



MULYAVARDHAN

SHANTILAL MUTTHA FOUNDATION

The Mulyavardhan Voice

Hello all, welcome to our newsletter!



Note from

Father Jesus N. Rodrigues,
Secretary of DSE Schools

"Greetings of peace and joy from the Diocesan Society of Education. First of all I would like to sincerely thank the Shantilal Muttha Foundation for accepting the invitation to implement the Mulyavardhan Programme in the ABE/DSE schools. The feedback that we got from the Teachers and students was very positive. We need to give expression to this meaningful programme. The newsletter launched on Teachers' Day will be a great opportunity for the teachers and students to share their achievements, challenges faced, etc. I wish you all the best. May God bless all of us abundantly."



Note from

V. Venkataramana
CEO of Shantilal Muttha Foundation

I am glad to see the Mulyavardhan newsletter for ABE/DSE schools. I wish this will create a great platform for all Mulyavardhan teachers and schools to connect with each other and share their thoughts, work and good practices. This will also become a learning tool for Mulyavardhan programme improvement. I am eagerly waiting to see all your feedback and responses. I wish this initiative a great success."

FROM THE SMF TRAINING TEAM

Firstly, a great big thank you and congratulations from all of us at Shantilal Muttha Foundation (SMF) for all your efforts in making Mulyavardhan (MV) a success in Goa's ABE/DSE schools. We are happy to see the dedication that you have all shown from the time of the trainings, from February 2017 to June of this year.

Dear teachers, at the end of your trainings, we added you all to a WhatsApp group, either "ABE-MV June 2017" or "ABE-MV June 2018". We at SMF really want these groups to be fountains of sharing and learning, so please do use it to ask questions, express doubts, and share what you're doing in your MV classes. Everything that you add on the group is really important to us, because we want to know what challenges and victories you're experiencing in implementation.

We also know that WhatsApp is not an organised platform, so we decided to create **The Mulyavardhan Voice**, a monthly newsletter which is all about you! Teachers, we will showcase your and your students' work, address your questions, and share resources that you can use in your lessons. HMs and management, we will reach out to you, because we would like to feature your thoughts as well.

Welcome to the first issue of **The Mulyavardhan Voice**. We truly look forward to collaborating with you all on this newsletter!



Mulyavardhan

is a program for helping schools provide child-friendly and value-based education to nurture democratic citizenship.

FAVORITE TRAINING MOMENTS!

At the beginning of each academic year, Mulyavardhan is launched with a series of trainings for our new teachers. Thank you for your enthusiasm in those intensive three days! They were packed with activities and learning. Here are some of our favorite moments.

YOU ALL DANCED!



YOU ALL PLAYED COOPERATIVE GAMES!



YOU ALL WERE VERY FOCUSED ON LEARNING!



YOU ALL SUCCEEDED TOGETHER!



Trainer's Note, Sneha Pathak, English Trainer at SMF



“ Dear Teachers,
Mulyavardhan workshops are successful only because of your active participation. Your energy and enthusiasm throughout the trainings enhances our motivation as well. Let's move forward together to reach the objective of Mulyavardhan: to nurture our children to become democratic citizens. ”

Dorothy Fernandes



“ Sacred Heart High School, Anjuna

This school has a high level of migrant students, and one of Dorothy’s Hindi-speaking students had difficulties constructing sentences in English. However, when Dorothy took her class outdoors for an activity, the same student, much to her amazement, was able to construct complete sentences orally in English! The mere change from the classroom to an outdoor venue and a child-centred activity provided the space for this child to share his potential in ways he hadn’t done before. ”

Teja Asgaonkar



“ St. Francis Xavier, Siolim.

Teja shared how she changed as a teacher after implementing MV in her classroom. Her teaching style now is activity-based and she has also changed her perception towards her students. She focuses on and is encouraged by the positive changes that she observes in them, and she no longer measures their success through exam results.

