



**MULYAVARDHAN**

SHANTILAL MUTTHA FOUNDATION

# The Mulyavardhan Voice

**November 2018 Issue**

## FROM THE EDITORS

**Dear ABE/DSE teachers and HMs, here we are again! Hope you are doing well and had a refreshing month of holidays.**

What is in store for this month's issue? Since you were all on holidays, we thought to make this issue a "behind the scenes" look into Mulyavardhan. How was the programme created and where was it first implemented? Three core members of the Shantilal Muttha Foundation (SMF) team have shared some information about the programme in these pages. Mr. Ashok Gopal, our curriculum and content Director has written on the history of the programme. We sat down with Mr. Ramesh Panse, advisor to SMF, for an interview about the "constructivist" approach of learning, which is the foundation of Mulyavardhan. Ms. Meenal Dashputre, Director of Programme Quality, has also written a note to the teachers on handling student misbehavior effectively.

This month's resource page focuses on "Valuing Diversity" and "Respect for Human Dignity", and how to strengthen these values in your classroom.

Also, by the time that you are reading this, many of you have had a visit from a member of our training team for classroom observations. Our December issue will be dedicated to these observations. *Please do also send your children's work to the SMF representative who came to your school, as was indicated on the WhatsApp groups.* We would love to have student work for our records and to share with you all!

We at SMF also have a few reminders for you, based on our recent observations, and we would really like to emphasize these points to you. They are essential points in conducting Mulyavardhan effectively.

1. **Students should not take the Student Activity Books home.** If it is difficult to distribute the books in the classroom, perhaps one student in each row can be responsible for distributing the books for that row at the beginning and collecting them at the end of class.

2. **Teachers, do not use the Student Activity Book to plan lessons.** In the Teacher Activity Book, your lesson plans are given. Follow the procedure carefully. Follow the activities in the order that they are given. Use the Student Activity Book only when it is indicated in the "Materials" section of the lesson plan in the Teacher Activity Book.
3. **Do not neglect the teacher guidebook.** Use it to look over the Mulyavardhan strategies. It gives the steps in making pairs and groups, and will give you a refresher on what you learned in the training. The CD that we gave to each school during training can also help with this.
4. **Mulyavardhan should not have exams.** Do not administer Mulyavardhan exams. Perhaps you feel to do so because Mulyavardhan is a mandate from the government, but the government does not expect you to take exams for Mulyavardhan. The assessment module in our training was referring to continuous observations of your students' work. Please refer to the Teacher Guidebook for elaboration on this.
5. **If you want students to keep an Mulyavardhan notebook, make it stand out from other subjects.** Please do not sign the work that students are doing in their Mulyavardhan notebooks. It is not an academic subject and it sets a very serious tone to the class. If you would like students to keep a notebook or a file where they can organize their work, that is completely fine, however, it should not be assessed. Mulyavardhan files and notebooks have a lot of scope for arts and crafts.

Here is an example of a creative interpretation of a "Mulyavardhan notebook".



*Have a Merry Christmas  
and Happy New Year*

(we are almost in 2019, time flies so quickly!),  
and we hope you enjoy this issue of  
"The Mulyavardhan Voice!"



# FIRST, LET’S SEE HOW MULYAVARDHAN BEGAN

## INTERVIEW WITH MR. ASHOK GOPAL

*Mr. Ashok Gopal has around 20 years of experience in the area of education. He is an integral member of the SMF team in leading the development of the Mulyavardhan content. In his article, he shares a bit about this programme’s history.*



## THE MULYAVARDHAN JOURNEY IN BRIEF

Our Mulyavardhan journey started way back in 2009. That year, Mr. Shantilal Muttha, the founder of Bharatiya Jain Sanghatana (BJS), decided to start a value-education programme on a pilot scale in government primary schools. The project was located in Beed district of Maharashtra and implemented by teachers recruited and trained by BJS exclusively for this purpose. Class activities were conducted for one period a day in grades I-IV of around 500 schools. The impact of these activities was assessed independently by two sets of international researchers. Their findings, as well as the feedback from teachers and parents, showed that children loved Mulyavardhan, and it led to the development of several positive values such as responsibility and care.

