the KVs should address the needs of curriculum is being transacted in the classroom situation. It has been increasingly felt by the teachers that within limited time frame, it is difficult for them to conduct various activities as well as to complete the syllabi. To improve upon the situation following steps should be taken:

3.1 The timetable should be suitably modified by making provision for block periods to facilitate the activities suitable for understanding a given concept.

- 3.2 For each subject at the primary level, at least two block period should be allotted once in a week and the present timetable should be suitably modified.
- 3.3 For conducting CCA activities, a provision of block period should be made. However, while preparing the timetable, it should be ensured that each curriculum activity should get due weightage.
- 3.4 The primary teaching should be completely managed by deploying not more than two teachers in class I and II, not more than three teachers in class III and IV and not more than four teachers in class V.
- 3.5 The Art of Healthy Productive Living (AHPL) should be integrated with curricular subjects form Class I and IV as per the CBSE and NCERT guidelines. Therefore time table-reflecting AHPL, as separate period needs to be rectified.

PROGRAMME FOR PROVIDING EXPOSURE TO THE CHILDREN OF PRIMARY CLASSES WITH SPECIAL EMPHASIS ON NURTURING THEIR TALENTS

In order to give opportunity and to promote mass participation of primary level students in all co-curricular activities for their overall development, following activities should be taken up at the Vidyalaya and Cluster level:

4.1 At Vidyalaya Level

- 4.1.1 Each KV should conduct competitions like painting, poem recitation, story telling, drama, skit, dance etc through their Houses. It should be ensured that House competitions should be organized exclusively for primary level students as well.
- 4.1.2 Sports and games activities should also be conducted through the Houses.
- 4.1.3 There should be a compulsory health checkup of all primary children at least once in a year
- 4.1.4 The Vidyalayas should also motivate the students by giving some incentives / awards at the KV level to few best performers in all Co-curricular activities.
- 4.1.5 In order to develop the sense of regard and responsibility towards senior citizens , each Vidyalaya should celebrate Grand- Parents Day for children studying in primary classes

4.1.6 To develop attitude of caring / sharing children should be exposed to diverse food habits of regions and states. For this community lunch should be organized. Children by sharing lunch brought by children amongst them under the supervision of class teacher.

4.2 At Cluster Level

At the cluster level similar co-curricular activities should be organized once in a year as per following:

4.2.1 The selected students (best performers) from each KV within the cluster should compete at the cluster level in various competitions organized. Venue and other modalities for cluster level activities should be decided by regional office after consulting the Cluster level functionaries.

4.2.2 The cluster level activity should be organized for three days every year on the occasion of **Bal Diwas i.e. 14th Nov.** Therefore, KV level activities should be completed well before that.

4.3 Educational excursion for primary children

Each Vidyalaya should arrange at least one local educational excursion (within the range of around 50 to 100 kms) to the places of historical and scientific importance, museums, zoo, parks, gardens, fields etc. Preferably every child should get an opportunity at least once in a year for this excursion.

4.4 Film shows for primary children

4.4.1 The KV should arrange audio-visual material in the form of VCDs, CDs for conducting film shows, documentary of educational value in the activity cum resource room developed for this purpose.

4.4.2 At least one film show should be organized in a cycle of 15 days for primary children. The students should be encouraged to narrate their experience on these film shows and record of the same may be kept in the library.

4.5 Publication of news-letters

To promote creativity and innovation among the primary children and teachers, a dedicated publication should be brought out by each region. This news-letter should reflect the creative ideas of children and various activities conducted at the cluster/school level with their achievements. One copy of the news-letter should be circulated to all the Vidyalayas of the region and one copy to all ZIETs, ROs and HQs. The best creative work of students and teachers should be placed on the KV and regional website. The news-letter normally should contain four to six pages printed in multicolor scheme. The selected creative work name of the child / teacher / KV / photograph should also be sent electronically by e-mail to Shri A. K. Vajpayee, Education Officer (EDP) in his E-mail address – kvssao@nic.in for wider publicity .

5 **CREATING AN ENABLING ENVIRONMENT FOR CHILD INSPIRED LEARNING**

The KVS perceives the child as the most valuable entity. The child is at the center stage of all our school activities. Therefore, the rights of the every child need to be protected. We expect that our teachers to share the same belief and value. In order to create an atmosphere for child inspired learning, **we must not propagate or practice (i) rote learning, (ii) corporal punishment, (iii) discrimination against any child based on their sex, caste, creed and religion.** On the other hand we must practice and promote the children in active engagement involving enquiry, exploration, questioning, debates, application and reflection leading to theory building and creation of ideas.

The NCF- 2005 has reduced the curriculum load to a larger extent and designed new set of textbooks for an effective teaching learning process. The books provide for lot of opportunities on activity oriented teaching learning and exploration opportunities for the child. The key area in Primary education of Kendriya Vidyalayas rests upon the language efficiency of the child. All efforts should be made to enable the child to acquire the proficiency in Hindi & English language. We must design our pedagogical practices in such a manner that the child should transit from 'learning to read' to 'reading to learn.'

As you are aware that KVS is striving for qualitative improvement in our board results at secondary and Sr. secondary levels, similar efforts are required at primary/ elementary level to sustain the quality in a continual basis. Therefore, CMP for qualitative improvement at the bottom of the pyramid should be perceived in a broader perspective and inclusive of all levels of education in KVs.