As a person I’ve become more receptive, flexible and open-minded for any innovation in teaching-learning methods. ”

Roanne De Souza



“ Lady of Mount Carmel, Arambol

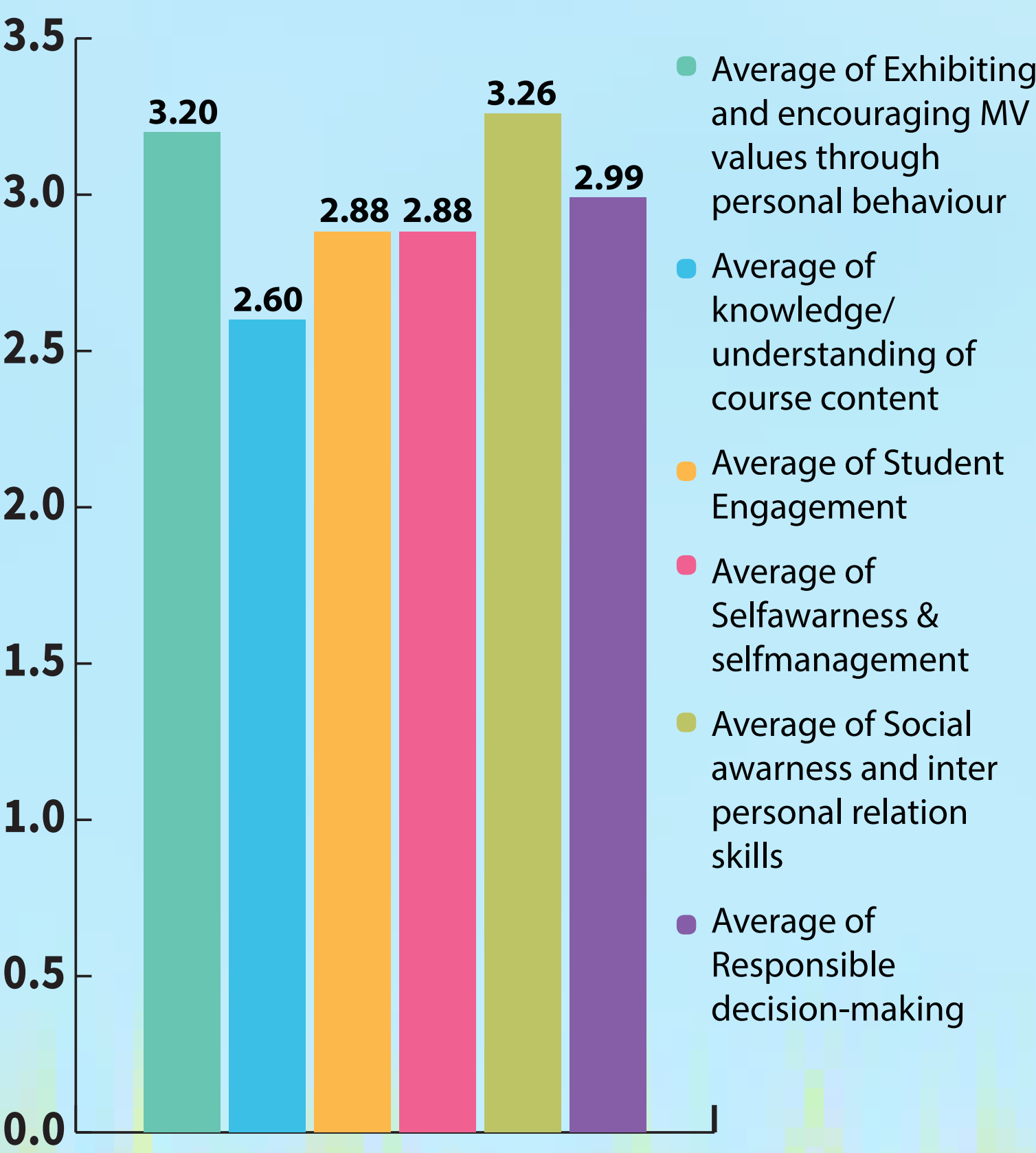
Through Mulyavardhan, [Students] have learnt to work in pairs. It was difficult at first because some local children did not want to work with the migrants. They didn’t want to sit with them on the same bench, they didn’t want to discuss with them. But then I got them to do it. So that was very positive that they know they have to mix around with people and they don’t have the bias anymore. ”

LET’S LOOK AT THE DATA...

