RESEARCH ARTICLE

A DESIGN AND ANALYSIS OF CHINMAYA VISION PROGRAMME ON OUTCOME BASED EDUCATION

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ARTICLE INFO	ABSTRACT
	A view of Life and a view of Profession should both be linked and instilled in the child to produce a fine human out of a child through education. Education must be supplied with the vision. It should prepare the child with the vision, to face the life with the vision, to live the life with the vision, to lead and guide the world of future with the vision. The beautifying and moulding of a child should naturally be taken in his schooling process. The examinations and qualification produce good professional with tremendous growth in the economic wise whereas education with vision produce a good human being with tremendous growth in his divinity and potential strength towards the happiest life with others. The Chinmaya vision programme in education sets the goals to produce such a human with Extra smile for serving the world.

INTRODUCTION

The progress of any nation depends primarily on the efficiency of its security and education policies. Educational institution run by spiritual organisation are bound to be different because they make an effort to combine academic excellence with the inner unfoldment of the students' responsibilities. Pujya Guru Dev blessed students with his vision of perfect education. The Chinmaya Vision Programme is designed to enshrine the "Chinmaya Vision" in the hearts of the students and teachers of the chinmayaVidyalayas (Swamini Vimalananda *et al.*, 1997). Education is generally thought of to be a function of how much one knows. A well-educated man is who is best equipped to bear the fortune and misfortune of life with same gratitude. Today's academic education is merely a transmission of information' on many subjects. But education has the larger purpose of Transformation of the individual. So In chinmayas education is termed as, Education with a vision. CVP designs the judicious combination of academics, cultural and value education to serve as an ideal approach to education.

Review of Literature

Education is about teaching, learning skills and knowledge. Education also means helping people to learn how to do things and encouraging them to think about what they learn. It is also important for educators to teach ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from generation to generation. In democracies, through education, children and adults are supposed to learn how to be active and effective citizens (Education 2017). More specific, education helps and guide individuals to transform from one class to other. Empowered individuals, societies, countries by education are taking edge over individuals stand on bottom pyramid of growth.

Types of Education

There are different methods of categorizing types of education. One way is to divide it into *formal education*, *non-formal education*, and *informal education*.

- **Formal education** is usually in school, where a person may learn basic, academic, or trade skills. Small children often attend a nursery or kindergarten but often formal education begins in elementary school and continues with secondary school. Post-secondary education (or higher education) is usually at a college or university which may grant an academic degree.
- **Non-formal education** includes adult basic education, adult literacy education or school equivalency preparation. In nonformal education someone (who is not in school) can learn literacy, other basic skills or job skills. Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities.

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- **Informal education** may be a parent teaching a child how to prepare a meal or ride a bicycle. People can also get an informal education by reading many books from a library or educational websites. Informal education is when you are not studying in a school and do not use any particular learning method.

Public Schooling

Many public schools provide a free education through the government. Parents may send their own children to a private schools, but they must pay for it. In some poorer places, some children cannot go to school, because their countries do not make education available in their countries, or because their families do not have enough money, or because the children have to work for money, or because the society have negative prejudice on education for girls.

Higher Education

There are primary schools and secondary schools. In many places they are government funded. Colleges and universities usually charge Tuition payments which may be very different in different countries.

Chimaya mission

The chinmaya experience of education started off as an experiment in education, matured into the chinmaya Vision of Education and concretised as the Chinmaya Education movement'. The movement is one of the Chinmaya Mission's most valuable contributions to the society. From its humble beginnings on May 20, 1965 in Kerala. Nearing 50 years of establishment, growth, and expansion, the Chinmaya Mission's academic institutions in India, administered by the CCMT(Central Chinmaya Mission Trust) Education cell have seen over one million student. The resounding success of the Chinmaya Education movement has been primarily due to its unique vision of offering academic education complemented with spiritual knowledge. This has been made visible through the distinctive foundation programme of learning-the Chinmaya Vision Programme (CVP)-which was formulated, developed and implemented by CCMT Education cell.

Outcome based education

Outcome-based education (OBE) is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities, and assessments should all help students achieve the specified outcomes (Outcome based education 2017). The role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted.

Outcome based education around the world

Today most of the countries have been following the outcome based education.

- Australia and South Africa -1990
- United states -1994
- Hong Kong -2005
- Malaysia -2008

- European Union has proposed an education shift to focus on outcomes, across the EU.
- The Washington Accord was created in 1989; it is an agreement to accept undergraduate engineering degrees that were obtained using OBE methods.
- As of 2017, the full signatories are Australia, Canada, Taiwan, Hong Kong, India, Ireland, Japan, Korea, Malaysia, New Zealand, Russia, Singapore, South Africa, Sri Lanka, Turkey, the United Kingdom, Pakistan, China and the United States.

