



MULYAVARDHAN

SHANTILAL MUTTHA FOUNDATION

The Mulyavardhan Voice

April 2019 Issue

FROM THE EDITORS

went, from Mr. Shantilal Muttha, founder of the

It's the end of the year and this is our final issue of the academic year. So, this issue doesn't have any resources, but it has some notes, interviews, and articles as a reflection of how well this year

Foundation, Wilma Henriques, and from Kanan, who many of you met recently, along with Madhavi, on their visits to collect stories about how Mulyavardhan is successfully being implemented in schools. We have included a few of her case studies here.

So let's dive in!

A NOTE FROM MR. SHANTILAL MUTTHA,

Founder of Shantilal Muttha Foundation (SMF)



Congratulations to all of you at ABE and DSE for completing another academic year successfully.

As some of you might know, we at Shantilal Muttha Foundation have been working with ABE/DSE schools for the past 15 years. Our first strong, positive collaboration began in 2008 with the ABE body,

teachers and principals for the accreditation programme of all ABE/DSE schools.

Then ABE team visited Beed schools where the programme was underway in 2011 and expressed that they would like Mulyavardhan in their schools. At the time, however, we didn't have any English materials. We were also in the process of updating our Marathi curriculum. In 2015, the official Mulyavardhan framework was created on the basis of Constitutional values. After that, the Goa government came forward in 2016 and we are implementing Mulyavardhan in 781 government schools.

Then, I had a discussion with Father Zeferino and upon ABE's request, we began Mulyavardhan in ABE schools. SMF created a separate English team at our Pune head office for training and implementation and so far, 515 teachers from ABE have been trained in the last two years reaching 21,400 students. In the first year, 29 schools came on board and in the second year, 49 additional schools. Our experience with our curriculum in ABE has been really good. When any new programme is introduced, it is always faced with resistance from teachers and locals; this is generally the case. But, despite that, if 78 schools have implemented this programme, I consider it a big success!

I congratulate you for implementing Mulyavardhan despite your busy schedules. It has benefits for all those who are involved in the programme. There are changes in the teachers and then they notice the changes in their students. Then, the students become completely involved in Mulyavardhan. As you have been noticing, children are becoming more cooperative, more helpful, stronger decision-makers and are able to know the difference between good and bad. They are also able to form and express their opinions, while respecting others'

thoughts as well. This is what I hope the programme is accomplishing through your strong and consistent efforts.

Also, let's think about the long term impact of value education. In life, academics are important, of course, but they are not as important in shaping us into the human beings that we become. Today, good behavior of our children - the way they speak, behave and the social impact of their actions - is a big issue. We created Mulyavardhan to help our students grow into responsible democratic citizens and overall good human beings.

Just as 515 teachers have been carrying out this mission, SMF is in the process of identifying "Mulyavardhan champions" and hopes that 10% of the teachers will become mentors. They will become more fluent in the Mulyavardhan curriculum and will take proactive steps to introduce it to other schools.

Furthermore, this June, I want to organize two functions for all of you, in North and South Goa, and we would like to present certificates to all 515 teachers who are imparting Mulyavardhan successfully in all schools. I would like to invite and felicitate all Mulyavardhan teachers from ABE and the entire ABE body. It is my hope that 78 schools will attend, as well as the schools that have not yet implemented Mulyavardhan. We would like them to understand the benefits of this programme.

Teachers, I would like to request you not to let challenges discourage you from realizing the potential of this programme. As you have shared with us, students are enjoying this class - as they have repeatedly requested for more activities - and participating enthusiastically. I am confident that they will carry the lessons they learn in Mulyavardhan throughout their lives.



AN INTERVIEW WITH VILMA HENRIQUES

from The Center of Responsible Tourism in Goa

Vilma works with The Center for Responsible Tourism in Goa, an initiative of the charitable organization Caritas. The Center tackles many components and issues related to tourism, such as those affecting women, children, and the environment. She is one of the Center's advisors to the government on plans developed for the industry and she also works at the grass roots level. In the photo above, Vilma is holding a poster of the village tours offered by the Center. Each tour is a full-day immersive experience for visitors to understand local culture and way of life.



We spoke to her about her thoughts on Mulyavardhan, as she is one of the original supporters of implementing the program in ABE/DSE!