In February 2018, SMF team conducted classroom observations covering 27 of the 29 schools from last year’s batch and observed 97 teachers. The team focused on 6 Mulyavardhan outcomes, as seen in the graph. Even though these observations took place after only 3 months of implementation of the programme, it showed strong signs of success. Each outcome surpassed the halfway mark of 2.5, indicating successful progression.

Keep up the good work!

MV - TEACHER AND STUDENT OUTCOMES



Projected:
2018-2019
All ABE/DSE
schools

2017-2018
48 schools
284 teachers

2016-2017
29 schools
226 teachers

Our Collaboration in Numbers
77 schools and 510 teachers

Managing Your Classroom

-by Aparna Tirmale

Scenario:	You are dealing with an especially challenging topic in class. As you are explaining the topic you notice two of your students talking, without any regard to you or their classmates. It is clear to you that they are not discussing the topic being taught. You look at the pair, ensuring with your gaze that they understand that you know they are not discussing the topic at hand. It works for a few minutes and they start talking again. The other students are now getting bothered by the pair. You look at them again with the same gaze and it fails to work this time. What do you do?
Solution 1:	Continue explaining the topic so that the rest of the students’ learning is not interrupted. As you are explaining, walk over to (or even stand in between) the pair of students who are distracted. Your proximity to them, coupled with your body language should inform the pair that they need to correct their behaviour.
Solution 2:	If it is not possible to implement the first solution due to space issues or the arrangement of the desks, insert the names of the disturbing students in your explanation. For example “As I was saying Pooja... I’m sure Ritu has experienced this...”Hearing their names will alert them to the fact that you are keeping an eye on them.

