



**MULYAVARDHAN**

SHANTILAL MUTTHA FOUNDATION

# The Mulyavardhan Voice

**September 2018 Issue**

## FROM THE EDITORS

*Hello Teachers!*

Firstly, we are glad that the books have reached your schools and you are beginning this year's Mulyavardhan adventures in your classroom. In this second issue of **"The Mulyavardhan Voice"**, we are focusing on featuring thoughts and advice from various teachers and HMs in ABE/DSE schools.

We'd also like to welcome on board the teachers who attended our training at ABE Panjim on September 6<sup>th</sup> and 7<sup>th</sup>. You were a very interactive and curious group of teachers!

We hope you all enjoy this month's issue. Please remember that your feedback and sharing matters to us, so please keep sharing on the WhatsApp Groups, or feel free to reach out to one of the group moderators individually!

## THIS MONTH'S TEACHER AND HM FEATURES:

We would like to conduct in-depth interviews with teachers and HMs to put on the first page of our newsletters!  
Please reach out if you are interested!

Note from

**Ana J. Fernandes - Teacher**



Santa Cruz Primary School

"I love the uniqueness of my school where children learn together. All children with different learning abilities, including differently abled children, participate equally in the MV classroom. We have observed that they cooperate and support each other.

I found MV to be a very exclusive programme because it's very different from our previous value education session in the curriculum, because we did not observe deep impact in students in our previous value education class, but we are observing gradual development of values in our children through this Mulyavardhan programme.

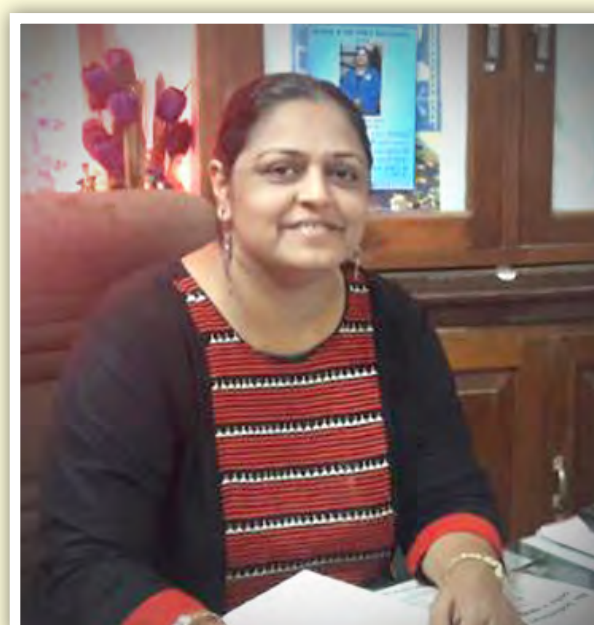
Now I love going to school because children always wait for me that today teacher will tell us something new with interesting activities.

Sometimes I found it very difficult to handle or conduct the session on "My Opinion" in MV classes. I want to suggest that there should be more cooperative games and I am not sure, but we should also include topics on sexuality in the MV programme for standard 4th children.

I would like to thank the MV team for making value education impactful and interesting for teachers and children both."

Note from

**Noreen Dias - HM**



Saviour of the World High School, Loutolim

"Mulyavardhan activities have brought a change in our students, in small skills. When group activities started, they began answering open-ended questions and thinking critically.

There is one lesson that I observed of my teachers: following rules. She had a chart and she told them to frame rules for the classroom, and that helped them in inculcating better behaviour. The children know that they have only prepared the class rules, and they take them seriously.

Mulyavardhan has also helped them in public speaking, especially in the games and in the community circle. Once they played a game with balloons and the child had to come to the front and say a few words. They did this on the school ground, and there the child did not hesitate, the child spoke well, because the environment was different. I went to see that activity, and the children were so happy, and it was quite nice, even I was taken by that!

The children really love Mulyavardhan. They want to take the books home, but we can't give them or they'll finish everything!"