01

How were you involved with Mulyavardhan?

As part of ABE, we were invited to see the program in action in Beed. At that time, I was a head in a school and that's how I was involved. I was really interested. I could see the joy on the kids' faces. They used to wait for this class eagerly. I'm sure it will happen here too. The exercises are very engaging and very uplifting. Then we came back and told the teachers about the program and sent them to training.

03

Since you work with the Center for Responsible Tourism, what are your thoughts about tourism in Goa?

How can we all contribute to make it sustainable? I mean, we hear of tourists who are coming in and cleaning Goa. The fact that someone outside has to do something that Goa should do is definitely wrong. So, there are issues of garbage treatment, and also there's the issue of safety of women on the beaches and children who are involved in tourism business. We saw so much of this in schools. They were involved in the family business at night and then they would come and sleep in class. It's easy money, quick money, and they're up at all hours in the night. Then they cannot function in school and drop out to work for the business because it's lucrative, but it doesn't get them very far. There are several issues. We're discussing with the government that the solution should be from a bottom-up approach, from the people.

02

What are your thoughts on the Mulyavardhan curriculum?

In Bheed and Latur, I observed the lessons. The activities are age specific, they touch on topics that are relevant, and they have values that children learn for life. And they do it in a fun way! That's the best part.

04

Do you feel like this program has potential in the Goan context?

Absolutely. Anywhere! Because it's something that every child has to learn! I know many teachers, like those in St. Andrew's and from Nuvem. They have started Mulyavardhan and I've received excellent feedback!

05

What do you think teachers could do in all this?

That's why programs like Mulyavardhan and value education are very important. Like I said earlier, whatever children learn, they learn for life. When there is a value system established, it's more difficult for children to get involved in things that are illegal and corrupt. Teachers should also start conducting debates and getting thoughts from the children. Make them aware of what's good and not so good. Sometimes they don't even realize what they are participating in. It all becomes a part of life for them. They don't realize that they're going down a wrong street. So that kind of awareness can be created in schools.

06

What would you like to say to the teachers about Mulyavardhan?

It's a way of life! It has to be a part of the curriculum. I have said this from day one. It's a way for children to learn simple things, like why littering is bad. If they learn it in school, they'll take it home, and that's how change can happen.



MULYAVARDHAN'S IMPACT IN THE FIRST YEAR

Mulyavardhan has a unique teaching style when compared to the traditional style of teaching. This is primarily because the pedagogy is student-centric rather than teacher-centric. Students learn when they're enjoying themselves, and therefore, the Mulyavardhan curriculum is activity-based and packed with stories, poems, songs, and games, through which they inculcate the values.

Because the Mulyavardhan curriculum is quite different from what experienced teachers are used to, it takes a bit of time to adjust to. However, it has been observed that teachers are picking up the basics of activity-based learning and understanding its benefits after just a few activities, within the first year of implementation.

At a particular ABE school, based in South Goa, four primary teachers share how they've incorporated Mulyavardhan and its strategies into their routines. They enjoyed the training and were eager to try the program.

The HM has been quite enthusiastic about Mulyavardhan. She says:

"MV has put some seriousness to teaching and taking value education, because of the books. The books have also made the teaching easier because the teachers have guidance on how to take these classes. In the long run, we're trying to put these values in the whole school. At least it is starting now."

Three primary teachers attended the official training last June and one was trained in a one day-long speed training for the new teachers held later in the academic year by a SMF trainer. Three have cited that their teaching style has slightly changed, even though they have only taken five to six Mulyavardhan lessons this year.

Each shares her experience with Mulyavardhan.

1st standard teacher:

She is the teacher in charge of "discipline" and attendance. She ensures that students come to school on time. Instead of yelling at her students, she now makes an effort to understand why students were late. She listens to them more and allows them to share

what's on their mind.

She has also started using group work and pair work more often. As a first standard teacher, she thought that cooperative learning structures would not be possible because they're so small and easily distracted. She pairs the weaker student with a stronger one and has seen an improvement in their academics. A boy in her class, Akash, is a bit behind in his studies, but in a group, he spends his time learning from the other students and he feels comfortable sharing with the class.