CVP with outcome based education.

The Desired Outcomes of Education (DOE) are attributes that educators aspire for every Indian to have by the completion of his formal education. These outcomes establish a common purpose for educators, drive our policies and programmes, and allow us to determine how well our education system is doing. The person who is schooled in the Chinmaya embodies the Desired Outcomes of CVP and Education as depicted in the Fig. 1.
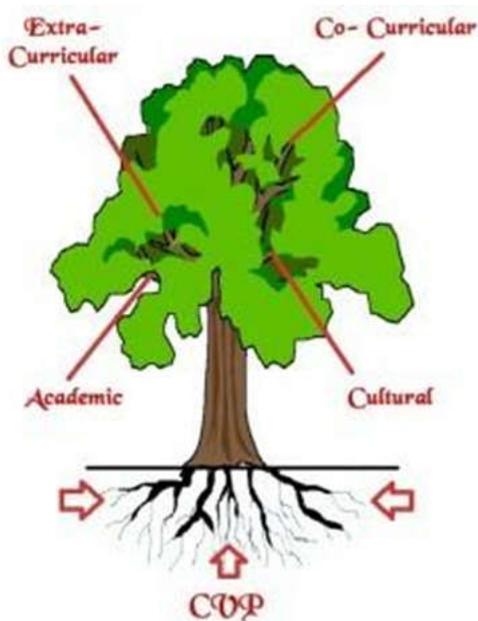

Fig. 1. CVP

The student is instilled with the vision of chinmaya mission namely Integrated Development (physical development, Mental development, Intellectual development, spiritual development), Patriotism, Indian culture and Universal outlook. Chinmaya Vision Program CVP is not an activity but a vision –including programme -the very spirit behind all activates in the vidyalaya. It is not "value add", but the vidyalaya culture. It is not portion based but attitude based. The chinmaya vidyalaya student has a good sense of self-Knowledge and courage enough to face the world of tomorrow and to lead and guide the world of future. The child is happy to take responsibility to his family, community and nation. The growth of a child in chinmaya culture transforms a child into a MAN WITH VISION AND humanity. As swami Vivekananda's saying. The Education here at chinmaya culture brings out the divinity and potentiality with in the child. It helps the children to evolve with outstanding achievement and long lasting character.

Design of the Key Stage of CVP Outcomes

1. The DOE are translated into a set of developmental outcomes for each key stage of our education system. The Key Stage Outcomes spell out what the Education Service aspires to develop in our students through Primary school, Middle school, High school, Higher Secondary education.
2. Each educational level builds upon the previous stages and lays the foundation for subsequent ones. For example, primary school students start by learning to know and love mother country INDIA. In doing so, their belief in India will be strengthened and they will understand what matters to India.
3. Country India by next succeeding standard. They will grow to be proud of Indian and understand our country within the global context at the higher secondary level.
4. Chinmaya vidyalaya provides ample opportunity for students to pursue interests beyond traditional academic subjects, both inside and outside of the classroom.

In sum, the student is

1. **A cordial and ever loving hearted human,** who has compassion towards next human and all the living creature.
2. **An epitome of Indian culture** who himself portrays by his being ,the way of preserving the   unbroken continuity from Vedic times till to the present day, despite countless wars within the country, invasions from outside .
3. **A Patriotic Indian citizens** who knows that they are solely responsible for the development of the India.
4. **A Diplomatic contributor** with passion to all the endeavours.

Analysis of the Key Stage of CVP Outcomes

There are fourteen outcomes at each key stage. Taken together, the Key Stage Outcomes make explicit what we aspire to develop in our young so as to lay the strong foundations for them to thrive and achieve success in life as contributing members of society.