**One thing that makes Noreen Ma'am's school unique:**

"There is lots of love and care amongst everyone, especially in the staff. There is a lot of friendliness. I feel I am friendly and understanding to the teachers, and then in turn the teachers are loving and good to students. The relation is also great between the school and the community. We, the manager, headmistress, teaching and non teaching staff and my loving students work harmoniously."

**Noreen Ma'am's favorite thing about going to school every morning:**

"I see everyone happy. Everything is so lively in school. My staff members are very enthusiastic. First thing in the morning we have a short prayer followed by special intention by the teachers in the staff room, that keeps the day going well."

**Her final comment:**

"You all have to start Mulyavardhan with high school students also!"



# A FEW MORE MULYAVARDHAN SHARINGS

This page is a collection of thoughts and sharings from ABE/DSE teachers about MV. Hopefully it will inspire you to put in your best efforts in Mulyavardhan this year!

**Gauri Gawas**



**Our Lady of Help Primary School, Ribandar**

“Children are enjoying MV because it is different from other scholastic subjects. In MV, students are given an opportunity to speak out. They share their views, student feel free in MV class. All students enjoy cooperative games. MV should be continued with the school; it is a need of an hour. In terms of challenges, there is language problem with the students where all the students cannot express and share, but they participate in the cooperative games. Students are extremely interested in MV and they ask about what would happen in MV in the very first class in the morning. The piece of advice for the recently trained teachers is that they should focus on MV because this is related to values and that will be with students lifelong.”

**Maria Lumena Paul**



**Our Lady of Grace High School, Bicholim**

“Mulyavardhan is nice and it is different from other subjects. Students get an opportunity to share their views and listen to others. Students anxiously wait for Mulyavardhan classes because they learn values through activities. Since the students enjoy a lot and it is their favorite thing in the school, I don’t feel any challenge while conducting the MV activities. I want to mention this to all the teachers who have been recently trained: please continue with MV classes. They are really useful and joyful. Students love the class and even the quietest students open up during discussion. Pair work worked well for me, it was a good learning experience for me when the students come from diverse backgrounds.”

**Luiza D’Souza**



**St. John of the Cross Primary School, Sanquelim**

“I am using what I learned in Mulyavardhan in my English classes. I make groups of children, give them a situation and ask them to discuss about it. Then they write it down and share it with the class. I am also using the play-way method in English class. In fourth standard, we played passing the ball, to practice making nouns. As the children passed the ball, they each said a noun, and they learned through the game.”

**Maria D’Costa**



**Kiran Niketan Primary School**

“I started using the quiet signal, started practicing with it, and I got a very good response. Students immediately became attentive, and they wanted to know what I would say next. Sometimes when I forgot to use the signal, they would tell me ‘Use the signal!’”

## MULYAVARDHAN ACTIVITIES FROM THE WHATSAPP GROUP:

We received a message from Teja Asgaonkar, from St. Francis, Xavier, Siolim, with photos of her students engrossed in think-pair-share!



Efresina Barretto from St. Anthony’s High School, Galgibaga, sent us a photo of the class rules that her students made.



**There are more chances to share!  
We are hosting teacher forums over this academic year.**

**TEACHER FORUMS**

ABE & DSE will be organising Teacher Forums which will be another platform for teachers to share Mulyavardhan experiences and challenges. The SMF team will also be present at these forums. There will be a total of 8 forums from October to February; 4 in the South, 3 in the North and one in a Central location. Ten schools will be invited to each forum to send one teacher from their school. This way every school will have the opportunity to share via their representative teacher. The first forum is scheduled for October 25, 2018 from 2:30-4:30pm. The venue for each forum and which schools will be participating in the respective forum will be communicated to you by ABE/DSE and on WhatsApp. We look forward to meeting there.



# HOW TO CONDUCT AN ACTIVITY – A Refresher

IT HAS BEEN A WHILE SINCE TRAINING, SO WE’D LIKE TO REMIND YOU HOW TO READ THE TEACHER ACTIVITY BOOKS AND HOW TO PLAN YOUR MV LESSON.

Keep the **Learning Outcome** in mind when you’re conducting the activity. You want the majority of your students to achieve this outcome during the MV class.

You only need to use the “Student Activity Book” when it is listed in the **Materials** section.