2nd standard teacher:

This teacher has an especially unruly class. She struggles with classroom management because the 2nd standard students are hyperactive. She has not had much luck with Mulyavardhan because she finds the lessons are lost in all the chaos, so she hopes that next year, she will be able to start with the class rules and quiet signal lesson to establish order from the first day.

3rd standard teacher:

This teacher immediately shared that Mulyavardhan has helped her stop screaming at her students. She refrains from "punishing" children and had made more efforts in properly explaining the consequences of their behaviour to the children. She especially likes the Mulyavardhan stories, because she believes students can learn important morals through storytelling. Next year, she hopes to use more stories in her classes.

4th standard teacher:

The most significant change that she has seen in her teaching is that she now incorporates group work and pair work whenever she can. She never used cooperative learning structures before because she thought this was a waste of time, when students would "gossip and [finish] her period." But now she has noticed that students are enjoying this method and are actually focused on the task at hand. She has begun using cooperative learning structures in other classes as well; in mathematics, she allows students to make learning groups to master a certain concept. She follows a similar method as the 1st standard teacher, by pairing the stronger students with weaker students.



“I lend my ears to them and that’s why my students come to talk to me.”

Teja was a part of Mulyavardhan’s pilot program in February 2017 and she has nearly three years of experience in implementation. She believes that her teaching style has changed significantly from a teacher-centric style to a student-centric one in these three years, as she was able to see the positive impact that the program’s strategies have had on the students as young as 1st standard. Teja has true dedication to her work, as she becomes emotional and ardent when she discusses her hopes for her students. She enthusiastically credits Mulyavardhan to have played a part in her journey as a teacher, primarily in her teaching methods and in her relationship with her students.

“When I first heard of Mulyavardhan, I thought it would be some basic course on duty training. And then the training itself was so lively and so enthusiastic... That was the start. That only gave me the spark and Mulyavardhan is something different from the other trainings. Then we were told to start the activities. I also discussed with my teachers. And then they were also trained. We started implementing MV...In the [beginning], I was doubtful. Would the children understand? We are never allowed to take our children out. [We] only [take them out] for assemblies. Mulyavardhan is something out of the book for children, so they keep waiting for MV. We had written “MV” on the schedule, and they thought it was “Movie”! But they thought this was the period that something exciting was going to happen. In MV, they were able to come out of their benches. They could express, at least to their partners, if not in group. They could raise their points of view. Their individuality was recognized...the activities are such that they’re involved in [them].”

Mulyavardhan has challenged her notion of what it means to be an academic teacher. In the beginning, she used to “just finish the [class].” But Teja has observed that Mulyavardhan strategies, primarily cooperative learning structures, are applicable in all classes.

“...[I]n the play-way method, they learn a lot of things. This gave me a very good scope for the other subjects as well. I could use similar methods, like in language subjects. Children from other states come and Konkani becomes very difficult for them. So I introduced some of the basic game way methods for them, like picking up chits, [and]...pair work..., so that they could learn...Now I’m more activity-based. In Konkani, I find poems. We talk more, so that students can pick up the language faster.”

The Mulyavardhan curriculum is not only for the students to enjoy while they’re learning, but it’s also a way to ease the burden of teaching in the teachers; it is not only about joyful learning, but joyful teaching as well! The traditional teaching style puts all the pressure on the teacher, who



lectures through the day, while the child is expected to sit silently and listen. This often leads to teacher burnout, characterized by severe exhaustion and stress, and teaching becomes boring and monotonous. Teja has found the program’s activities and pedagogy to be revitalizing.

“We all know that teaching is very hectic. Somewhere we are just exhausted and if somewhere we just pick up some game or some activity, it really boosts our energy. It is kind of stress-relieving. Sometimes you don’t know what to do! But Mulyavardhan is there for you! There are extra activities in it, like free time activities which we can do with the children.”

Allowing children to express and enjoying the process of doing so has allowed Teja to better understand her students. This is one of the ultimate aims of the program. Child-centric teaching strengthens the relationship between teacher and student; the child comes to school, therefore, eager to spend time in the classroom.