Table 1. CVP-outcomes of education

S.No.	CVP\Level	At the end of Primary School, Pupils should:	At the end of the middle School, Students should	At the end of the high school, students should	At the end of higher secondary school, students should:
1	Integrated Development P-Physical;	Have strong understanding on the working of senses and their relations to mind and body	Have strong understanding on Physical grooming	Have strong understanding on Physical fitness	Have strong understanding on Health Education
2	Integrated Development M-mental;	Understand the relation between behaviour and environment	Understand the link between emotions and behaviour	Understand the impact of emotions and behaviour	Able to handle Emotions
3	Integrated Development I-intellectual;	Understand the issue by observation	Analyse the issue	Possess Creativity and imaginative potential with good command over communication	Able to have Independent Thinking and intellectual assessment with good interpretation.
4	Integrated Development S-spiritual	Able to realise GOD and the spiritual techniques like chanting mantras, worshiping GOD	Understand the philosophy of developing personal relationship with GOD	Spiritual self-analysis and able to understand Introspection	Spiritual techniques and integrating body, mind and thoughts.
5	Value Education	Understand the values of a child and Himself	Understand the values of the child and others	Understand the values of the child and society, Country	Understand the values of the child and the world and
6	Value Based Education	Understand the Values behind all the cultures through the cultural celebrations activity.	Understand the value behind the Community and the culture.	Understand the Value behind society, community and culture through seva and services	Being a good human, and role model, Able to preserve the ethics in his field and life.
7	Indian Culture	Understand the meaning of culture	Understand the meaning of customs, and have good exposure to culture	Have cultural heritage awareness and appreciation	Have faith and motivation in culture and ability to explain culture
8	Patriotism	Knows about mother country INDIA and world	Started Loving India by realising Great INDAINS and resources namely Human, Brain, 8Natural, Cultural a9nd spiritual	Believe in INDIA and to contribute to INDIA's Development besides knowing its weakness'	Takes the responsibility of being an Indian and Feel proud of an Indian
9	Universal Outlook	Understand himself as a citizen of the World	Understand the harmony in creation	Understand science and technology and its growth in terms of economic wealth	Understand environment and cosmopolitan geographic regions, religions and humanity
10	academic	Able to read and write	Able to think and Analyse	Able to apply and adapt	Have strong skill set Both in life as well as profession.
11	Curricular	Achieve grades in his subjects	Achieve grades and understand his state in assessment category	Understand about education and outside world prepare and participate competitive exams	Able to fix the goal and work hard to achieve the target.
12	Co-curricular	Develop the Skill to Participate to give the best outcome in the co-curricular activities inside classroom	Develop the personality to have the potential strength in attending co-curricular activity inside and outside classroom	Able to think and develop his self interest in the co-curricular activity inside and outside classroom and school	Has leadership qualities like co-operate, co-ordinate and organize the challenging task and move to the next technologically very fast moving world.
13	Extra-curricular	They lead themselves in developing their full potential in extracurricular activities (kids club) apply it in their life.	They lead themselves in developing their full potential in extracurricular activities (science and technology) and apply it in their life.	They lead themselves in developing their full potential in extracurricular activities. (multidisciplinary field) and apply it in their life.	They lead themselves in developing their full potential in extracurricular activities (converge to their own specific field) and apply it in their life.
14	cultural	Understand the soft skills needed to participate in cultural activities	Able to organize committees for various cultural events	Have skill to learn knew languages and value others custom and culture	Being a volunteer in participating social cultural activities and nurtured as a good Human.

Table 2. KLMN teaching technique

Teaching Method	K-Know	L-Learn	M-Mind map	N-New Idea
Existing method	K for Kite	L for Lamp	M for monkey	N for Nest
Proposed KLMN Method	K for know about kite in all Dimension (explaining by the teacher)	L for learning the details about Lamp in all Dimension (explaining by the teacher)	M for mind map and thinking about Monkey in all Dimension (Comparison by the Student using the information resources)	N for building new nest by applying the unique new idea in a specific Dimension (Apply and use by the Student)

Proposed klmn-teaching technique

A new Teaching technique is proposed at the end of the CVP analysing. The technique is named as KLMN-Teaching technique.

K- Stands for KNOWING the problem in all dimension.
L- Stands for Learning the Possible Solution available in the respective Dimension.
M- Stands for Mind Map of storing and recollecting the details in the respective Dimension.
N- Stands for New idea of every Individual to bring out unique solution for the next generation.

Salient Features of KLMN Technique

1. Rhyming and easy to learn
2. Alphabetical and easy to remember and retrieve.
3. Teaching method:

Role done by the Teacher

While explaining the new things or information, the child is taught with relevant information for easy understanding by the teacher.

Student

i. All the information needs to be analysed by the student.
ii. The child should think it over about all the examples taught by the teacher.
iii. The child should apply it for further development and sustenance.

Connecting Classroom with outside world

The student should be practiced to follow the KLMN TECHIQUE in their day to day life for better Outcome realised by himself. This automatically connects the child with the outside world in all dimension.

The Chinmaya vidyalaya student would be able to demonstrate the following qualities.

- Objective or Professional Interest Statement
- Computer/Technical skill
- Leadership
- Additional experience
- Committees
- Personal Development
- Community Service
- Foreign language
- Interest/hobbies
- Human values realised human.
- Love and Caring.
- Forgiveness.
- Peace.
- Nonviolence.

Conclusion

The Goal of education as visioned by Swami Chinmayananada, the education at chinmaya vidyalaya are determined to achieve the three-fold noble goal of education: The vision, the spirit of service and efficiency. Complementing the positive aspects of modern education with ancient wisdom is practiced in education. The student possess the profession skill and life skill as well.

Acknowledgement

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