The Mulyavardhan pilot project also elicited interest from several quarters, including the Government of Maharashtra, the Government of Goa, and the Archdiocesan Board of Education (ABE), Goa (ABE had earlier been associated with BJS’s EDUQIP programme for improvement of school quality). An ABE team even visited the schools in Beed, and saw the benefits of Mulyavardhan first-hand.

Considering the positive impact of the programme, BJS decided in 2014 to develop a

curriculum framework for Mulyavardhan that would make it implementable in all grades of all schools across the country. Simultaneously, Mr. Muttha decided to establish a not-for-profit organisation, namely Shantilal Muttha Foundation (SMF), to work exclusively in the area of school education.

Developed with the help of national and international experts, the Mulyavardhan framework is aligned to the National Curriculum Framework (NCF) 2005, which forms the basis for all school curricula in India. The aim of Mulyavardhan, namely development of Constitutional values, is one of the primary aims of school education in the country, as specified in the NCF 2005.

The alignment with the curriculum goes down all the way to the level of individual activities. Each activity has been designed keeping in mind some key syllabus outcomes, particularly the outcomes for languages and social studies. For example, “expressing oneself clearly and confidently” is one of the main expected learning outcomes for languages, and virtually every Mulyavardhan activity is geared toward that end.

Mulyavardhan has been adopted by the Government of Maharashtra, the Government of Goa and some private school bodies, notably ABE. Currently the programme is being implemented in primary schools, in English, Marathi, Konkani and Urdu. Soon, the programme will also cover some other languages of instruction, including Hindi. In the next 4-5 years, we plan to take the programme to the upper-primary and secondary levels of school.

On the basis of experiences reported by scores of teachers and our own observations, we believe that Mulyavardhan has the potential to transform school education, particularly the traditional method of teaching and learning. But much depends on teachers and headmasters. They have to be ready to shed traditional ideas of authority. They have to be ready to unlearn and learn. Most importantly, all of us have to listen more to children. They have a lot to tell us.

**Ashok Gopal**

-Consultant, Mulyavardhan curriculum and content development



Father Zeferino D’Souza, Mr. Anil Pawar (DoE Goa) and Mr. Kanta Patnekar (Chairman of Goa Education Development Corp.) visiting Beed schools in 2013.



Mr. Shantilal Muttha (SMF founder), Sister Jasmine (ABE Secretary) and Father Zeferino at the welcoming ceremony of Mulyavardhan training in Goa in Feb. 2017



# A GLANCE INTO THE MULYAVARDHAN APPROACH TO LEARNING

## INTERVIEW WITH MR. RAMESH PANSE

- by Kanan Gole

*Mr. Panse is a Senior Advisor for SMF. His knowledge of the “constructivist” method to learning, which will be elaborated upon in this interview, made him integral to building the foundations of the Mulyavardhan curriculum. He trained the SMF trainers in the early years on the curriculum and how it is to be taught to teachers.*

*He is one of the leading education reformists in the state of Maharashtra and is known for his progressive schools, in which students learn independently in a joyful environment.*

*Mr. Panse has a lot to share with all of you, about the constructivist approach and how you all can incorporate it into your classrooms!*



### **What is constructivism?**

Constructivism is activity-based self-learning, essentially “learning by doing”. “Doing” has many meanings. For example, at the age of six, children can learn by playing a lot of games in the classroom with the help of educational aids. A child who is in the 8th standard and above can also learn by doing, specifically by doing “abstract level thinking”. What this means is: ownership of the content is taken by the person who is learning.

This approach has two main assumptions. The first one is that every child learns on his or her own. The second is that whatever the student learns is always related to previous knowledge.

### **What is the role of the teacher in this?**

The teacher doesn’t have to “teach”, first and foremost. S/he has to do two things. Number one, s/he has to be a facilitator, rather than a traditional teacher who relies on lecturing. S/he has to help students learn, wherever necessary. In order to do this, the teacher has to first learn how to help the learning process of the children.