“First, I didn’t have a connection with the [children]. I was a subject teacher. Then I became a class teacher and soon I began MV. There I got a chance to go into the depths of each child, good and bad, [and understand] whatever the child is facing. Each child is different. This is the change I saw in me, to go to each student and teach... [A]t interval, you’ll never see me alone. I finish my tiffin either before or after the recess because in recess, I am occupied with the children. Everyone wants to come to talk! And the other teachers ask “Why are they coming to you?” Children have so many issues in life that they cannot tell to everybody. And not many people have time to listen. I lend my ears to them and that’s why my students come to talk to me!”

A child with special needs now prefers spending time in her class instead of alone in the resource room.

“...[T]here is a child who is really special, I feel that he is autistic. We have shifted him to the resource room. Initially he was not willing to come to school. But later...I gave him a chance to sing a poem... Now he can remember the whole poem. Now that he knows that teacher will give him a chance to stand at the front of the room, he wants to come to school, and only to my class. He doesn’t want to go to the resource room anymore. I am influenced by Mulyavardhan, so my approach has changed, so I could cater to the child differently.”

The impact of the program pedagogy on Teja’s teaching has made her feel that the students are learning better than before. The third stage of Mulyavardhan, after the classroom activities and the “Whole School Approach” with the stakeholders in school management, is the integration of the program into academic subjects. Teja has already begun to do so, by reflecting and experimenting on her methods to ensure that students gain the most that they can in their time in the classroom.

An essential component of Mulyavardhan is storytelling, as this is an iconic part of childhood. Through stories, children learn morals and – with the proper follow-up questions - essential values like empathy. Mulyavardhan has encouraged teachers to look at stories as legitimate instructional material rather than as entertainment.

However, it is often difficult for teachers in the ABE context to tell stories, primarily because of the diversity in the classroom. Though stories are important in subjects such as EVS, English and Konkani, teachers have stated that many students don't follow along because they don't understand the language.

When the entirety of the lesson depends on the stories, poems, and activities, the lesson cannot continue effectively if the students don't understand the text. So, some teachers have found creative ways to ensure that language is no barrier in comprehension of the lessons. While there are teachers who are born storytellers, with a knack for dramatization and flair, others are trying to take the story from the page and shape it like clay, for increased student comprehension.

Blanch is one of the energetic and expressive teachers, with a lot of love for her students. She is deeply invested in their growth and learning, and she considers all 50 of them to be her children! She is a natural storyteller, but after Mulyavardhan, she stopped looking at stories as merely entertainment.

"They are important teaching tools. Students learn better with stories because they are interesting," says Blanch. But, in her diverse classroom where the predominant language is Hindi, she understands that she can't read the stories as they are on the page. She makes necessary adjustments to help students better connect to them.

For example, in the "Misunderstanding" lesson in the third standard, there is a story of two friends who have a misunderstanding about a pen. It is through this story that students understand the meaning of such a long, difficult word, and they are able to relate to their own lives.

Blanch made this story her own. She changed the

names of the two main characters to two friends from her classroom. She kept eye contact with each of her students and used voice modulation and props so that they could understand context and emotions. She told the story in three different languages: Hindi, Konkani, and English, so that the students could understand and learn some English words as well.

When asked if students were able to detect misunderstandings in their own lives after understanding the story, she shared that two girls in her classroom had a similar issue as the main characters. They had an argument about misplacing a book from her backpack, but they realized it was all a misunderstanding, so they said sorry to each other.

This is evident in other schools as well. In a school in one of South Goa's most diverse areas, students speak many languages and English comprehension is at low levels, which is common amongst the Goa schools.

The first standard teacher uses pictures and drawings to accompany the story so that children can follow along. She pastes them on the board and tells the story in English, pointing to each photo to teach students how to say what is drawn in English. The second standard teacher made two students into the tortoise and the hare and asked them to enact a role play of the famous fable. The third and fourth standard teachers use props. The former asks students to sit in groups to read the story, according to their reading levels, to ensure that they practice their English. The latter asks students to re-tell the story after her narration, so that they practice English speaking skills and are forced to pay attention to what she's saying.

The result of all this creative thinking by the teachers is that students are successfully accomplishing the learning outcomes. Teachers are using similar techniques for their EVS and languages classes, and they notice that students are picking up words and phrases much more efficiently.