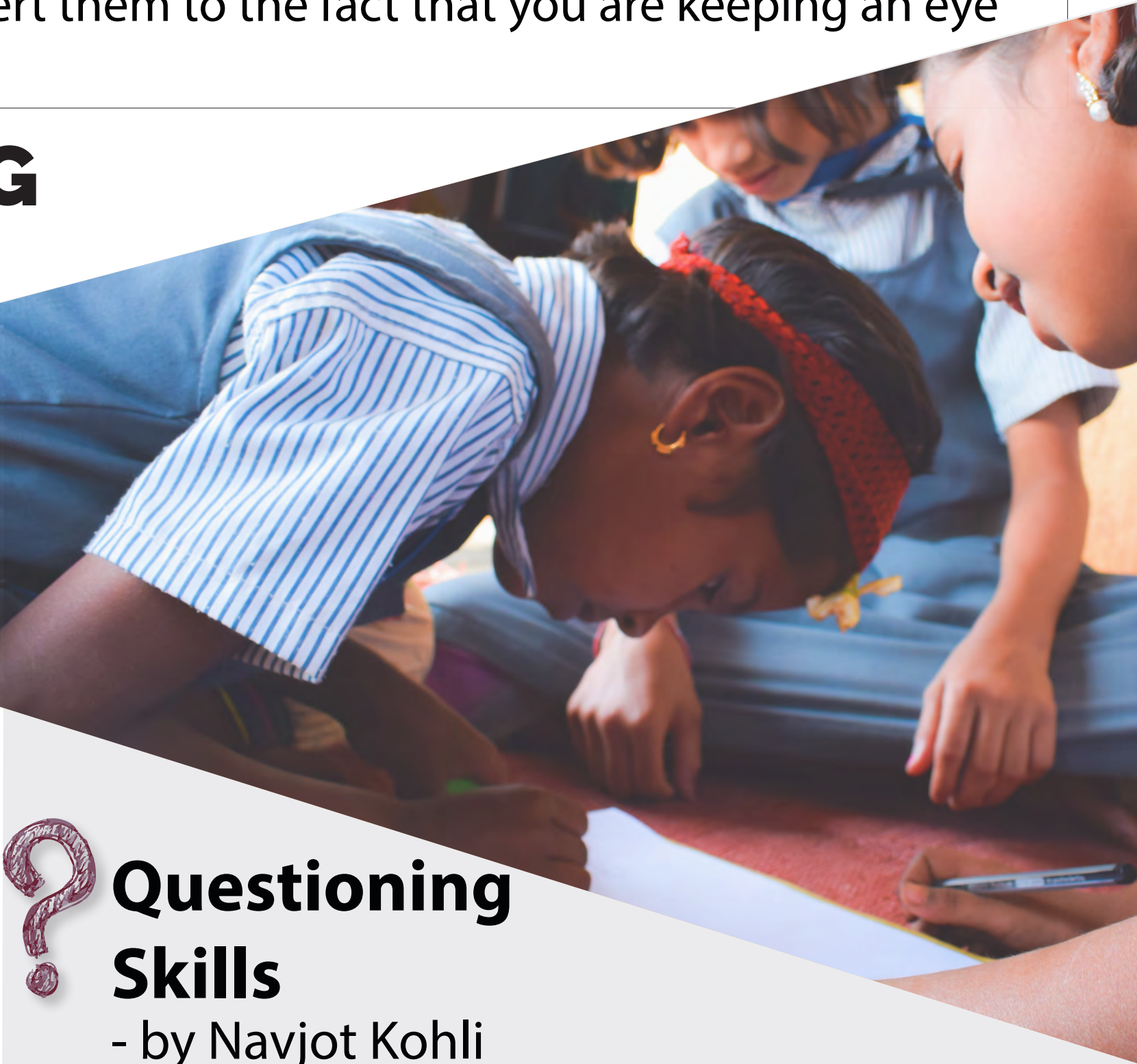
COOPERATIVE LEARNING STRUCTURES

- by Sneha Pathak

Think back to your school days. When you prepared for an exam, what was the most productive way to remember and understand the subject? Perhaps it was by sitting with a friend and studying by asking questions and sharing ideas and perspectives, adding an element of fun and collaboration in the preparation.

In Mulyavardhan, activities are designed with cooperation in mind. You all learned the three cooperative learning structures in training, and each has benefits that can help students gain more knowledge from your lessons, by practicing critical and creative thinking.


- **Think-Pair-Share** - Helps students to develop their self-confidence; it is a primary platform for students where they reason with their partner, listen to his/her views and then consider if s/he agrees with it or not.
- **Group Work** - Students will learn self-expression and how to manage various perspectives. They will also understand that everyone looks at the world in different ways, and perhaps this will teach them open-mindedness and how to respect different perspectives.
- **Community Circle** - When the whole class sits in a large circle, students learn that every voice can and should be heard, patiently. It can also help develop public speaking.



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Questioning Skills

- by Navjot Kohli



Search for this video on YouTube and show it to your students.

2017 Oscar winner Piper by Pixar

After the film:

1. Ask your students to write a story about the film, in pairs or groups.
2. Using the open-ended questions handout that you received during the training, form a few questions to ask your class.

For the next newsletter, please do share whatever you’d like. Is there a concept that’s a bit confusing and you need clarification on? Are you noticing any interesting discussions happening in the classroom, or any changes in your students? Are you using MV strategies in other classes? These are just a few examples of what you can send on the WhatsApp group, but let’s make sure that it becomes an active and open community. Your voices will be featured in next month’s issue!