***The switch from traditional teaching to facilitator teaching is extremely difficult.***

***Why should the teacher take the risk to switch teaching styles?***

The teacher should understand first that there is an alternative methodology available, which helps students learn better and faster. They also learn concepts permanently, not only for their exams.

Teachers never know unless we present to them that, instead of lecturing for eight hours, there is another method as well. One point that I always stress is that their work gets reduced in the constructivist approach. Half the work will be done by the children themselves, so teachers will be happy!

**What tips do you have for teachers when they are switching their teaching styles from teacher to the “facilitator”?**

*I have three tips:*

#### **1. Don’t exert too much. It is not necessary.**

Lecturing will be reduced in constructivism. Teachers enjoy teaching more if students learn on their own. Let the students sit in small groups, give them topics, and our experience has been that students learn better from each other than from the teacher. Help them learn through each other. A guest

came to my school, and asked “Where is the teacher”? And I said, “See there, in the corner, sitting idle.”

The teacher is not actually sitting idle, but is observing the students. It is the teacher’s responsibility to understand his/her students. Rather than teaching the whole class, the teacher should facilitate the learning of each individual child.

Suppose there is a small group of children solving a math problem. The teacher should see if every child is participating. The constructivist approach is about the process of learning, and every child has to be fully involved in this process. In this observation, the teacher has to continuously monitor and evaluate the children. The evaluation method for students becomes different as well. Evaluation is continuous, not only through exams.

#### **2. See that each and every student *learns*.**

Today, teachers are given the responsibilities for teaching classes, and they take the syllabus and aim to complete the portion in the year. Teachers are only responsible for the teaching of the students, not for their learning. Doing this requires a complete paradigm shift. Teachers are happy that the day’s work is finished, but the responsibility is not to complete the course. Their responsibility is that every child learns that course completely. If that doesn’t happen, why is the teacher there?

#### **3. Freedom is important in the classroom, for teachers and students.** This is one of the major principles of constructivism. Students should also have the freedom to learn according to their own pace, and teachers should have the freedom to use the teaching methods that s/he finds suitable, useful, or better than the traditional methods.



Learn more about Mr. Panse’s amazing work on his organization’s (Gram-Mangal) website: [grammangal.org](http://grammangal.org).



# AND NOW, A NOTE FOR YOU ALL

FROM MS. MEENAL DASHPUTRE



**Ms. Meenal Dashputre, Director of Programme Quality and Head of Capacity Building at SMF, discusses how to handle student misbehaviour. Ms. Dashputre assesses the on-the-ground impact of the programme and develops training material.**

Dear Teachers,

It is very encouraging for us at SMF to see how many of you have internalised Mulyavardhan and are doing the best to implement it despite multiple challenges such as overloaded schedules, lack of space, catering to the needs of students from different backgrounds, and large class sizes. Mulyavardhan, as you all know, is a programme that relies heavily on cooperative learning, accomplishing tasks in pairs or groups, and fostering discussions among students. However, it can be quite a challenge for the teacher of a large class to do all this. Moreover, the larger a class, the greater is the probability of student misbehaviour. As teachers of large classes, what can you do to curb misbehaviour?

## **Use positive discipline techniques**

Students in class will misbehave and violate rules, no matter if the class is large or small. It is a normal part of their development and not a reflection on you. When students misbehave, a teacher may use some form of punishment as a way to control the situation. This is especially seen in large classes in which there are no set rules or routines. The students do not know what is expected of them and the consequences for misbehaving.

Another equally significant reason may be that the teacher may not have taken the time to build a positive relationship with the students so they would want to be good. This may be due to his or her authoritative classroom management style, one that says, “I’m the teacher and we’ll do things my way!”

While punishment is meant to **control** a student’s behaviour, positive discipline is meant to **develop** a student’s behaviour, especially in matters of conduct.

The following is a list of positive disciplinary actions that you can take to guide students whose misbehaviour is demanding attention.