However, leaving all this learning aside, at the very fundamental level, storytelling helps kids enjoy their time in the classroom. Noticing their joy has helped teachers de-stress and enjoy teaching as well!



MULYAVARDHAN AND THE STUDENT: CAJETAN

Our Lady of Perpetual Succor, Cortalim, Goa

Cajetan sits in the front row of his fourth standard class and is always lost in thought. He has a shy smile and a small frame, but it seems like there is heavy machinery at work in his mind, churning out ideas and thoughts that he wants to express. His epiphanies are visible; he raises his eyebrows, straightens his posture, and raises his pencil in the air before it lands on the page in his notebook.

In an early morning Mulyavardhan class, the teacher, Gauri, is conducting an activity on teamwork. She asks the students to read the story about a cricket match in their groups and write down how many runs each player scored. The class of nearly forty students is simmering with discussion. Cajetan is focused on the story, following along as another student reads it aloud to the group. Then they all start listing out the players and how many runs each scored. Cajetan points to different sentences in the story and shares his responses. He speaks softly, but he is animated and involved.

In the primary school age, children are rapidly changing and growing, psychologically, physically, and emotionally. Mulyavardhan's role in this age group is to provide a space for them to express just a sample of the whirlwind of thoughts in their minds. Of the hundreds of thousands of students with "MV" written in their timetables, many have been unconsciously affected by it and have grown from it, even in the smallest of ways.

Cajetan is one such boy who has been positively impacted by Mulyavardhan. He wasn't always so expressive, involved, and cooperative, as he was in the anecdote above about the cricket match.

"He used to have a stammering problem and wasn't comfortable talking to anyone," says Gauri. He went to speech therapy from the 1st to 3rd standard. His inability to express himself, along with his experience with an unpleasant teacher in the 2nd standard made Cajetan an angry child who lashed out at other students. He preferred isolation because he was misunderstood and self-conscious about his stammering.

"He used to get so angry! Always saying 'No! I don't want to!' at home, whenever I used to ask him to do something," says his mother.

But he has changed a lot in the last two years and Mulyavardhan has played a part in his growth. He no longer goes to speech therapy, as he is now able to speak properly.

This change is huge in the eyes of his teachers and his parents. However, his anger is still evident and he still has some shyness leftover from his days of being hesitant in expressing himself. Gauri is giving him opportunities to develop his self-confidence and teaching him how to manage his anger, by often giving him individual attention, even in her large class of 46 students.

The Mulyavardhan classroom has especially become a space for her to address these issues. Collaboration and self-expression are important pillars in the Mulyavardhan curriculum. Through group work and think-pair-share, Cajetan has a chance to develop social skills and stand up in front of the class to share his thoughts.

"He really enjoys discussing the day's topic in his group. Sometimes he gets really excited and hyper so I have to tell him 'Cool down!' He used to be shy to come in front of the class, but now I always encourage him to share. He feels really happy when he shares."

"Mulyavardhan gives students a lot of chances to speak up and share. He became more confident over the year and used to be happy to share. He became friendlier with other students. He liked group work and other student supported him." says Sheila.

"They clap for him when he stands up to share." says Gauri.

When he was asked if he has friends now, he gave an enthusiastic "Yes!"

"Yes, that Supriya is your friend, right?" asks Gauri, with a smile, teasing him. He looks down at his feet and shakes his head, turning red like a tomato.

Mulyavardhan games help Gauri address Cajetan's anger.

"He's not so angry anymore, but he still needs to cool down sometimes," says Sheila, his 3rd standard teacher. 3rd standard was his first year with MV and she was able to witness how he became stronger as the year progressed.

"In Mulyavardhan, one lesson was especially helpful. One day we played a game and Cajetan lost. He was upset and angry and didn't want to play any more games. So I told the class that 'Whenever you are angry, you must calm down and say sorry if you hurt someone.'

The next day they played another game and Cajetan lost again.