The **Procedure** is the backbone to your lesson plan. You can follow it as it is, but we encourage you to modify and make additions to ensure that the learning outcome is achieved. Insert an interesting beginning to catch the students’ attention.

For example:

1. Tell the children a story about sports, for example: “Children, you know what? Yesterday I went to play [sport] with my friends. We were really excited about playing. We made two teams and began our game. But no one knew whom to pass the ball to, or where to pass it, or how to keep score. None of us had played this game before. There was a lot of confusion! Then, one of my friends said, ‘Wait, let me tell you the rules of basketball; only then can we play it properly.’ Has this happened to any of you?”
2. Then ask them: “Children, do you know what a rule is?” Take their answers. If they don’t know what a rule is, define it. Then ask them: “When do we need rules?” and then, after getting their answers, ask them, “Do you think that rules would help our classroom?” If they say yes, ask them: “How?”
3. Then make a transition into the activity: “So let’s see if we can have some rules for our classroom too.”

Std I	Unit 2
2. Class rules	
Scope	Framing class rules by consensus
Learning outcomes	Children frame rules for the class.
Materials	Student activity books (for additional activity)
Procedure	<ol style="list-style-type: none"><li>1. Ask the children:<ul style="list-style-type: none"><li>• What would happen if the classroom were noisy?</li><li>• How must we behave in order to learn better?</li></ul></li><li>2. Tell the children: We shall decide a few things about how to behave in class. We will call them our ‘class rules’.</li><li>3. Ask the children: What should our class rules be?</li><li>4. Write the children’s suggestions on the blackboard. Write each suggestion as a possible rule.</li><li>5. If necessary, ask a few related questions such as:<ul style="list-style-type: none"><li>• Should we attend class whenever we feel like? Shall we make a rule about coming to class on time?</li><li>• Should we litter the classroom? Shall we make a rule about keeping our classroom clean?</li><li>• Should we leave the classroom in a noisy, disorderly fashion, pushing and pulling at others? What rule can we come up with for this behaviour?</li></ul></li><li>6. Write positive class rules, such as: ‘We will keep our classroom clean’ instead of ‘We will not litter our classroom’.</li><li>7. Select a few class rules by consensus.</li><li>8. Ask the children:<ul style="list-style-type: none"><li>• Who is responsible for following these class rules?</li><li>• What should we do if someone does not follow the rules?</li></ul></li><li>9. Ask the children for suggestions regarding what to do if the class rules are not followed. If the suggestions are harsh (beating the student, expelling him from class, making him stand for long periods of time), tell the children:<ul style="list-style-type: none"><li>• I will explain things to the student two or three times.</li><li>• If he still does not follow the class rules, he will not be allowed to take part in our activities on that day.</li></ul></li><li>10. Ask the children: Do you agree with these points? Shall we all agree to follow the class rules?</li><li>11. Make a chart of the class rules and display it prominently in the classroom.</li></ol>
Additional activity	Tell children to sing the song ‘Follow the rules’ given in the student activity book along with you (p.7).

Conduct the **Additional Activity** if you have time or if you would like to further work towards achieving the learning outcome.

Conclude the class effectively:

1. Tell your students that since they have made the rules, you hope that they will encourage each other to follow them.
2. Appreciate their work to end the class. (This is important in every activity!)




# MULYAVARDHAN RESOURCES

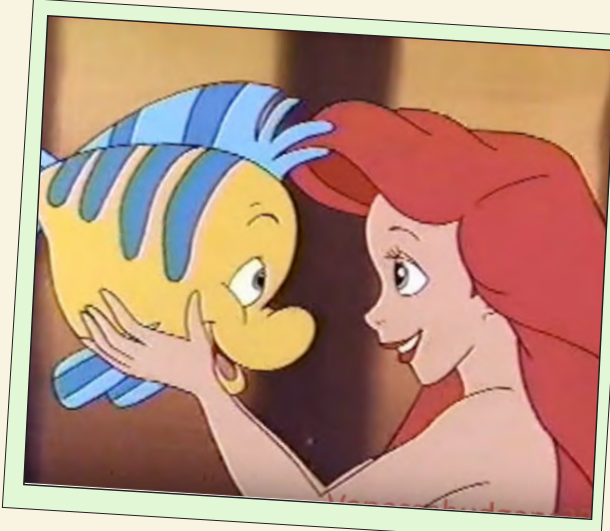
Each month, our resource page will focus on selected Mulyavardhan values.  
This month’s values are “Concern for Others” and “Harmonious Living”.