1. Catch them being good; praise them when they are not seeking attention and misbehaving.

2. Ignore the behaviour when possible, giving the student positive attention during pleasant times.
3. Teach them to ask for attention (for instance, make “notice me, please” cards that they raise when they have a question).
4. Look at the erring student, but do not speak.
5. Stand close by rather than far away (there’s no need for attention-getting behaviours if you are standing next to them).
6. Target-stop-do; that is, target the student by name, identify the behaviour to be stopped, tell the student what he is expected to do at that moment, let him make the decision about what he does next and its consequences.
7. Do the unexpected, such as turn the lights off, play a musical sound, lower your voice, change your voice, talk to the wall. This will distract the student from his or her misbehaving and will focus on the teacher.
8. Distract the student, such as ask a direct question, ask a favour, give choices, and change the activity.

Sometimes teachers in large classes scold students, or use punishment when they are angry or frustrated. Yet, there are many positive ways to deal with anger and frustration, e.g., some teachers tell their students, “I need a moment to calm down; I am very angry right now.” Others calm down by counting to 10 or by leaving the room for several minutes. Some teachers describe their feelings to their students to help them understand what annoys them. The students then learn what not to do and why. They might do it again, but they are responsible for their actions and will have to deal with the consequences. Whatever the case, you are strongly advised to develop a positive discipline plan that incorporates these methods.

We at SMF would like to hear from teachers who have used the above mentioned techniques with some measure of success over time. It would also be great if some teachers could share some of their own techniques developed while dealing with such classes.

**Meenal Dashputre**  
Director Programme Quality, SMF



# MULYAVARDHAN RESOURCES

This month’s values are Valuing Diversity and Respect for Human Dignity

Mulyavardhan defines Valuing Diversity as “recognizing and valuing differences among individuals and appreciating the cultures of different social groups.”

Respect for Human Dignity is defined as “appreciating the dignity and worth of every single individual.”

## Videos to show your students



[https://www.youtube.com/watch?v=403s\\_HcQsa0](https://www.youtube.com/watch?v=403s_HcQsa0)



**Search “Kidloom Everybody is Different English” on YouTube.** This is a fun video for students of 1st and 2nd standard to sing along to. The lyrics are in the description section.



[https://www.youtube.com/watch?v=M4JEw3yfVGw&index=3&list=PLeNNjYzz5JyvUnf\\_vMgHgZmChjwIZEEYv](https://www.youtube.com/watch?v=M4JEw3yfVGw&index=3&list=PLeNNjYzz5JyvUnf_vMgHgZmChjwIZEEYv)



**Search “Children Just Like Me DK Books” on YouTube.** This video is great for students as it introduces them to children from all over the world. It provides a global perspective of diversity.



<https://www.youtube.com/watch?v=ylzqhpU4WyQ>



**Search “Conflict Management Funny Animated” on YouTube** – Conflicts are inevitable, but they don’t keep the peace. Despite our differences, it is beneficial for us to work together. Show this cartoon video to your students and then ask them the following questions:

1. Which animal did you like and why?
2. What would you do if you were in the shoes of the moose and the bear? How would you cross the bridge?

- by Aparna Tirmale

## “CHILDREN’S DAY AND VALUING DIVERSITY”

Recently we celebrated Children’s Day on the birth anniversary of PM Jawaharlal Nehru on November 14, 2018. This occasion is special because PM Nehru was the one who coined the term “Unity in Diversity”.

When I see contemporary circumstances of violence and intolerance, somewhere I realize that PM Nehru must have said this with a great vision. This is a good time to reconsider his thought. You will be surprised to know that eight major religions are followed all over the world and you can find all of them in India.

Whenever we talk about diversity, we immediately think about religion. There is no doubt that India is very diverse in terms of religion. But apart from religion, we are diverse in many different ways; for example, culturally, linguistically, socioeconomically, in our skills and so on.

Often, we observe a kind of tension between the children of various socioeconomic backgrounds. Why is this happening in our schools? Somewhere we are forgetting to tell our students how to respect each other’s differences. In this context PM Nehru becomes very relevant.