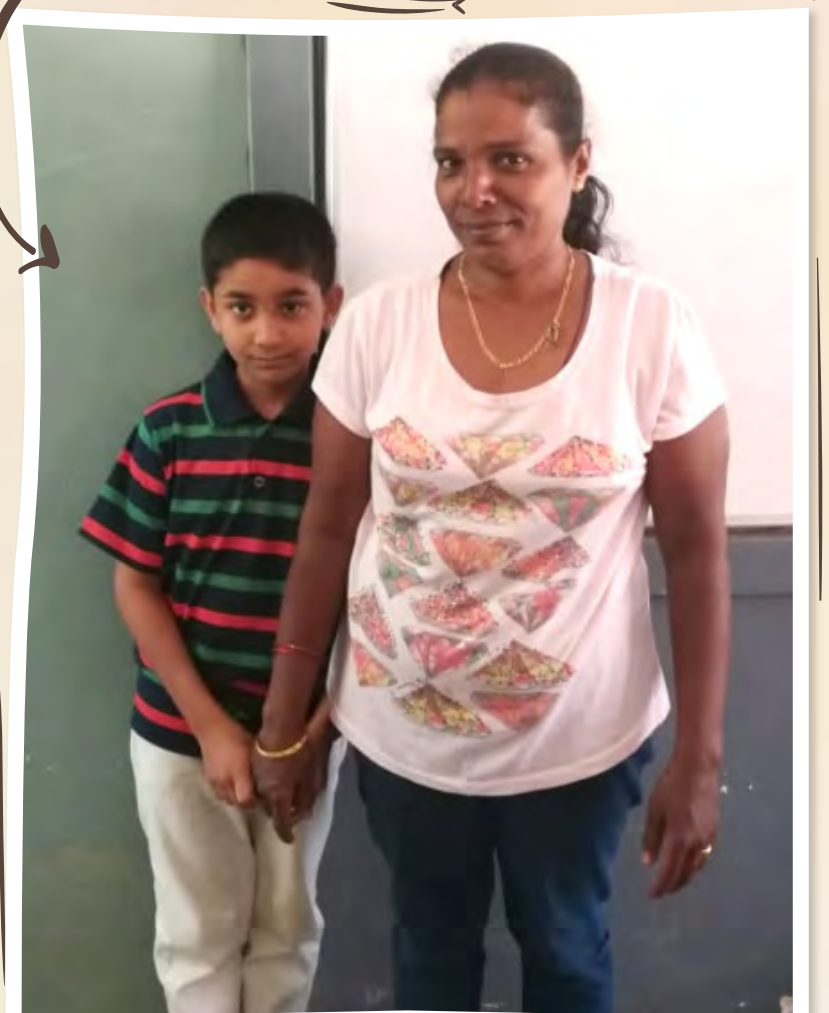
"Are you angry, Cajetan?" asked the teacher. The other classmates intervened and told her that Cajetan didn't argue or fight with them.

"No, I cool down," he responded and he also said sorry to one of his classmates, which he is doing more frequently.

Cajetan is a boy who needs reinforcement to flourish. His peers are supportive and they encourage him to play with them. Gauri is also a great guide for him.

"I talk to him like I'm his mother. He has had strict teachers before and he even bit one! He needs a lot of attention so I try to involve him as much as I can. Even the parents are seeing the difference at home."

The Mulyavardhan curriculum has had a small role in Cajetan's growth, but the teachers at Our Lady of Perpetual Succor School conduct activities consistently. They give students ample time and space to express and work in pairs and groups. However, the teachers are worried for Cajetan because next year, each subject will have a different teacher. They wonder if he will receive the kind of attention and understanding that he is receiving now.



THE IMPORTANCE OF ACKNOWLEDGEMENT

Assumpta Convent High School, Sarzora, Goa

Mulyavardhan is a program that aims to surprise teachers and HMs. They discover new facets of themselves and their students as they conduct the activities in the curriculum. This is the case of a 4th standard boy, Frazer, who surprised his peers, teacher, and HM because of what he shared in a particular Mulyavardhan lesson.

“Frazer was not interested in studies. He didn’t want to come to school or be attentive in class,” say the school Headmistress and Frazer’s 4th standard teacher. He was a child whose attention was always elsewhere – in the occasion that he did come to school. He daydreamed often and, when that bored him, he disturbed the students in the back of the classroom. Other than Mathematics, Frazer didn’t pay attention to his teacher’s lessons, especially in language classes, as he had a tough time writing well.

“My least favorite subject is Konkani,” Frazer says, “because I don’t like to write it.”