All the Assistant commissioners should discuss the above programme with all concerned functionaries and prepare appropriate plan for monitoring and implementation at regional level. The circular should be sent to all the principals of the KVs under their jurisdiction with the direction to plan, monitor and implement the programme as described above. All the instructions given above are for earnest and sincere implementation in all the Vidyalayas and any indifference or dilution will be deemed to be dereliction of duty. An action taken report in this regard be sent by 28th February, 2008.

Yours faithfully,

Yours faithfully,



(Dr. U. N. Singh)
Joint Commissioner (Acad.)

Encl: As above

Copy to:

1. PS to Commissioner, KVS (Hqrs)
2. PA to Jt. Commissioner (Admn), KVS(Hqrs)
3. PA to Jt. Commissioner (Acad), KVS(Hqrs)
4. Deputy Commissioner (Admn), KVS (Hqrs)
5. Deputy Commissioner (Acad), KVS (Hqrs)
6. Deputy Commissioner (Trg), KVS (Hqrs)
7. Deputy Commissioner (Pers), KVS (Hqrs)
8. Assistant Commissioner (Acad-I), KVS (Hqrs)
9. Assistant Commissioner (Acad-II), KVS (Hqrs)
10. Assistant Commissicner (Admn & Fin), KVS (Hqrs)
11. Assistant Commissioner (Admn), KVS (Hqrs)
12. Education Officer (Agarwal), KVS (Hqrs)
13. Education Officer (Vigilance) & E.A to Commissioner), KVS (Hqrs)
14. Education Officer (Mr. Gautam), KVS (Hqrs)
15. Education Officer (Mr. Vajpayee), KVS (Hqrs)
16. Education Officer (Mr. Ranvir Singh), KVS (Hqrs)
17. Education Officer (Mrs. Siddiqui),KVS (Hqrs)
18. Director ZIET, Mysore/ Gwalior/Mumbai
19. Senior Account and Audit Officer, KVS (Hqrs)
20. Executive Engineer ,KVS (Hqrs)
21. Education Officer, KVS of all Regional offices
22. AAO/ A.O of all regional offices


(M. M. Joshi)
Assistant Commissioner (Acad. --I)

Dimensions Key Indicators of Quality

Infrastructural Facilities in the School

- Classroom/ space for learning
- Space for activities (individual and group)
- Drinking water facilities
- Storage facilities for drinking water
- Toilet facility
- Playground and play material facilities

2. School Management and Community Support

- Children attendance
- Teachers' attendance
- Academic support, if possible
- Financial support
- TLM development support
- Learners' assessment
- Timely availability of books

3. School and Classroom Environment

• **Physical Environment**

- Proper lighting and ventilation facility in the classroom
- Cleanliness aspect of school plant
- Safety of fixtures/ equipments and school plant

• **Social Environment**

- Child-child relationship
- Teacher-child relationship
- Teacher-teacher relationship
- Teacher-Principal-V.P -HM- relationship
- Sensitive treatment of children from special focus groups
- Participation of the parents/ VMC / other stake holders in school activities

• **Pre-school facilities**

- Facilities available for health check-up/ follow up measures
- Incentive Schemes- awards , citations , certificates, etc

4. Curriculum and Teaching Learning Materials

- Existing curriculum and its coverage
- Curriculum revision exercise
- Competency-based materials
- Black board and its usage
- Availability of textbooks to children
- Availability of teaching-learning materials
- Library and its use
- Laboratory/ activity / Kits and their use

5. Teacher Preparation

- Teacher position (class-wise)
- Class teacher/ subject teacher system
- In-service experience
- Difficulties faced during teaching (academic/ administrative)
- Ability to develop and use TLM
- Motivation level of teacher
- Teacher-Parent- relationship
- Support available to the teachers in the school
- Role of regional office / cluster in teacher preparation
- Monitoring classroom processes

5. Classroom Practices and Processes

- Classroom organization
 - Seating arrangement
 - Classroom setting
- Display of materials in the classroom
- Grouping of Children
- Pupil-Teacher Ratio (PTR)
- Methods of introducing the topic
- Teaching-Learning Process (Pedagogy)
- Use of Teaching-Learning Materials
- Students initiative in Teaching-Learning Process
- Assessment procedure followed
- Frequency of Assessment

6 Opportunity Time (Teaching-Learning Time)

- Number of days school opens in a year
- Actual number of days, teaching-learning occurs in a year
- Number of teaching hours/ day
- Number of teachers in a school
- Number of sections of each class in a school
- Number of classes that each teacher handles
- Learners' attendance
- Number of days teachers are involved in non-teaching assignments in a year.

8. Learners' Assessment, Monitoring & Supervision

- Grade
- Internal Assessment (CCE)
- Periodicity of assessment (Unit tests, cumulative test, Annual)
- Reward/ Punishment
- Recording procedures in school
- Feedback mechanism used by teachers
- Involvement of parents in VMC/VEC
- Procedure to give feedback to parents.

Note : *The monitoring and supervision of the CMP for primary education should be based on the above indicators and same should be reflected in the reports to be submitted to ROs by clusters and ROs to KVS (Hqrs)*