To sustain the relevance of his words, we must teach our children to identify, understand, and value differences in our country, which is the most diverse in the world, because today’s children will be tomorrow’s citizens. Now the question is: How we can achieve this crucial task?

Here I would like to suggest few ideas that you can implement in your classrooms:

**Diversity through toys or pictures-** We discussed the importance of a child-friendly physical environment in the classroom management module during our Mulyavardhan training. We can make children identify different kind of diversity through our classroom environment. We can have a number of culturally, physically diverse toys or pictures in our classroom.

For example, we can have puppets, dolls and pictures with culturally and geographically different dress codes (Few puppets, dolls or pictures in churidars, in different kind of saris, few in lungi kurta or dhoti kurta etc). Children can play with them, and we can discuss the toys, like how they are different and how we should respect their different aspects.

**Projects on cultural practices and geographical locations-** We can divide children in diverse pairs or groups and we can ask them to create projects on each other’s cultural practices, where their families are from and what kind of differences and similarities they have. Afterwards, we can ask them to share their findings and we can ask what they like the most about each other.

**Teach through your actions:** Sometimes as parents/ teachers, we are not aware of our actions around others. For example, a child from Goa may not get along with a migrant child. By increasing our awareness of our non-verbal behaviors and working towards treating everyone respectfully and equally, we can become models for our children on how to treat others with equality and kindness. For example, teachers should be mindful of students who are not participating primarily because they are migrants and cannot speak English. The teacher can ask the child to answer in his/her own language and ask another student to translate if necessary.

If we try to implement these ideas in classrooms, we can give true tribute to PM Nehru, humanity and our democracy.

-by Pallawi Singh



## Tips for Practicing Valuing Diversity and Respect for Human Dignity

### VALUING DIVERSITY

- Promote an inclusive environment which values equality of opportunity and diversity. Diversity is not limited to different castes, cultures, traditions and religions. It also includes diversity of thoughts and talents. Diversity is about recognizing and respecting these differences to create an all-inclusive atmosphere.

**Eg.** Try to acknowledge diverse answers from the students. If some students have different approaches on certain topics, then listen to that diverse approach. If that is acceptable, then the class has learnt something new!

- Challenge or report inappropriate attitudes, language and behaviour that is abusive, aggressive or discriminatory.

**Eg.** There may be a case where students have a negative attitude towards a certain “group” of people and that is evident in your class. Some students are aggressive towards few students because they belong to that “group”. Those students are always blamed for anything which is considered as bad for the school environment. In this case, the teacher can call these students aside and say, “These students are coming from a background that is completely different from your own. They have certain problems that you don’t. So, school should be a place where they don’t have any problems. Try to make them feel welcome and safe here.”

- Acknowledge and respect a broad range of social and cultural customs, beliefs and values.
- Appreciate the students who are practicing inclusion in the class.
- Use Teaching-Learning Materials with multicultural themes.
- Plan lessons that reflect the diversity of the classroom.

**Eg.** Try to give examples from different cultures, festivals, languages and religions. There are a lot of examples when we are discussing food!