Concern for Others:	Demonstrating sensitivity and concern for the welfare of others
Harmonious Living:	Living respectfully and harmoniously with others, in a spirit of peace and cooperation

## Videos to show your students

<https://www.youtube.com/watch?v=h1j4WbMPdw8>


This video is about a mermaid teaching all fish to live in harmony in spite of their differences. Show this video in class and ask students how they can apply what the mermaid is singing about in their own lives.




<https://www.youtube.com/watch?v=zcrulov45bl>

This video shows us how caring for others can enrich our own lives, not in terms of monetary interests but in terms of love and relationships. Show this video in class and ask students what steps they can take to care for others so that they can enrich their lives like the man in the video.



<https://www.youtube.com/watch?v=HkuKHwetV6Q>

This video is about setting aside our own selfish wants and thinking about the needs of others around us. Show this video in class and ask students if they were in the boy’s place, would they do the same?



- by Aparna Tirmale

## A TOOL FOR SELF-REFLECTION

- by Sneha Pathak , based on the article from:  
<http://www.aish.com/d/w/48949801.html>

### READ THIS LIST

For each point, reflect on yourself in the classroom.  
Do you feel like you embody these statements, in and out of the classroom?



- I listen to all the students of my class without any judgment and try to understand them with empathy.
- I respect each student by having positive interaction.
- I recognize each student’s potential and make them feel valued and appreciated.
- I genuinely teach with sincere interest and the desire to help others.
- I present myself as a living example of what I want to teach, and inspire my students with positive attitude, joyful feelings and actions.
- I use child-friendly language (verbal & non-verbal), build rapport and am able to summarize and reflect what they have to say, so that they feel heard and understood.
- I praise other students’ positive attributes and express admiration and appreciation for their talents, qualities, accomplishments, values and courage. I validate their feelings and normalize their reactions. I acknowledge and endorse their positive aspirations such as their desire to learn and grow.
- I support and assist my students sensitively and compassionately with information, referrals, contacts, endorsements, coaching, mentoring, teaching and training.
- I empower others by supporting them in making their own decisions. I gently offer guidance in clarifying goals, considering consequences and choosing accomplishable steps.
- I trust in the essential goodness and growth of my students.
- I express gratitude, appreciate, and acknowledge what my students mean to me.
- I am kind and caring to all of my students and all in my school.



## A STORY ABOUT CONCERN FOR OTHERS

- by Pallawi Singh, taken from a real-life incident

In Mulyavardhan, we focus on how to develop certain values in children and one such value is “concern for others”. But, this value often creates a dilemma in children’s mind between concern for others and concern for self.

**Tell the following story to your students:**

*“This is a story of a 9 year old boy, Rohit. He was in 4th Standard. His parents always taught him that caring for others is very important and that is why he should help them in the time of need.*

*This value was deep rooted in Rohit’s mind and heart. One fine day he was going to his school and it was raining like anything. He was thankful to his mother, because she had given him an umbrella. When he reached the school, he noticed a boy standing in front of the school gate. The boy did not have an umbrella and he was all wet. Immediately, Rohit felt concerned for this boy, so he gave his umbrella to him.*

*But now Rohit was empty-handed and he didn’t have anything to save himself from getting soaked in the rain.*

*In the afternoon when Rohit went home, his mother saw that Rohit was all wet and he didn’t have his umbrella. She touched Rohit’s forehead and realized that he had a fever as well.*

*She was worried and asked him, “Where is your umbrella? Why are you wet?”*

*Rohit innocently told her about the boy without an umbrella and said “Mom, you only taught me to care for others, which is why I have given my umbrella to that boy.”*