Frazer smiled sheepishly when his teacher, Sister Soccorina, admitted that there was a time when he didn’t study much or attend school regularly. However, it was only when teacher asked him about his hobbies that she realized his talent. This discovery defied all assumptions about his intelligence.

The “My Hobbies” activity’s goal is for students to express what they like to do in their free time. These hobbies, when shared, allow students to learn new things about their peers. Sister told her class that the next Mulyavardhan lesson would be on hobbies, so Frazer brought an electric toy car that he had built from the wheels up to show. Everyone then realized that he has a serious knack for building electrical toys and gadgets.

Frazer made his first gadget when he was only seven years old. He observed his cousin making a blue torch light and made one on his own. From then on, he would learn through observation. He is most proud of the time he installed a Bluetooth in a mobile phone. His mother, a panch of his village, is really supportive of this hobby.

“Even if he gets a brand new toy, he breaks it apart to learn what’s inside,” she had said to his teacher. Whenever Frazer asks for scrap material for his new project, she would buy it for him.

When he came forward to share his creation with his partner, Sister and his peers were amazed. He received acknowledgement and appreciation from his teacher and peers – the opposite of what he was receiving before – and

this boy started coming to school regularly. He started listening to the teacher and becoming more interested in what she was teaching.

Frazer’s change in perception about coming to school is derived from his new found self-confidence. He is good at something and everyone knows it! He has gained a bit of popularity, as his friends have now lined up to learn how to build these gadgets from him. Some have even built toy cars from YouTube video tutorials to impress him!

This is a stark change because Frazer was bullied in lower standards. Though the reason for this teasing was unknown, he became a shy child afterwards.

“He never used to fight back,” says his teacher. “I just sat quietly [when they teased me],” says Frazer.

The bullying impacted him in many ways. Standing on stage in front of the school for morning assembly was a nearly impossible task for him. But now, after all the encouragement, he has no fear. When he was asked *“What does confidence mean to you?”* he replied, *“It means being on stage in front of everyone!”*

Frazer is proud of his hobby and his new found social status in the classroom. He now sits up straight, looks everyone in the eyes, and speaks without a wavering voice. He has defied even the HM’s perception of him, as she is impressed by his talent.

“These are things that we teach in the 6th standard, and he has been learning them since he was so young!” she says.

His teacher has understood one of the basic tenets of the program after observing this entire change in her student. She now has a stronger understanding of what it means to be a child-centered teacher.

“The teacher-student relationship must be stronger than teaching the subject matter. Even the most difficult topic can be made easier if there is a good relationship between the teacher and student,” she says. She has reassigned Frazer’s seat to the front of the classroom, so that she can make him feel more involved and monitor his progress in writing. She also asks him to share his thoughts often, and through all this, she is collaborating with him for his academic success. However, Konkani still remains his least favorite subject!



FROM THE TEAM



From Joti

Thank you ABE, HMs, Teachers for a wonderful collaborative year and the successful implementation of Mulyavardhan. Have a great summer vacation and see you all in the next academic year.

From Aparna

As we approach the end of the year, I want to thank each one of you for being a part of the Mulyavardhan family. The success of Mulyavardhan is built on the efforts of the teachers and in this past year, we have enjoyed many successes. I am truly inspired by your commitment to your student's growth and wish you the very best for the next academic year.



From Madhavi

Dear Teachers, it was a wonderful experience for me to observe your classes and teaching methods in the last academic year. Time flies and we have a new year already. As we always say, teachers are vital part of this program and I request your same level of enthusiasm and dedication in the execution of this program this year too.' All the best!

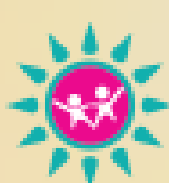
From Kanan

Hi teachers! Thanks so much for a great year! I really enjoyed getting to know many of you and having some great conversations during our observations. Unfortunately, my time with Mulyavardhan has come to an end and I won't be around for observations next year. So, take care, enjoy, and good luck!




From Pallawi

Dear teachers, this is my final year with the Foundation. It is always difficult to say goodbye but the experiences and learning that you all gave me will never leave me. You all made my Mulyavardhan journey very interesting and joyful! My best wishes are with you all for the next academic year.



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