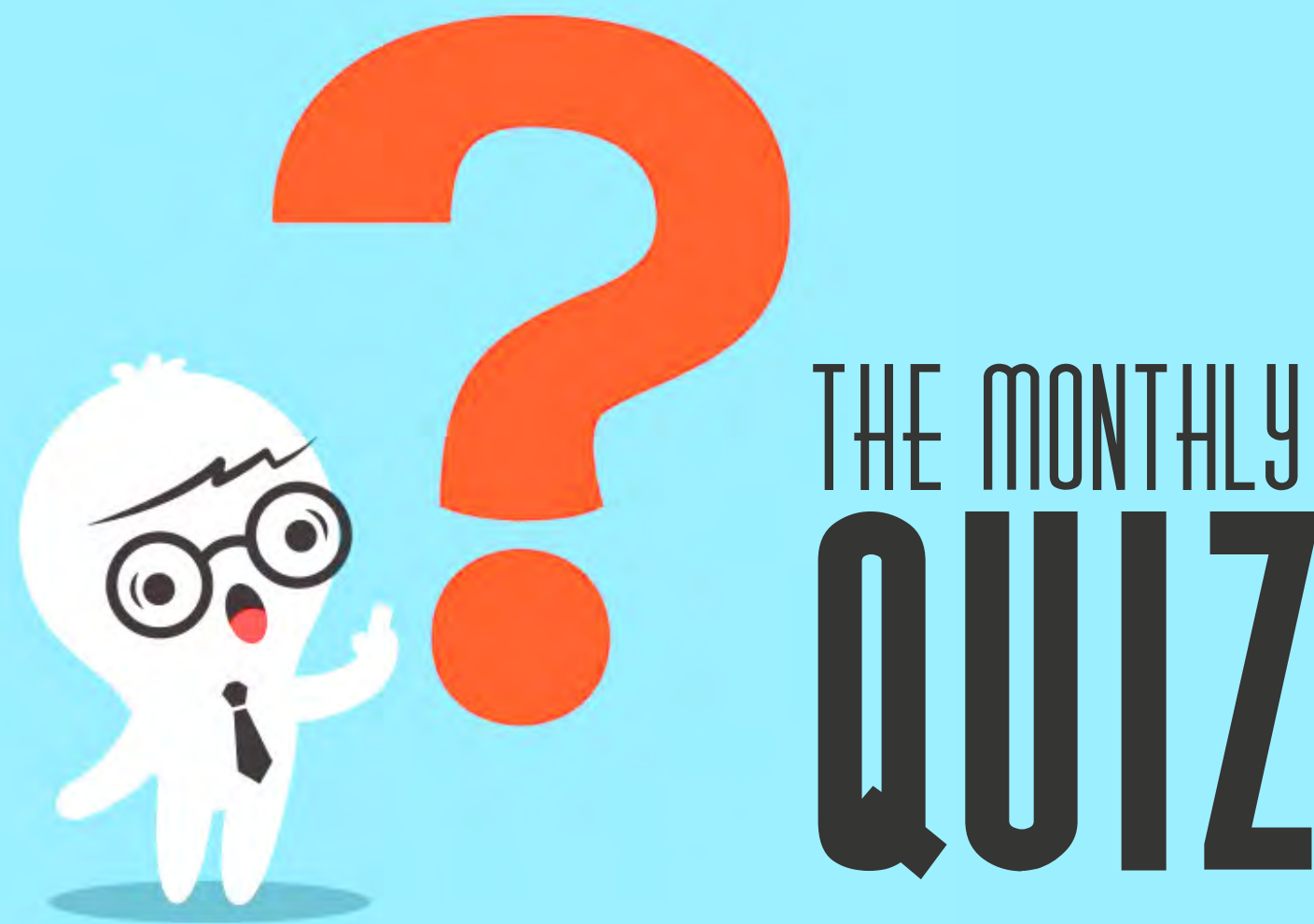
### RESPECT FOR HUMAN DIGNITY

- Respect all (students, non-teaching staff, parents, community members and all others who are there in the school). Ensure that there is no discrimination based on the profession. All the work done by the non-teaching staff and cleaning staff should be valued equally. Recognize the dignity of labour.

**Eg.** Encourage students to greet everyone. Show respect to all who come in their classroom by standing or in whichever way they’d like to.

- Remember that decades ago in the Universal Declaration of Human Rights, which proclaimed in Article 1: “All human beings are born free and equal in dignity and rights.”

-by Sneha Pathak



No one is responding to our monthly quizzes! This is disappointing, as we would really like to feature a teacher and HM here for sharing their knowledge with us. So please send your answer to this month’s question on your WhatsApp group as soon as you think of an answer!

**Question:**  
**What are the steps in Mulyavardhan for forming groups for group work?**

*Our next issue will be about the classroom observations that the SMF training team conducted in your schools in December. That does not mean that you should not use WhatsApp to share! Please send us photos and thoughts about Mulyavardhan only. We will now become very strict about irrelevant messages on the group. Please be mindful about what you are forwarding and sharing on the groups. Thank you and please send us your thoughts about this issue!*