**After telling the students this story, ask them the following questions:**

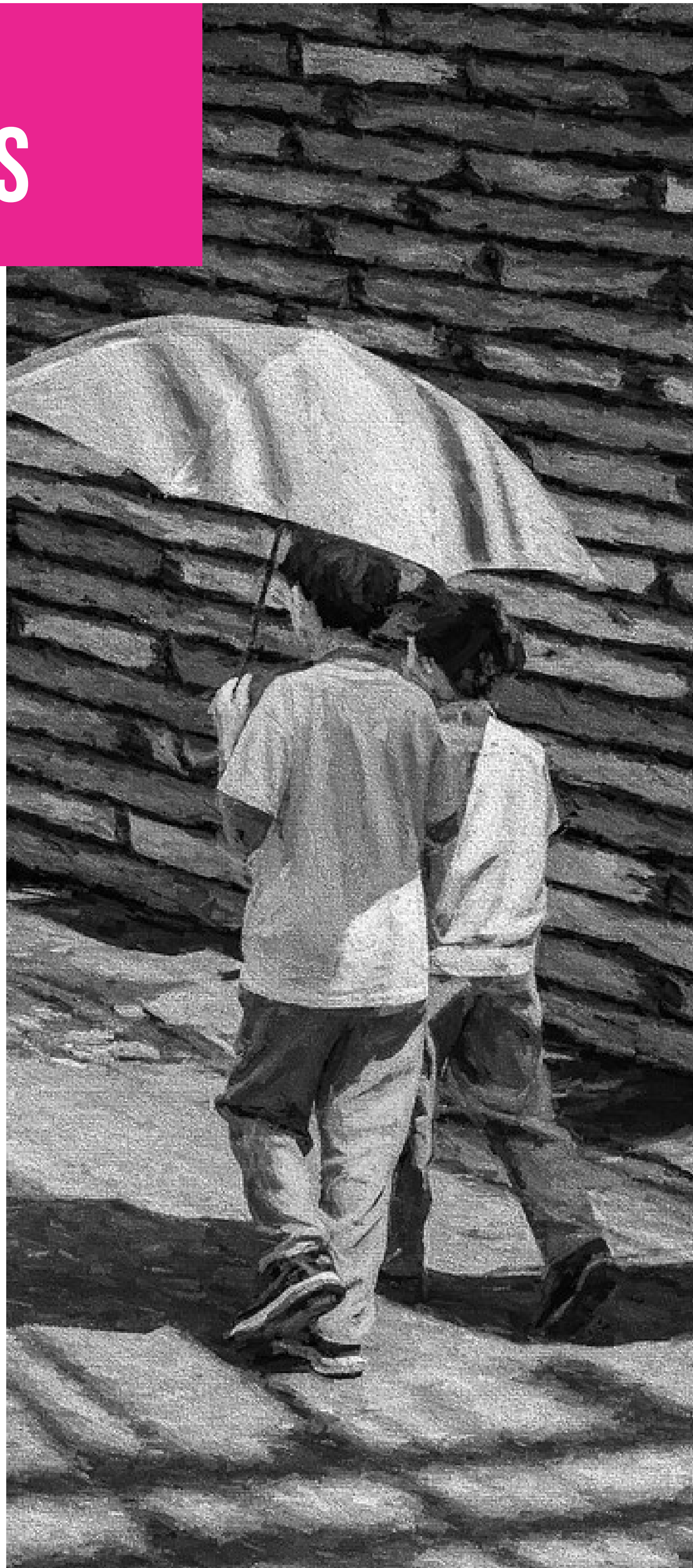
Do you think Rohit has taken the right decision?

What would you have done in this situation?

Do you think that we should neglect caring for ourselves when it comes to showing concern for others?

Facilitate the discussion to teach students this point:

*Concern for others at the expense of self-care will only make us dependent on others. We can care better for others when our own needs are taken care of first.*



## THE MONTHLY QUIZ



Whoever answers this question first on their WhatsApp group receives a mention in next month’s newsletter!

### How and why do we use the quiet signal?

***Thank you for your sharings teachers and HMs!***

**Keep using the WhatsApp group to share what is happening in your MV classrooms.**



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